

Character, Settings and Sequencing with Braidy(R): Themed Lessons Using "There was an Old Lady ..." Series

Our talented colleague Danielle Cooper, M.S. CCC-SLP of Baltimore City Schools gave us permission to share this wonderful lesson using the *There was an Old Lady Who Swallowed A...* series. This series of books, written by Lucille Colandro and illustrated by Jared Lee, show a woman who swallows random items. Each story rhymes. At the end of each story, those objects are used to create a



bigger product aligned with a particular theme. Some of the themes available for the books are Fall, Winter, Thanksgiving, Spring, Halloween, Valentine's Day, St. Patrick's Day, Beach, Back to School, Birthdays, etc. Each book has the same format: introduction of the character with a sequence of events. These stories are useful for mini rhyming lessons and building thematic vocabulary. They are perfect for introducing the Braidy Methodology and focusing on Character, Setting and Sequence of Events (Action Sequence Stage of Narrative Development)

Materials	<ul style="list-style-type: none"> • Book: <i>There was an old lady who...</i> • Braidy • Pocket Chart OR Flat/Upright Surface and tape – if you use visuals
CCSS:	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>
Print Knowledge Objectives	<ol style="list-style-type: none"> 1. Distinguishes print from pictures 2. Recognizes left to right and top to bottom directionality 3. Identifies some uppercase letters (in name) 4. Understands and uses new words to describe aspects of books
Narrative Objectives	Retell a story to include character, setting, events, and conclusion
Phonological Awareness	Produces and identifies words that share a rhyming pattern
<p>Procedure:</p> <ol style="list-style-type: none"> 1) Choose activities from Drive Thru Menu. Complete attention/relaxation activity from Drive Thru Menu prior to asking children to sit on the carpet. 2) After relaxation activity, have the class sit on the carpet in front of you. Review Whole Body Listening/Active Listening. 3) Hide Braidy in a large bag or behind something in the classroom so it is not distracting for the students. 4) Orient children to the parts of the book (<i>Addressing Print Knowledge Objectives</i>) <ol style="list-style-type: none"> a) Teach front/back cover; title & illustrator. Ask a student to come up and point to the <u>title</u>, Point to the <u>title</u> and <u>author</u> and read the title and the author's name as you track your reading of words with your finger (indicating <u>directionality</u>). Stress that the author is the person that '<u>writes</u> the book'; the illustrator is the person who creates the pictures for the book. Ask a child what the <u>illustrator</u> does. ('<u>draws</u> the pictures'). Ask students to come up and find the first letter in their name. b) Hold the book backwards and say 'Ready to start reading?' ... wait for the children to react. Say, 'that can't be right! We need to begin with the front cover!' Point to the <u>front cover</u>, but then hold the book upside down, wait for a reaction. Then say, 	

‘we can’t read it like that! We need to hold it so the letters are in the right direction and we can read the words!’ Point out the back cover, spine, and first page of the book.

