

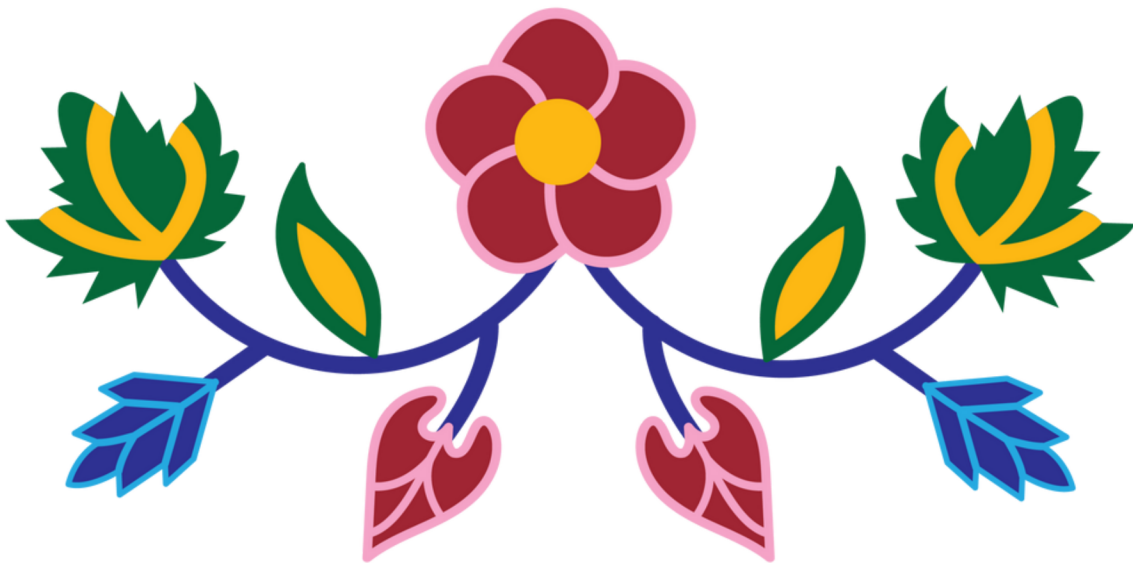
GIKINAWAABI

LESSON 11

LESSON: STORYTELLING

ACTIVITY 1: CREATE THE STORY

ACTIVITY 2: FILL IN THE STORY



LESSON 11

STORYTELLING



LESSON OBJECTIVE

The child will learn more about the Medicine Wheel while practicing their language, conversation and reading skills.

MEDICINE WHEEL WISDOM



Childhood is represented in the medicine wheel and is an important period in a person's life. When a child feels like someone wants to hear what they think, it supports their self esteem and also supports early learning skills.

FAMILY OUTCOMES: PICCOLO

- Talks to the child about objects and different characteristics in the story
- Demonstrates active listening to the child
- Encourages the child to ask questions and expand on their words
- Asks the child about information in the book

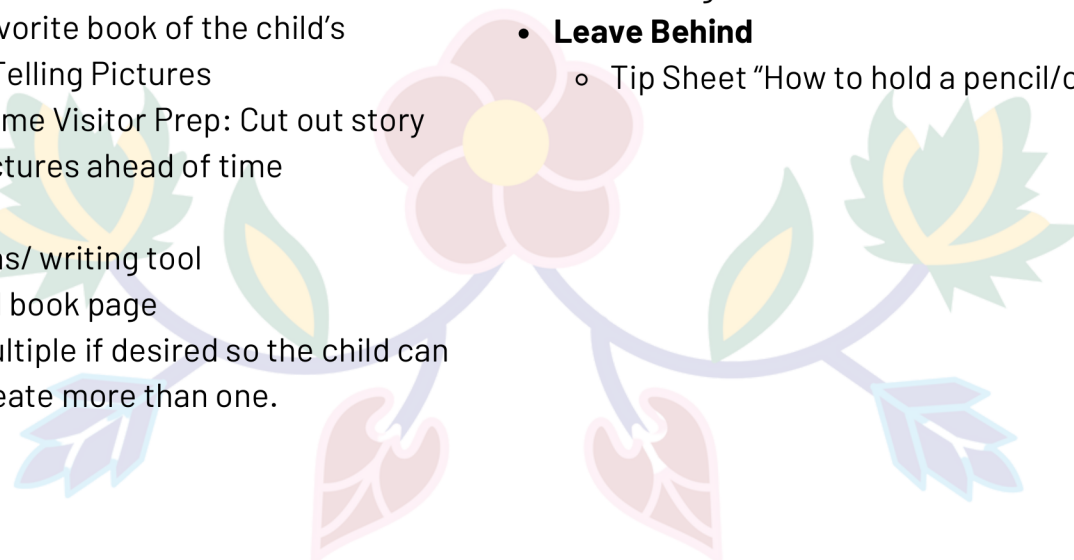
CHILD BEHAVIOR OUTCOMES: LOLLIPOP

- Uses language to express aspects and concepts that are on the wheel
- Is able to use words that have been introduced in the activity
- Asks questions and points out different aspects and characteristics in the book

