

GRANDFATHER'S STORYTELLING

Characters

Boy

Grandfather

Mother

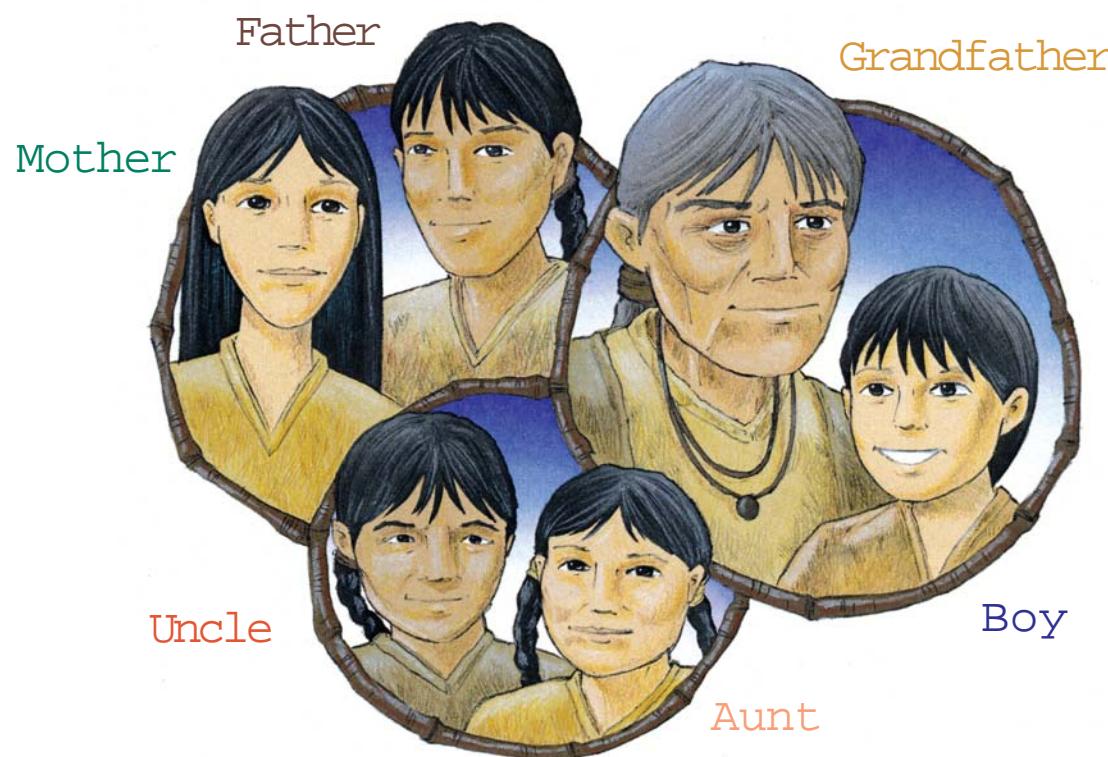
Father

Aunt

Uncle

Setting

This reader's theater takes place in an American Indian village in the early 1900s.



Act 1

Boy:

Grandfather, will you tell me the story again? I want to hear you tell the one about the night I was born.

Grandfather:

Oh, my grandson, why do you want to hear it again? After all this time, you know it so very well. You should be able to tell all the stories by heart, as I have told them to you many times.

Boy:

Please, Grandfather, I love to hear you tell the story about that special night. Don't you remember? It was a cold, windy night, and my mother was in great pain.

Mother:

I remember that night so very well. In fact, I don't think I could ever forget it.

Grandfather:

I remember it also.

Father:

Yes, it was a very difficult night.

Boy:

The whole family was worried that something was wrong. Remember? Won't you tell me the story one more time?

Storytelling Lesson Plan

Objectives

- Fluency:** Students will read passages fluently and accurately within an oral reading activity, focusing on correct phrasing.
- Content Area:** Students will understand storytelling traditions in American Indian culture.

Summary

In this reader's theater, a young boy and his family recall the stories of the boy's life. They talk about what happened on the night the boy was born as well as how the boy overcame the challenges of blindness. The boy asks his grandfather to retell the stories and to help him to remember these stories so he can carry them with him even after his grandfather is gone.



Materials

- *Grandfather's Storytelling* script booklets
- *Storytelling Character Masks*

Introduce the Literature

Introduce the theme and the connected literature to your students by reading the book, *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault. Ask them if any of their family members have told them stories of their lives. Allow students to share stories they know about their early lives. Have any of the students had to overcome challenges in their lives like the boy has in the book?



ELL Support

Encourage your English language learners to share family stories with the class, emphasizing the uniqueness of their cultures. Have children discuss how people are named in their cultures. For students with very limited English skills, encourage them to draw pictures depicting family events.

Involving All Students

While this script has only six roles, there are many ways to involve all of your students. Allow different groups of six students to practice and perform the script. This gives all students the opportunity to get started with reader's theater and increases student interest. If one of the groups has only five students, assign two roles to one student. For example, one boy could be assigned both the roles of the father and the uncle. Then, on the day of the performance, have each group perform only one part of the whole script. So, groups will perform their parts of the script one after another giving an overall performance of the whole script. It might be a good idea to break up the script based on the various acts so that the breaks in the flow of the whole play make sense.