

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Climbing The World's Highest Mountains
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Climbing the World's Highest Mountains
- Story Map #3

Opening

State the objective

- Share the incredible true stories of people or animals.

Gain prior knowledge by asking students the following questions

- What is a continent? What are the names of the 7 continents on Earth?
- Have you ever been mountain climbing? What skills do you think a good mountain climber needs to have?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Reading the Selection-

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group.
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Students Practice ("You do")

Map It Out!

- Give each student a Story Map #1 Handout.

Students can share their story maps with a partner or the whole group when completed.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

Climbing the World's Highest Mountains

George Atkinson (born May 29, 1994) is a British climber from Surbiton. At the age of sixteen he became the youngest ever person to complete the Seven Summits Challenge by climbing to the summit of the highest mountain on each of seven continents.

He completed the challenge at May 26, 2011 when he reached the summit of Mount Everest.

Atkinson was 16 years and 362 days old when he completed the challenge which beat previous record holder Johnny Collinson who completed the challenge at 17 years and 296 days old.

Seven Summits

Atkinson embarked on a world record attempt to be the youngest person to climb the tallest mountain on each of the seven continents when he was 11 years old. He completed it nearly six years later just a few days before his 17th birthday. He climbed the **Mount Kilimanjaro**, tallest mountain in Africa first. This was followed by Europe's **Mount Elbrus** at age 13. Shortly before his 14th birthday Atkinson reached the summit of Australasia's **Puncak Jaya** and returned safely from the summit despite the arrest of his guides and ultimately his own arrest. Peak four was **Aconcagua** in South America. At age 16, Atkinson climbed **Mount Denali** in North America, reaching the summit on July 12, 2010, followed by **Mount Vinson** the highest mountain in Antarctica. The final peak was the world's highest mountain **Mount Everest** in Asia. Atkinson completed the record attempt when he reached the summit on May 26, 2011 simultaneously becoming both the youngest person to complete the Seven Summits as well as the youngest to reach the summit of Everest.

**Story found at www.ripleys.com

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Little Red Riding Hood
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “Little Red Riding Hood”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “Little Red Riding Hood” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “Little Red Riding Hood” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”

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<p>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>opportunity and have the student become the teacher.</p>
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Three Questions</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this lesson? 2. What didn't you like about the lesson? 3. Next time, how would you make the lesson better?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on if what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).
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Story Title: _____

First,	Next,	Then,
After that,	Then,	Finally,

Original

Incredible

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Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Octopus!!!
Focus:	Incredible Stories

Materials:

- none

Opening

State the Objective

Today we will:

- Learn a few fun facts about octopus.
- Play a physical active octopus game.

Gain prior knowledge by asking students:

- What do you know about octopus? (List on board).
- Have you ever seen an octopus? What did it look like?

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

Begin by sharing these fun facts about the incredible octopus. Take time after each fact to check in with students. Ask for comments and questions.

- "Octo" means eight.
Why might this animal be called an "octo"pus? (Because it has eight legs).
- The octopus can change color.
Why would it want to change color? (To communicate with others and hide from predators).
- If "frogs" is plural for frog, and "geese" is plural for goose, what do you think is plural for octopus? (Octopi or octopuses)
- What are octopi arms called? (Tentacles).
- An octopus uses ink to cause a distraction and escape from its enemies.
- On an octopus' tentacles are suction cups which help it hold onto objects (like food).
- Octopus meals consist of shellfish, such as crabs.

Take students outside to play Beware the Octopus!

Directions:

Don't let the hungry octopus gobble you up!

- Choose one person to be the octopus. Then, draw two lines that are at least 20 feet apart.
- The other players, the crabs, then line up on either line.
- When the octopus shouts "I'm hungry," all of the crabs try to cross to the other side without being "eaten" or tagged by the octopus.
- When a crab is tagged, he becomes a tentacle and has to hold hands with the octopus, working with him to try to tag the other crabs.
- The last crabs left win!