HOME VISITOR LESSON OVERVIEW

Materials Needed:

- **Lesson**
 - Medicine Wheel Preschool Book
 - Or a favorite book of the child's
 - Story Telling Pictures
 - Home Visitor Prep: Cut out story pictures ahead of time
- **Activity 1**
 - Crayons/ writing tool
 - Folded book page
 - multiple if desired so the child can create more than one.
- **Activity 2**
 - Writing tool
- **Leave Behind**
 - Tip Sheet "How to hold a pencil/crayon"



LESSON 11

STORYTELLING



LESSON

1. Sit with the child using the Medicine Wheel book and encourage the child to tell you a story about the book. Prompt the child with easy to answer questions if the child has difficulty getting started like:

- "What is the story about?"
- "What colors or shapes do you see in the Medicine Wheel?"

2. The child may name familiar people, animals, and objects or describe and tell the use of familiar items or may incorporate new, less familiar, or technical work in everyday conversations.

3. Transition to the caregiver into leading the activity using the pictures cut out from the storytelling page. They will ask the child to tell them a story using the pictures.

5. Note child's receptive and expressive language skills, point out to the parent.

6. If the family has pictures of their own printed out, they can do this with the child when they have some down time or use the ones you provided!

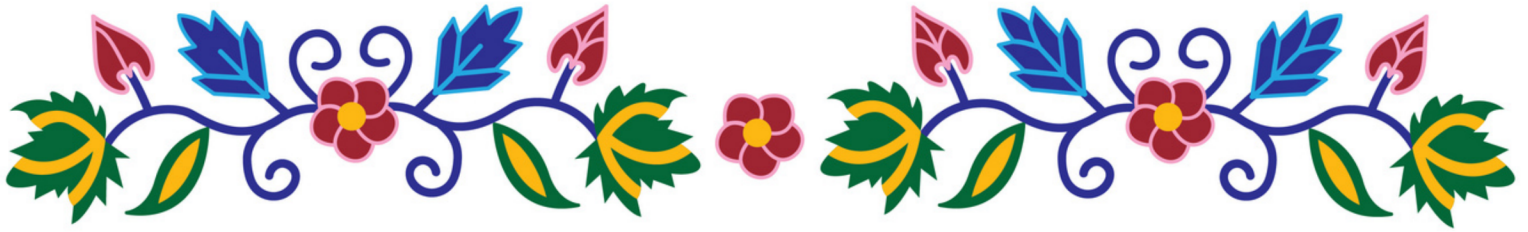
ENCOURAGE YOUR CHILD TO USE THEIR IMAGINATION!

LESSON WRAP UP

- **Choose the lesson 11 activity you would like to do with the family and explain it to them.**
 - **You may do one or both.**
 - **You can also leave behind the other activity for the family to do on their own.**
- **Ask if they have any questions about it.**
- **Explain and leave behind the extra handouts.**

