

## **“Boudreaux the Bright Red Crawfish”**

**Grade Levels:** K-2

**Subject:** Language Arts/Reading

**Description:** This is a lesson about constructing and deconstructing a story.

**Goals:** By participating in this lesson, the students will reconstruct a story in its correct order, after becoming familiar with its content.

**Objective:** Students will be able to correctly identify the sequence of the story “Boudreaux the Bright Red Crawfish”.

### **Louisiana GLE’s:**

12b.	Identify story elements of setting (ELA-1-E3)
12c.	Identify story elements of characters (ELA-1-E3)
12d.	Identify story elements of plot (ELA-1-E3)
12e.	Identify story elements of problems and solutions (ELA-1-E4)
22a.	Demonstrate understanding of information in texts using a variety of strategies, including identifying the main idea and some details in a text (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies, including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts using a variety of strategies, including resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
49a.	Retell stories with sequential order using vocabulary from the story (ELA-4-E3)
49b.	Retell stories with descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
53.	Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)

### **Materials:**

- Book- “Boudreaux the Bright Red Crawfish”
- 12 cards containing the pictures and words that depict the story
- Poster Boards
- Double-sided Velcro to attach the cards to the poster board

**Procedure:**

**Initiation/ Set:**

1. Begin the whole group lesson by asking the students if they have ever heard or read the story, “Boudreaux the Bright Red Crawfish?”
  - If the children reply yes, proceed to ask them if they can recall what happened in the story.
  - If the children reply no, probe deeper into their thinking by adding some clues to what the story is about.  
For example:
    - a. What is a crawfish? An alligator?
    - b. Who is Papa Noel? Santa Claus?
    - c. How does Papa Noel travel through the Louisiana bayous during Christmas?
    - d. What makes a crawfish bright red?
2. Generate a brief discussion about the story- including the setting, the different characters, and the plot.
3. Tell the students that they will be reading “Boudreaux the Bright Red Crawfish” in their small groups or as a whole class. This will be determined based on student abilities and grade level.
4. After reading the story the students will participate in an activity rearranging story cards according to how the story unfolded.

**Procedures:**

1. Read the book, “Boudreaux the Bright Red Crawfish” by Warren Swenson as a class or in small reading groups. (This option is given based on individual class/student ability.)
2. While reading the story, stop periodically to reinforce the whole group discussions about the setting, the characters, and the story plot.
3. After the story is completed, describe to the students the activity they will be participating in.
4. Show the students the pre-made cards with pictures and words from the story on them.
5. Read each card so that the students will be aware of what is written on each card.
6. Then lay the cards face up and not in order on the table.
7. Tell the students, as a group, they will have to decide the correct sequence of events in the story.
8. Ask the students what was the first event that took place in the story. Allow them to use the book and the story cards for any assistance that may be needed. When the group has agreed upon what the correct card is, they should hold it up for the teacher and the rest of

the class to see. If necessary, the teacher will offer help in reading uncertain or questionable words.

9. Students will place their card in its appropriate numbered place on the poster board (provided by the teacher). The card will then be read aloud.
10. While reading from the poster board, the teacher and students will monitor their ability to correctly sequence the story.
11. When the activity is finished reread the entire story together from the book.
12. If there were any mistakes with the way the students ordered the story, use the book to correct them. This can be completed as a whole group or small group activity.

**Closure:**

1. After the activity, the teacher will read the story aloud to the class using both the book and what the students have created on the poster board.
2. The teacher will talk with the students to find out what they thought about the activity.
3. Ask the students if they enjoyed the activity and what they feel they gained from it.
  - If students had problems, ask them what their concerns are and what could be done to correct them.
  - For example, if they had trouble being able to sequence the story having it pieced out on so many cards, the activity could be altered to meet their needs.
4. Talk with the students to determine the strategies they used to determine the correct story sequence. Determine if the students relied on the story book as a reference, or if they relied on the pictures and the words on the cards, or if they were able to determine the story sequence from memory.
5. As a class discuss the story and what they learned from participating in this activity.

**Assessment:**

1. During the activity, the teacher will circulate among the students to make sure the students understand the concept of placing the cards in sequence based on the story's plot.
2. The teacher will judge the student's individual ability to be able to put the story cards in order based on their level of involvement and participation in the activity. (If the students are able to accomplish this, then the objectives will have been met).