*Activity → Teachable

Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Building Models
Focus:	Incredible Stories

Materials:

- Hogwarts Castle Matchstick Picture Example (to find, Google “Hogwarts Castle matchsticks) (optional)
- Toothpicks (1 large box per group) or popsicle sticks (1 box per group)
- Glue bottles (1-2 per group)

Opening

State the objective

- To create a model of a known building

Gain prior knowledge by asking students the following questions

- What is a building model? What buildings could you recreate out of popsicle sticks?
- Who is familiar with Harry Potter? Where does Harry Potter attend school?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Show students the Picture Example of the Hogwarts School of Wizardry. (optional)

Explain to students that a man by the name of Patrick Acton from Iowa, makes models of buildings using only matchsticks. This process takes a very long time. His models are quite incredible and are on display all over the world.

Group students in groups of 4-5.

Each group will choose a building to design a model after.

Show students how to use the glue (or tape) to hold the toothpicks or popsicle sticks together.

Students Practice (“You do”)

Students will work together to create their miniature building models.

Allow students to share completed models with the group.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings at school?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Jeopardy I
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 1-4)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Climbing the World's Highest Mountain

\$100 (\$1.00)- How many continents are there on Earth? (Answer: 7)

\$200 (\$2.00)- What is the name of the climber who became the youngest person to climb the highest mountain on each continent? (Answer: George Atkinson)

\$300 (\$3.00)- How old was George when he accomplished the incredible task of climbing to the top of the seven highest mountain peaks? (Answer: 16).

\$400 (\$4.00)- Name 1 of the 7 mountains George climbed. (Answer: Kilimanjaro, Elbrus, Puncak Jaya, Anconcagua, Denali, Vinson, or Everest)

\$500 (\$5.00)- What is the name of the highest mountain in Africa? (Answer: Mount Kilimanjaro)

Little Red Riding Hood

\$100 (\$1.00)- Give an example of a fairy tale. (Answer: Answers will vary)

\$200 (\$2.00)- What is the difference between the ORIGINAL story and the INCREDIBLE stories? (Answer: The Incredible stories were stories remade by students based on the original)

\$300 (\$3.00)- In the original story of Little Red Riding Hood, who was Little Red Riding Hood going to visit? (Answer: Grandma).

\$400 (\$4.00)- In the original story, who was the villain (the scary character)? (Answer: The Big Bad Wolf)

\$500 (\$5.00)- How did the Big Bad Wolf try to trick Little Red Riding Hood? (Answer: By disguising himself as her grandmother)

Building Models

\$100 (\$1.00)- What is a building model? (Answer: A much smaller replica or copy of a large building)

\$200 (\$2.00)- What did you learn while building your model? (Answer: Answers will vary)

\$300 (\$3.00)- What are some lesson you learned while building with your team that you could apply to your schoolwork? (Answer: Answers will vary).

\$400 (\$4.00)- What is the name of the man who builds model buildings out of matchsticks? (Answer: Patrick Acton)

\$500 (\$5.00)- In what state does Patrick Acton live? (Answer: Iowa)

The Incredible...Octopus!

\$100 (\$1.00)- How many legs does an octopus have? (Answer: 8)

\$200 (\$2.00)- What are an octopus' legs called? (Answer: Tentacles)

\$300 (\$3.00)- What does an octopus enjoy eating? (Answer: Shellfish or crabs).

\$400 (\$4.00)- What does an octopus use to distract and get away from an enemy? (Answer: Ink)

\$500 (\$5.00)- What does an octopus do to communicate and hide? (Answer: Change colors)

K-2 Money Cards and Categories

Climbing The World's Highest Mountains	Little Red Riding Hood	Building Models	The Incredible Octopus
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Climbing The World's Highest Mountains	Little Red Riding Hood	Building Models	The Incredible Octopus
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	LynZ Adams Hawkins
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Lyn-Z Adams Hawkins
- Story Map #4

Opening

State the objective

- Share the incredible true stories of people or animals.

Gain prior knowledge by asking students the following questions

- What is skateboarding?
- Have you ever been to a skateboarding competition?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reading the Selection-

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group.
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map Handout.

Students can share their story maps with a partner or the whole group when completed.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

Consult 4 Kids Lesson Plans

Lyn-Z Adams Hawkins

Lyn-Z Adams Hawkins was born in San Diego and raised in Cardiff-by-the-Sea, California, although spent part of her childhood growing up in Sayulita, Mexico, just outside Puerto Vallarta. Her legal name is Lyndsey, and Adams is her middle name. She started using the nickname Lyn-Z in the 4th grade.