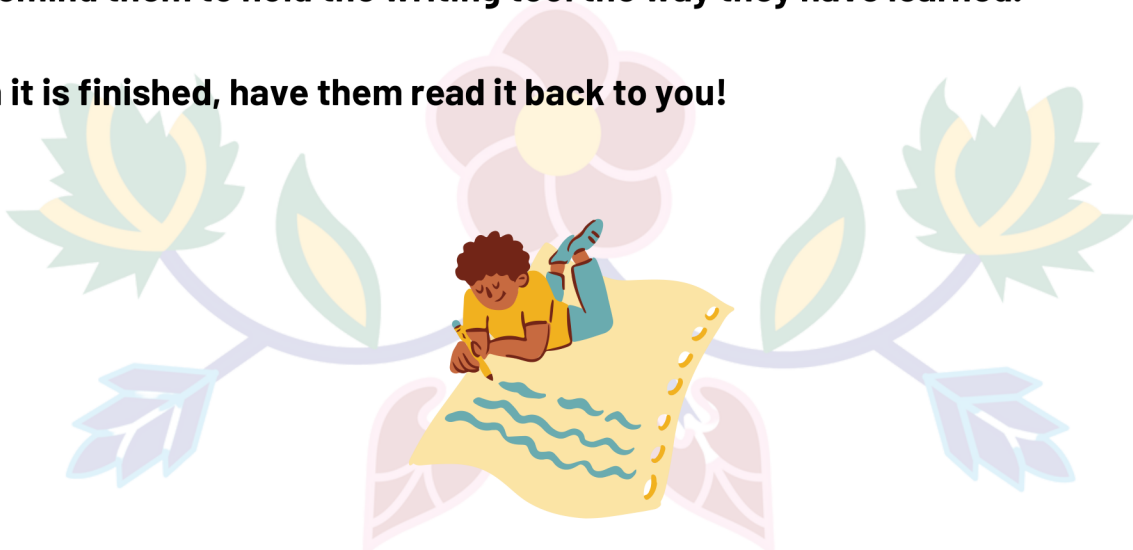
LESSON 11 ACTIVITY 1

CREATE THE STORY



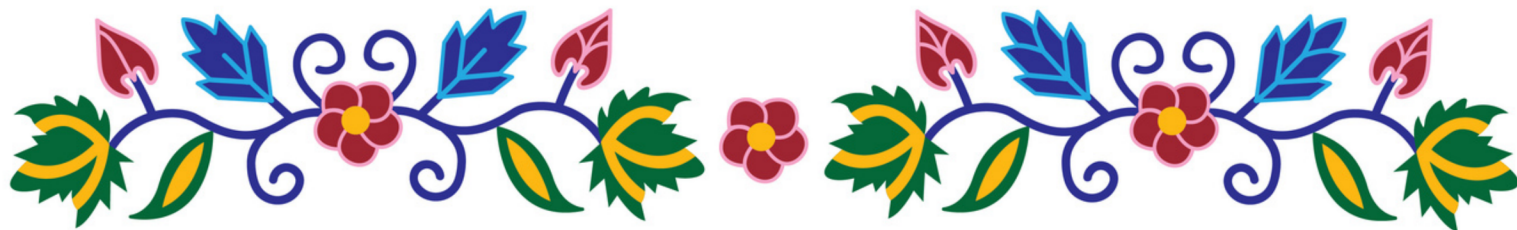
YOU CAN BE AN AUTHOR!

- Using the folded book paper, or plain paper folded and stapled help the child write their own story!
- Brainstorm with them first about what they want their book to be about.
- Once they have an idea start creating!
 - You can write the sentences for them if they are not yet able.
- Let them get as creative as possible! This is a great way to get their creativity out and let them bring a story to life.
- Let them color and draw on the pages to help illustrate their story further.
 - It doesn't have to be perfect!
 - Remind them to hold the writing tool the way they have learned.
- When it is finished, have them read it back to you!



LESSON 11 ACTIVITY 2

FILL IN THE STORY



- Using the story below, have the child fill in the blank with the word of their choice!
- When they are done, allow them to practice their writing/drawing skills, on the pages.
- Don't be afraid to create your own little story for your child!
 - The crazier it is, the better!

{name} got in the **{shape}** car to go to **{place}**. When they got there, a large **{animal}** that was **{color}** was waiting!

{name} and the **{animal}** decided to play **{game}**. After playing, they both got hungry and ate **{food}**.

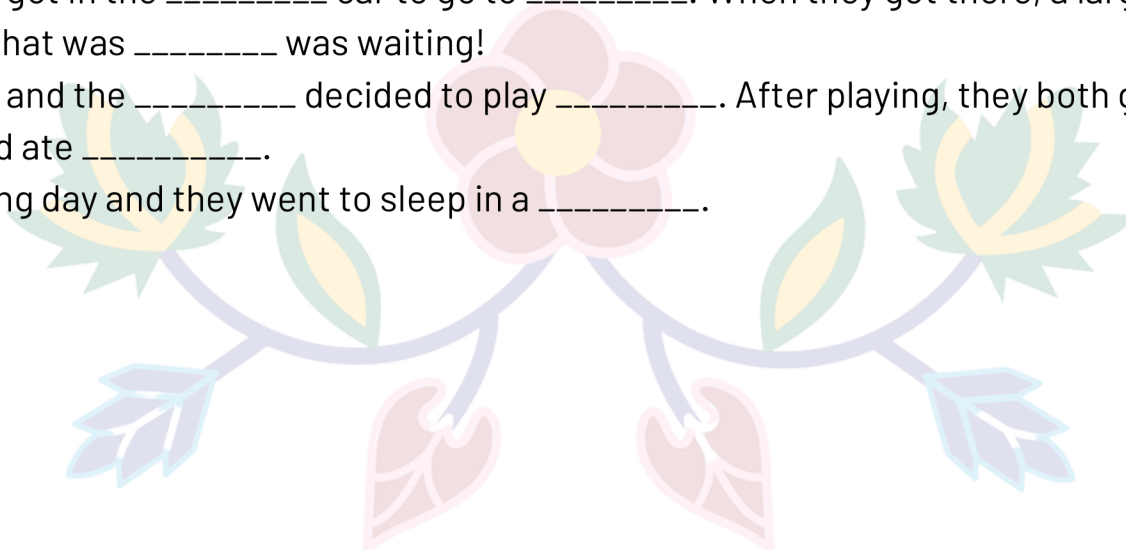
It was a long day and they went to sleep in a **{anything!}**.

