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# An Elder Story Shared

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Retelling Elder Stories

Language Arts

Lesson 1

Time: 45-60 minutes

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## Overview

Students will actively listen to a culturally rich oral story told by an Elder from their community to retell the story orally in past tense in VE and SAE.

## Objectives

- Students will be exposed to a Native story told in Village English past tense.
- Students will practice listening to details as an oral story is told.
- Students will recall the events of the story as a class and organize them in sequential order.
- As a class students will retell the story using the events listed on sticky notes as prompts.

## PRESENTATION Activities

1. Students begin by listening to one or two elder's stories told in **Village English (VE)**. Even if you decide on a topic beforehand, the elder may take a different direction with the story, which is culturally appropriate. It can be helpful to have two stories told since one may lend itself more readily to the concept of sequence, and retelling.
2. Record a video of the elder story to use as a reference later.
3. Sequence Activity: Ask the class, "What parts of the story do you remember?" For each student response, write down a key word on a sticky note. Use a dark marker for easy visibility. After most of the events in the story have been noted on a sticky note ask the students, "Which of these events happened first?" "What happened next?" Continue until all the events have been written in order. If your group of students is less than 12 you can gather together around the sticky notes on the floor. Otherwise, you can project the sticky notes on a document camera so that everyone can see them as you put them in order as a class. *(Save sticky notes to use again on Day 3).*

\*\*\*After school, type the elder story and print out part of the story for each student the next lesson.

## Adaptations

If you have two elders that each share a story, students could be divided into two groups. If there is an aide in the classroom they could facilitate one group with the elder present.

## Materials

- *Camera or device to video record elder stories.*
- *Scrap paper cut into fourths or 3X3 or larger sticky notes. Enough for every event in the story.*

## Other Resources

Invite 1 or 2 elders to your classroom to share one or two stories.

## Additional Notes

The day the elders arrived I brought a water bottle for each of the elders. Before they came I talked to my class and we role played what they should look like when they were listening to the elders. I asked questions such as, "Can you get a drink of water when the elder is speaking?" (no) "Can you go to the bathroom or walk around the room when the elder is speaking?" (no) "Should you be talking to your friend?" (no) "Should you have anything on the floor with you?" (no) Show me what you should look like. I had the students model sitting on the floor with their hands to themselves. I then let everyone get a drink and go to the bathroom right before the elder came.