Hawkins was very athletic and started surfing at the age of 6. She also participated in a variety of sports like soccer, baseball, basketball, and gymnastics. Lyn-Z got into skateboarding after her brother, Tyler, bought her a membership at the Encinitas YMCA when she was six years old.

Hawkins is at the forefront of a very small group of professional female skaters. She is also one of a few skaters to skate the DC Mega Ramp, and the first female skater to do so.

Due to a broken arm in 2005, and a torn ACL (resulting in surgery) in 2006, Lyn-Z has missed out on many competitions. In lieu of participating, she was the on-camera host for the girls competition at the West 49 Canadian Open in Hamilton, Ontario in September 2006.

In 2007, Hawkins returned to competition, and won the gold medal in the Women's Vert competition at X Games 13 in Los Angeles. In 2008, she placed second in the same competition, and in 2009 she returned to win another gold medal in 1st place, also in the Women's Vert competition.

On November 21, 2009, Hawkins became the first female to land a 540 McTwist during the "Quiksilver Tony Hawk Show" in Paris, France.

**Biographical Information from Wikipedia

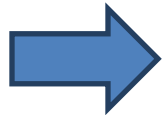
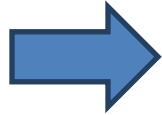
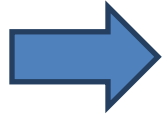
Consult 4 Kids Lesson Plans



Story Map #4

Topic

Details



Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	The Three Little Pigs
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “The Three Little Pigs”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “The Three Little Pigs” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “The Three Little Pigs” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the

Consult 4 Kids Lesson Plans

<p>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>student become the teacher.</p>
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans



Story Title: _____

First,	Next,	Then,
After that,	Then,	Finally,

Original

Incredible

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Crop Art
Focus:	Incredible Stories

Materials:

- Crop Art Picture Examples (can be found and printed by Googling “Crop Art”) (optional)
- Cardstock Paper
- Glue bottles
- Pencils
- Nature Items (to be gathered outdoors by students)

Opening

State the objective

- To use materials found in nature to create a picture similar to Crop Art

Gain prior knowledge by asking students the following questions

- What is a crop? What types of foods are grown in crops?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Introduce students to Sam Herd. He is a farmer who lives in Kansas. He is also very artistic. One day when he was flying over his crops in his airplane, he got the idea to combine art with farming. He began to create Crop Art.

Show students the Crop Art Picture Examples (if available).

Explain that students will create their own art projects using nature, by gathering items found in nature, such as grass, dirt, small rocks, twigs, leaves, etc, to create a picture.

Demonstrate this for students by choosing a simple item to draw such as a sun or a tree. Using a pencil draw the item on a piece of cardstock. Use glue to trace the item and fill it in if necessary. Place gathered nature items on the glue.

Encourage students to use the nature items to “color” their picture.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Students Practice (“You do”)

- Give each student a piece of cardstock. Allow students time to draw their pictures using pencil.
- Take students outside to gather their nature materials.
- Once inside again, allow student time to fill in their pictures with their nature items.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings at school?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	The Incredible.....Penguin!!!
Focus:	Incredible Stories

Materials:

- 1 medium to large rubber ball for each relay team.

Opening

State the Objective

Today we will:

- Learn a few fun facts about penguins
- Play a physically active penguin themed game

Gain prior knowledge by asking students:

- What do you know about penguins? (List on board).
- Have you ever seen a penguin? What did it look like?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by sharing these fun facts about the incredible penguin. Take time after each fact to check in with students. Ask for comments and questions.

- Penguins are birds that cannot fly.
- They are great swimmers and divers.
- Their wings work as paddle for swimming.
- The torpedo shape of their body helps them swim at high speeds.
- They can also waddle on land.
- Penguins have two eggs.
- Male penguins take care of their chicks.
- Female penguins go for searching foods.
- They eat snow as a source of fresh water.
- They take small naps in the water.
- Penguins use sign language to communicate with each other. They make use of their flippers and head to talk to other penguins.

Take students outside to play Penguin Relay!