- 5) Perform a cover walk and make predictions. “Who do they think the story is about (the main character)? Does the cover give any clues to the setting, where the story takes place? What does the title tell us?”
- 6) Read the story.
 - a) While reading, remember to track with your finger to indicate directionality.
 - b) As you read the story place the sequence pictures (if used) in order in the pocket chart OR tape on an upright/flat surface.
 - c) Clue the children into the ‘character’ and ‘setting’ as you read.
 - “Look at this lady! She is in many of the pictures. She must be the main character, who the story is about!”
 - The setting is not always discussed or very clear. If there are hints (snow on the ground, holiday decorations) be sure to point them out. Remember – a holiday can be the answer to a “When” question and therefore can be part of the setting.
 - d) Ask “Wh” questions as you read the story
 - Spend some time creating questions you want to ask. “What, Who, When, Where, Why, How” as well as “Do, Does, Yes/No, Would/Should/Could” etc.
 - *Would you swallow a bell? Would you swallow a tie? Why or Why not?*
 - *Should you swallow a bell? Should you swallow bread? Why or Why not?*
 - e) While reading provide definitions for unfamiliar vocabulary. It is best to review the story first and then create a potential list of vocabulary words the students may not be familiar with.
 - f) Ask the students to make predictions: “*What do you think the old lady will swallow next?*” “*What do you think the old lady is trying to make.*” The goal is to have students practice making predictions, so we want to praise all students who answer this question.
 - g) **It is recommended that you read with expression when using these books. This is a silly old lady who is swallowing some crazy items. Act surprised, act disgusted, act excited about what could happen next. If you are invested in the story, the students will be engaged!**
- 7) Re-tell the story using the pictures and incorporating temporal/sequence words (first, then, next, after that, last).
 - a) Many of the Old Lady books have book companions that are available to purchase on Teachers Pay teachers. They run from \$3 to \$8 most of the time. These companions usually come with pictures, question cards, sequencing activities, etc.
 - b) You can complete a google image search of each item and “snip” it with the snipping tool on your computer.
 - c) You can take pictures of each page with your cell phone and then print them out
 - d) You can use stock pictures or flash cards of each item.
- 8) Take Braidy Out. Say, “Braidy is a tool that helps us remember and retell parts of a story”. Explain the meaning of each icon.
 - a) Point to Braidy’s face-sing the character song if you would like. Remind the class that Braidy’s face represents the character in the story. Ask, “*Who is the character in this story?*”
 - b) Point out the star icon-sing the setting song if you would like. If there is a clear setting, ask the class, “*What is the setting of this story? Where and when does this story take place?*” Allow responses. If the students are struggling, be sure to return to the story to review any clues. **If there is no clear setting, skip this!**
- 9) (I do/We do) Using Braidy’s rings and the already placed sequence pictures, model how to retell the story in sequence.
 - Model using temporal vocabulary: “first, next, then ...last” and be sure to model using complete sentences.
- 10) (You do) Using Braidy’s rings have the students retell the story by showing them pictures from the story and modeling the use of transition words as needed.
- 11) While holding the bow at the end of Braidy’s sequencing leg, ask what happened at the end of the book, what is the ‘tie up’.
“*What did the old lady make?*”

Potential Scaffolding Opportunities

- When asking students to identify the character...ask, ‘who has eyes, a face and a head’
- When asking students to identify the setting...provide them with options (i.e. ‘inside/outside’, clue them into different seasons (winter, summer, spring, fall) or holidays
- Model the use of temporal concepts/vocabulary when initially retelling the story, but have a student come up and use the correct temporal concepts/vocabulary when the class is retelling the story with the use of visuals

Mini-lessons
(Addressing
Phonological
Awareness)

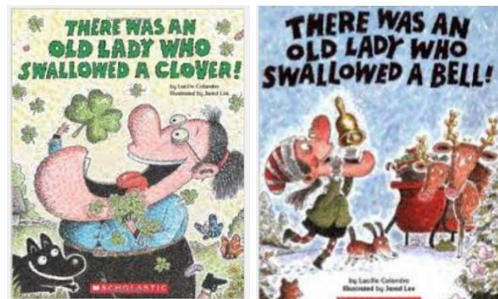
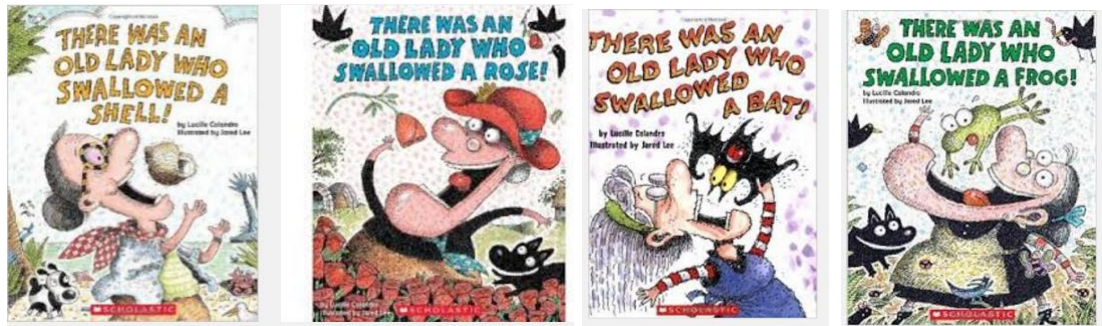
Rhyming Odd One-Out: List three words from the story. Have the students identify which word does not rhyme with the other two.

Rhyming Patterns: Using words from the story, ask students to identify the rhyming pairs.

Rhyming Pairs: Provide students with a word from the story, and have them identify any word that rhymes with the target word.



**There was an Old
Lady Books...**



Many of these books are offered on Scholastic Reading in bundles. Think "5 books for \$15"