

STORY BOARD OF “Boudreaux the Bright Red Crawfish”

Grade Level: K-4

Subject: Language Arts/ Reading

Objectives: After reading “Boudreaux the Bright Red Crawfish” aloud, the students will be able to do the following:

1. The students will comprehend and identify events in chronological order.
2. Given the beginning and ending sentences, the students will demonstrate their understanding by piecing together the events in the middle in the order that they occurred on their storyboard.

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)
49a.	Retell stories with sequential order using vocabulary from the story (ELA-4-E3)
33a.	Use standard English punctuation, including correctly writing common contractions such as isn’t, we’ll, and I’d (ELA-3-E2)
33b.	Use standard English punctuation, including periods, exclamation points, and question marks at the end of sentences (ELA-3-E2)
33c.	Use standard English punctuation, including commas to separate words in a series (ELA-3-E2)
34.	Capitalize the first word of a sentence, names of people, the pronoun I, and the names of months and days (ELA-3-E2)

Materials:

- “Boudreaux the Bright Red Crawfish” by Warren Swenson
- 8 x 15 White Construction Paper
- Coloring Book pages- available via website www.cajunchristmastales.com
- Crayons
- Pencils
- Chalkboard/White Board
- Poster board
- Overhead projector/transparency

Initiation Set:

This lesson should be taught 1-2 weeks before Christmas.

1. Begin the lesson by asking the students about Christmas and what they like best about it.

Sample Questions:

- How many people are excited about Christmas?

- Who is Santa Claus? Papa Noel?
- What is a skiff?
- What is a bayou? Swamp?
- What kinds of animals live in the swamp/bayou?
- What is an alligator? A crawfish?
- What are alligator races?

This will excite the students and get them involved in the lesson.

2. Tell them that you will read a story aloud to them about Papa Noel, his gator team and Christmas in the bayous of Louisiana.
3. Students will then conclude the lesson by creating their own storyboard.

Procedure:

1. After the discussion about Christmas and Papa Noel, arrange the students in a reading circle to facilitate the reading of the story- "Boudreaux the Bright Red Crawfish."
2. After reading a few pages of the story stop and ask them questions about the story.
For example:
Allow time for students to elaborate on their answers and provide facts to support them.
3. Ask them to predict what will happen next. This will get their minds thinking about the sequence of events in the story.
4. After finishing the story, ask them questions about the story. What happened in the beginning, middle and end of the story? Write their responses on the chalkboard/overhead since the students will need to remember this information for their storyboards.
5. It is important to show them the pictures so that they can see /understand the relationship between illustrations and the written text.
6. Tell the students that their task for today is to create a storyboard of the story we just read. Students can use the coloring book pages to make their own copy/version of "Boudreaux the Bright Red Crawfish". Students should work at their desks for this part of the activity. Allow students to work cooperatively in groups of 2-4.
7. Provide an example by identifying the first and last event in the story. With your assistance, students will create a sentence that describes the beginning of the story and the end of the story. Allow students to interact with each other and collaborate to find the most appropriate beginning and end. Write these sentences on the board so that students can copy these sentences.
8. The students tasks will be to find 8 events, place them in the correct order, and write a sentence to match the illustration.
9. More advanced students can then find 8 events, place them in the correct order, and write a sentence and create an illustration of the events.
10. Do not forget to write the names of the Author- Warren Swenson and the Illustrator- Rebecca Miller on the board so students can copy this onto their storyboards.

Closure:

At this point the teacher centered instruction of this lesson is complete.

1. Allow students time to begin their assignment. Pass any supplies the students will need to complete this assignment.

2. Allow 30 minutes for students to work on their storyboards independently. It is important to walk among the students to make sure that they are working on their storyboards and provide individual assistance to students who need clarification.
3. Allow additional time to students who have not completed their assignment. Adapt the timeline of this activity based on your students ability and understanding of the assignment.
4. When reviewing the stories reinforce the correct story sequence.
5. **Optional Activity**: After you have checked over their storyboards, allow the students to use them to decorate a classroom bulletin board.

Evaluation:

1. When the students have completed their assignment-sequencing the events and appropriate sentences and illustrations- pick up their work and grade their assignments.
2. At this time you want to see if your students have understood the book and can piece together the sequence of events accurately. The beginning and the end will be correct because they were written on the board. The six other events must be placed in the order that they occurred.
3. If a student has done this correctly without confusion then, you know that they have achieved the objective of this lesson. Therefore, they have understood, “Boudreaux the Bright Red Crawfish” and the idea that a story has a beginning, middle and end.
4. If a student is able to identify the sequence then you know which students have a good comprehension of the story.
5. Remember, this will not be an evaluation of creativity but rather of story comprehension.
6. The Objective of this lesson is the comprehension of events, so if a student forgets an event that might have occurred between two events, it is okay. As long as those are in order because this shows that the understanding of the story sequence is there.