Directions:

- Mark a beginning and end line. At least 20 feet apart. Create even teams.
- When a leader says, “Start”, the first player on each team places a ball between his/her feet. Then, he/she waddles to the end line and back, like a penguin. If the ball comes lose, the player must pick it up and replaces it at the point that the ball dropped.
- When the players get back to the starting line and their team, they tag the next player.
- The first team of “penguins” to return to the starting line are the winners.

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Jeopardy II
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 6-9)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Lyn-Z Adams Hawkins

\$100 (\$1.00)- Where did Lyn-Z grow up? (Answer: Sayulita, Mexico)

\$200 (\$2.00)- What was Lyn-Z's favorite sport? (Answer: skateboarding)

\$300 (\$3.00)- In what year did a broken arm keep Lyn-Z from competing? (Answer: 2005).

\$400 (\$4.00)- Why was she the on-camera host for the West 49 Canadian Open? (Answer: She was injured--broken arm and torn ACL)

\$500 (\$5.00)- What did Lyn-Z do on November 21, 2009? (Answer: Became first female to land a 540 McTwist)

The Three Little Pigs

\$100 (\$1.00)- How many little pigs are there in the 3 little? (Answer: 3)

\$200 (\$2.00)- What is a fairy tale? (Answer: A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).

\$300 (\$3.00)- Name another character in the original story. (Answer: Answers vary).

\$400 (\$4.00)- How did your Incredible story differ from the original? (Answer: Answers vary).

\$500 (\$5.00)- How is your Incredible story similar to the original? (Answer: Answers vary)

Crop Art

\$100 (\$1.00)- What is a crop? (Answer: A cultivated plant that is grown as food)

\$200 (\$2.00)- What did you learn while building your model? (Answer: Answers will vary)

\$300 (\$3.00)- What is the name of the farmer who creates crop art? (Answer: Sam Herd).

\$400 (\$4.00)- In addition to being a farmer, Sam considers himself an _____? (Answer: Artist)

\$500 (\$5.00)- In what state does Sam Herd live? (Answer: Kansas)

The Incredible...Penguin!

\$100 (\$1.00)- Can penguins fly? (Answer: No)

\$200 (\$2.00)- Penguins eat what for fresh water? (Answer: Snow)

\$300 (\$3.00)- How many eggs do penguins have? (Answer: 2).

\$400 (\$4.00)- Sometimes penguins take naps. Where do they take them? (Answer: In the water)

\$500 (\$5.00)- Male penguins watch over the eggs and take care of the baby penguins. What do the female penguins do? (Answer: Find food)



K-2 Money Cards and Categories

Lyn-Z Adams Hawkins	The Three Little Pigs	Crop Art	The Incredible Penguin
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Lyn-Z Adams Hawkins	The Three Little Pigs	Crop Art	The Incredible Penguin
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Incredible Story of Chris Ridgway
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-The Incredible Story of Chris Ridgway
- Story Map #4

Opening

State the objective

- Share the incredible true stories of people or animals

Gain prior knowledge by asking students the following questions

- What are the X Games? What sports do people compete in while at the X Games?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reading the Selection-

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map Handout.

Students can share their story maps with a partner or the whole group when completed.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

Consult 4 Kids Lesson Plans

July 29, 2009 | 10:47 am

Chris Ridgway has become an unintentional inspiration to many.

But don't remind him of that. He's just doing what he enjoys, and if it motivates others, so be it.

It's not just his riding abilities that inspire people, but also his positive attitude.

Chris is an amputee, and competes wearing a prosthetic left leg.

The Apple Valley resident will be defending his title in the Moto X Super X Adaptive event Friday at the Home Depot Center as part of X Games 15. The final will be televised on ESPN between 5-8 p.m.

Sustaining severe injuries to both legs in 1995 after a motorcycle malfunction during a practice session, Chris was rushed to the emergency room.

"The doctors told me that they would have to amputate the first night I was in the hospital, and I begged them not to; to give me a chance because I heal well," Chris, 38, said.

He left the hospital with both legs, but still suffered.

"I was in tremendous pain and still racing," he said. "In 1999 I had the points lead in the U.S. Hot Rod Off-Road Series and my leg broke again. I ended up finishing third in points."