_____ got in the _____ car to go to _____. When they got there, a large _____ that was _____ was waiting!

_____ and the _____ decided to play _____. After playing, they both got hungry and ate _____.

It was a long day and they went to sleep in a _____.

THE END!

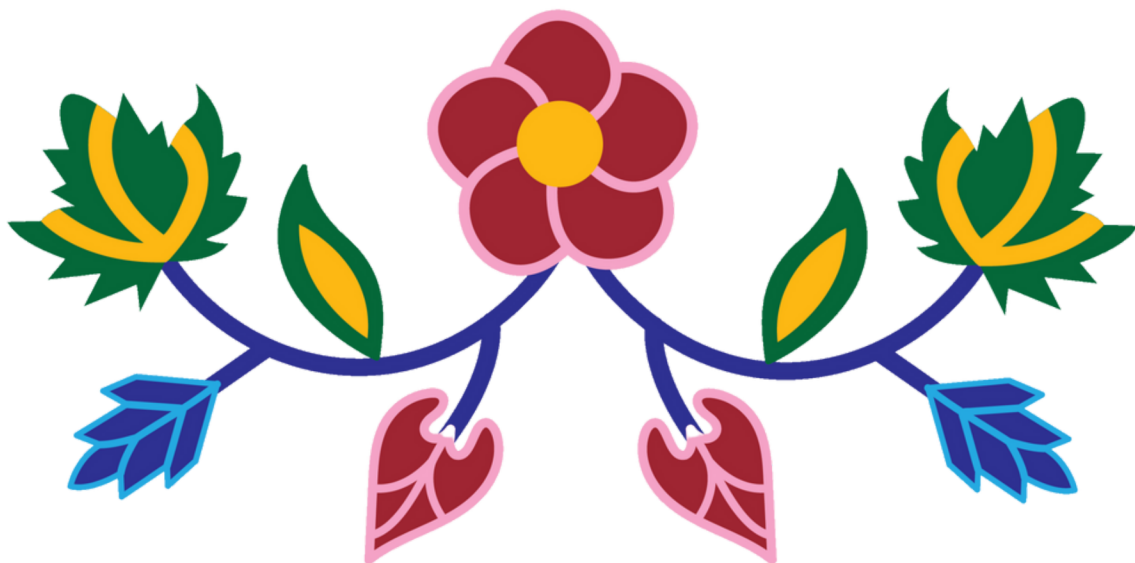


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LESSON 11

ADDITIONAL LEAVE BEHIND PAGES

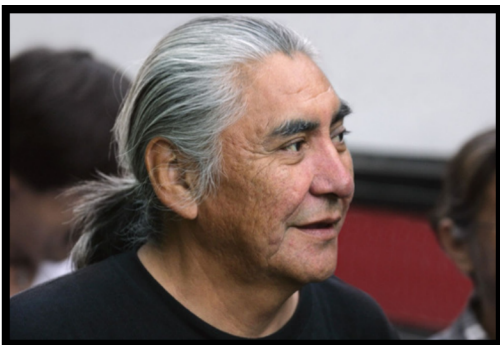
- **STORYTELLING PICTURES**
- **FOLDABLE BOOK**
- **TIP SHEET: HOW TO HOLD A PENCIL/CRAYON**



STORYTELLING PICTURES



CUT OUT THE PICTURES TO HAVE THE CHILD TELL STORIES WITH



3

4

2

STORY BY:





TIP SHEET

HOW TO HOLD A PENCIL/CRAYON

The proper writing grip is called the tripod grip: the thumb, index and middle fingers support and the last two fingers are bent in the palm. By allowing your child to see you properly hold a writing tool, they can learn it in no time!

- Remember that every child develops skills at their own pace. Positive encouragement is key during this time of learning.
- Encourage self-feeding for toddlers to further develop their holding skills.
- Start early writing/drawing with small pieces of crayon or pencil. Small children will automatically pick up small pieces of food and crayons using their pincer-style grip.

The Crayon Song can be a learning tool as the child begins their writing/drawing journey:

Pick up a crayon, pick up a crayon, this is easy to do,
Pick up a crayon, pick up a crayon, I tell my fingers what to do.
My thumb is bent, pointer fingers to the tip, tall man uses his side,
I tuck the last two fingers in and take them for a ride!

Now I'm holding it just right, but not too tight. Every finger knows
what to do!

And now I have a big surprise, a big surprise for you...
Let's drop them and do it all again!