Chris was confined to a wheelchair for the better part of two years, except for when competing and wearing the riding boots that helped stabilize his leg. But he stayed positive.

"I never got down. I was racing and knew what I was getting into."

Doctors told Ridgway that he would have to change his lifestyle, as every step he took caused agonizing pain.

When at an event in Phoenix, Chris saw what he wanted to do, thanks to a delivery person in the pits.

"I was sitting with a fellow racer and we saw this {} delivery guy. My buddy points to him and says, 'That's what you need.' I thought he was talking about the {product} until I noticed he [the delivery man] was wearing a full prosthesis. It woke me up when I noticed that he was walking better than I had been in five years."

"I started asking doctors to amputate and they wouldn't. I basically was on the last doctor and threatened to take it off myself by shooting myself in the foot in their parking lot, because I didn't want to spend my life on pain medication."

Consult 4 Kids Lesson Plans

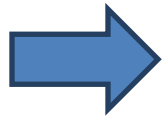
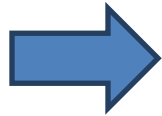
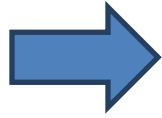
The doctor agreed to do as Chris requested, without his resorting to the drastic measure. His left leg was amputated in 2002. (Article written in the LATimes by Kelly Burgess).

Chris went on to become the first amputee to win at the X Games on July 31, 2009. This incredible feat earned him a spot in the Guinness Book of World Records.

Consult 4 Kids Lesson Plans

Story Map #4

Topic



Details

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Cinderella
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of "Cinderella". As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate "Cinderella" using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original "Cinderella" into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.

Note: With **younger youth**, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

With **older youth**, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

Allow students to share their Incredible stories with others.

If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans



Story Title: _____

First,	Next,	Then,
After that,	Then,	Finally,

Original

Incredible

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Wearing Your Food
Focus:	Incredible Stories

Materials:

- Hamburger Dress Picture Examples (Google “Hamburger Crochet dress”) (optional)
- Drawing paper
- Crayons, markers, etc
- T-Shirt Pattern Example (optional)

Opening

State the objective

- To create clothing inspired by food!

Gain prior knowledge by asking students the following questions

- What is the craziest outfit you have ever worn?
- What are some of your favorite foods?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Show students the Hamburger Dress Picture Example (optional)

Explain that a clothing designer created this dress that is supposed to resemble a hamburger.

Ask students to each choose their favorite food and share it with a partner.

Give students a piece of paper and coloring materials. (You can use the t-Shirt Pattern as a guide for students).

Instruct students to create any type of clothing that they wish that resembles their favorite food.

Students Practice (“You do”)

Allow students time to complete their designs and share them with the large group. Encourage students to create other designs from other foods, if time allows.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings at school?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Chopsticks!!!
Focus:	Incredible Stories

Materials:

- 1 pair of chopsticks for each team
- 2 bowls for each team
- An equal amount of marshmallows or marbles for each team.

Opening

State the Objective

Today we will:

- Learn a few fun facts about chopsticks
- Play a chopstick themed game

Gain prior knowledge by asking students:

- What do you know about chopsticks? (List on board).
- Have you ever used chopsticks? What was your experience?

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

Begin by sharing these fun facts about the incredible chopsticks. Take time after each fact to check in with students. Ask for comments and questions.

- Chopsticks are commonly used in some Asian cultures as utensils.
- Although they are used to eat, chopsticks are also used as decorations and personalized gifts.
- Chopsticks can be made of wood, porcelain, animal bone, precious stones, metal and other materials.
- Chopsticks can also be made into pieces of artwork. People paint them elaborately and give them beautiful designs. Some artists use chopsticks to create artwork like sculptures.

To practice and experience using chopsticks, Play Chopstick Pick-Em-Up!

Directions:

- Divide the group into teams. Players should line up relay style.
- Prepare each team a "station". On the station should be a pair of chopsticks, an empty bowl and a bowl filled with marshmallows/marbles (an even number of items per team).
- When the leader says go, one member from each team will approach their station and, using only the chopsticks, moves the items, one at a time, to the empty bowl. Each player gets 15-30 seconds (depending on age). When time is called, the player returns

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>to his/her team and a new player approaches the stations.</p> <ul style="list-style-type: none"> • The team with the largest number of items transferred is the winner! 	
---	--

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Jeopardy III
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 11-14)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

The Incredible Story of Chris Ridgway

\$100 (\$1.00)- Chris Ridgway completed in what games? (Answer: The X Games)

\$200 (\$2.00)- Name one sport that Chris was involved in. (Answer: Motorcycling)

\$300 (\$3.00)- What event almost ended his career? (Answer: A motorcycle crash).

\$400 (\$4.00)- How would you describe Chris Ridgway's character? (Answer: Answers vary.)

\$500 (\$5.00)- Chris had one of his legs amputated. After this, he became the first person to do what? (Answer: Win at the X Games)

Cinderella

\$100 (\$1.00)-What is the main characters name in the fairy tale Cinderella? (Answer: Cinderella)

\$200 (\$2.00)- Describe Cinderella. (Answer: Answers will vary.)

\$300 (\$3.00)- Cinderella has a fairy _____. (Answer: Godmother).

\$400 (\$4.00)- What does Cinderella's fairy godmother give her? (Answer: Answers vary).

\$500 (\$5.00)- What is the plot of the original Cinderella? (Answer: Answers vary)

Wearing Your Food

\$100 (\$1.00)- Describe the food outfit you created? (Answer: Answer will vary)

\$200 (\$2.00)- What real food could you use to create a piece of clothing? What would you create? (Answer: Answers will vary)

\$300 (\$3.00)- What does edible mean? (Answer: able to be eaten).

\$400 (\$4.00)- What is your favorite type of food and why?? (Answer: Answers will vary)

\$500 (\$5.00)- If you could invent one new food product, what would you invent and why? (Answer: Answers will vary)

The Incredible...Chopsticks!

\$100 (\$1.00)- What are chopsticks used for? (Answer: Eating, decoration, gifts)

\$200 (\$2.00)- Why are some chopsticks described as works of art? (Answer: Because they are painted with beautiful designs)

\$300 (\$3.00)- Based on the chopstick game you played, what skills do you think it takes to handle chopsticks well?? (Answer: Answers vary).

\$400 (\$4.00)- Name two materials that can be used to make chopsticks. (Answer: wood, porcelain, animal bone, precious stones, metal)

\$500 (\$5.00)- Chopsticks are used in many Asian cultures as _____? (Answer: utensils)

K-2 Money Cards and Categories

The Incredible Story of Chris Ridgway	Cinderella	Wearing Your Food	The Incredible Chopsticks
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

The Incredible Story of Chris Ridgway	Cinderella	Wearing Your Food	The Incredible Chopsticks
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans..

Component	Theme
Grade Level:	K-5
Lesson Title:	Incredible Feats
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Incredible Feats
- Story Map #3

Opening

State the objective

- Share the incredible true stories of people or animals

Gain prior knowledge by asking students the following questions

- What is the Guinness Book of World Records? What does it mean to hold a world record?
- What is a feat?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Reading the Selection-

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

Students Practice ("You do")

Map It Out!

- Give each student a Story Map Handout.
- Students will choose to of their favorite Incredible Feats and complete the story map using words and/or pictures.

Students can share their story maps with a partner or the whole group when completed.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans..

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

Consult 4 Kids Lesson Plans..

Incredible Feats!

- The largest bubble gum bubble was blown by Chad Fell in Alabama on 8/24/2004. It was 20 inches wide!
- The most Christmas trees to be chopped down in 2 minutes is 27! This feat was accomplished by Erin Lavoie in Germany on 12/19/08.
- The dog with the longest tongue is Puggy, who lives in Texas. As of May 8, 2009, Puggy's tongue was 4 ½ inches long!
- The record holder who can blow up the most balloons with his nose in 3 minutes is Andrew Dahl! He blew up 23 balloons with his nose in 3 minutes on March 18, 2010 in Italy!
- Stephen Taylor from the United Kingdom has the world's longest tongue. As of February 11, 2009 his tongue measures 3.86 inches! That's almost 4 inches long!
- In New York, on July 14, 2010, Ashrita Furman won the record for the fastest piggy back race. He raced one mile with a person on his back in just 12 minutes and 47 seconds! That's fast!
- The largest playing card structure had 218,792 cards! The record was set by Bryan Berg on March 10, 2010 in China.

Story Map #3

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Princess and the Pea
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own Incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “The Princess and the Pea”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “The Princess and the Pea” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “The Princess and the Pea” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the

Consult 4 Kids Lesson Plans

<p>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>student become the teacher.</p>
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Three Questions</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this lesson? 2. What didn't you like about the lesson? 3. Next time, how would you make the lesson better?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on if what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).
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Consult 4 Kids Lesson Plans



Story Title: _____

First,	Next,	Then,
After that,	Then,	Finally,

Original

Incredible

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible Dot Art
Focus:	Incredible Stories

Materials:

- White construction paper (or plain copy paper)
- Pencils with erasers
- Various colors of paint

Opening

State the Objective

Today we will:

- Learn how to make dot art
- Create incredible works of art

Gain prior knowledge by asking students:

- In art, what does the term medium mean? (A medium is whatever you are making your piece of art out of such as; paint for a painting, clay for a clay bowl, oil pastels for a mural, etc.). Ask students to list examples of art mediums.
- What art mediums do you like to use when creating artwork?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by explaining to students that the art mediums that you will be using today to create your incredible artwork are paint and pencil erasers. This type of artwork is known as dot painting.

Demonstrate show students should use the eraser of a pencil, dipping it gently into the paint and pressing it down on your paper. Continue doing this showing show to create a simple shape and fill it in with dots. See sample below.

Show students how to wash the eraser off gently with water and dry before using a new color.

Allow several students to volunteer to add a few dots to your beginning painting to check for understanding and provide more demonstration for other students.

When students understand the dot painting concepts, allow students to gather materials and begin their paintings. Walk around assisting as needed.

Allow time for students to share their incredible pieces of art!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly.

Check in about what is happening and what they are thinking.

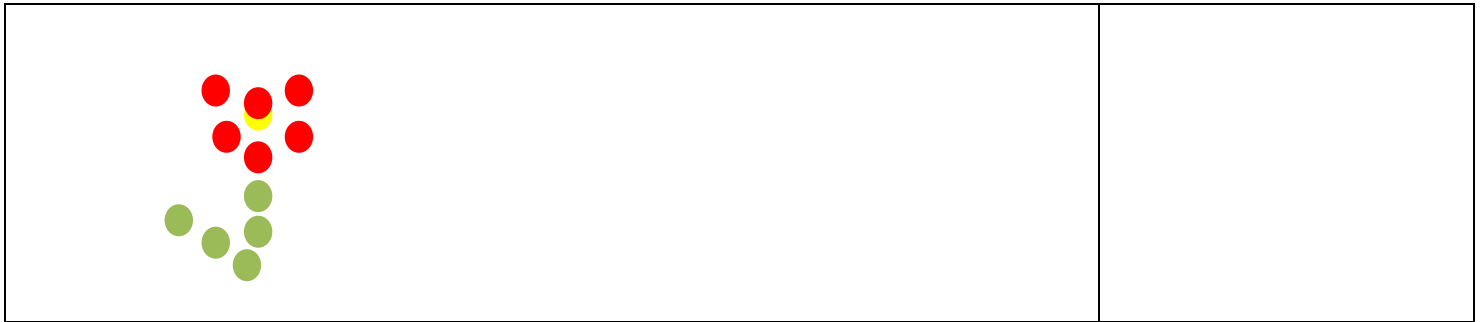
Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans



Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings at school?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Frog!!!
Focus:	Incredible Stories

Materials:

- Lily pads (pieces of paper or other item can be used to represent lily pads), 1 per participants minus one Example: If 25 students are participating; you will need 24 lily pads.
- Radio or other music player

Opening

State the Objective

Today we will:

- Learn a few fun facts about frogs
- Play a physically active frog themed game

Gain prior knowledge by asking students:

- What do you know about frogs? (List on board).
- Have you ever touched a frog? What was your experience? What did it feel like?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by sharing these fun facts about the incredible frog. Take time after each fact to check in with students. Ask for comments and questions.

- There is a difference between frogs and toads. Frogs have smooth, slimy skin, while toads have dry bumpy skin. Frogs have strong, long legs and webbed feet for jumping and swimming. Toads have short hind legs and walk instead of hop.
- A bunch of cows is called a herd of cattle, a bunch of geese is called a gaggle of geese, a bunch of fish is called a school of fish. What are a bunch of frogs called? (An army of frogs).
- What do you call a bunch of toads? (A knot of toads).
- It’s hard to tell how long a frog will live, but it is estimated that they live anywhere between 4-15 years.

Play Musical Frogs!

- Set the lily pads in a large circle. Ask students to stand in a circle around the lily pads.
- When the music plays, players will hop like a frog around the circle.
- When the music stops, all players will hop onto a lily pad. The player left without a lily pad is out. Take out one of the lily pads from the circle. (There should always be one fewer lily pads than the number of players left.)
- Continue until there is only one lily pad left, with two frogs. Whoever lands on the last lily pad when the music stops, wins!

***Activity → Teachable Moment (s) Throughout**

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Jeopardy IV
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 16-19)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.
 Take advantage of any teachable moments.
 Stop the class and focus on a student’s key learning or understanding.
 Ask open-ended questions to determine what the rest of the group is thinking.
 When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!).

Incredible Feats

- \$100 (\$1.00)- What was your favorite incredible feat? (Answer: Answers will vary)
- \$200 (\$2.00)- What do you think you could earn a world record for doing? (Answer: Answers will vary.)
- \$300 (\$3.00)- What is something incredible that you have done? (Answer: Answers will vary).
- \$400 (\$4.00)- What is the name of the dog with the longest tongue? (Answer: Puggy.)
- \$500 (\$5.00)- To set the record, a person chopped down how many Christmas trees in 2 minutes? (Answer: 27)

The Princess and The Pea

- \$100 (\$1.00)-Name at least one of the main characters. (Answer: Answers will vary)
- \$200 (\$2.00)- Where does this fairy tale take place? (Answer: Answers will vary.)
- \$300 (\$3.00)- Describe the plot of The Princess and the Pea. (Answer: Answers will vary).
- \$400 (\$4.00)- How does the original story differ from your Incredible story? (Answer: Answers vary).
- \$500 (\$5.00)- How is the original story similar to your Incredible story? (Answer: Answers vary)

Dot Painting

- \$100 (\$1.00)- How would you give instructions about how to do dot painting to someone who has never done it before? (Answer: Answer will vary)
- \$200 (\$2.00)- Why is dot painting incredible? (Answer: Answers will vary)
- \$300 (\$3.00)- Describe your dot painting. (Answer: Answers will vary).
- \$400 (\$4.00)- What other pictures, other than the one you already did, would you like to make as a dot painting? (Answer: Answers will vary)
- \$500 (\$5.00)- How can you use dot painting in your life at home? (Answer: Answers will vary)

The Incredible...Frog!

- \$100 (\$1.00)- What is a group of frogs called? (Answer: An army of frogs)
- \$200 (\$2.00)- What is a group of toads called? (Answer: A knot of toads)
- \$300 (\$3.00)- What did you enjoy most about the Musical Frogs activity? (Answer: Answers vary).
- \$400 (\$4.00)- How long do frogs generally live? (Answer: 4-15 years)
- \$500 (\$5.00)- Name one difference between a frog and a toad. (Answer: Frogs have smooth, slimy skin, while toads have dry bumpy skin. Frogs have strong, long legs and webbed feet for jumping and swimming. Toads have short hind legs and walk instead of hop.)

K-2 Money Cards and Categories

Incredible Feats	The Princess and the Pea	Dot Painting	The Incredible Frog
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Incredible Feats	The Princess and the Pea	Dot Painting	The Incredible Frog
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Snow White and the Seven Dwarfs
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “Snow White and the Seven Dwarfs”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “Snow White and the Seven Dwarfs” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “Snow White and the Seven Dwarfs” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding.

Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.

Note: With **younger youth**, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

With **older youth**, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

Allow students to share their Incredible stories with others.

If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!).

Consult 4 Kids Lesson Plans



Story Title: _____

First,	Next,	Then,
After that,	Then,	Finally,

Original

Incredible