

# My Ouch Story

## Summary

The My Ouch Story lesson allows the students to practice their narration skills. I chose the subject of sickness and injury because all students can relate. Injuries are also simple to put in chronological order.

## Main Core Tie

English Language Arts Grade 1

[Reading: Literature Standard 3](#)

## Additional Core Ties

English Language Arts Grade 1

[Reading: Literature Standard 2](#)

## Time Frame

1 class periods of 15 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning, Communication

## Materials

For this lesson I used a smart board, a work sheet, a word choice menu, and a box of Band Aids the students earned for a correct and completed worksheet.

## Background for Teachers

A teacher needs to be prepared to hear lots of stories, see raised hands, and prepared to handle chatter. I uploaded the needed worksheet, and visual aids to the materials page. To enhance understanding I recommend a smart board and a box of Band Aids to reward the students.

## Student Prior Knowledge

Students should first be able to listen to a story from start to finish. A student would also need to be familiar with telling a story with a beginning and end. This lesson is to help students learn how to improve their narration skills they already have.

## Intended Learning Outcomes

After this lesson students should be able to tell a more structured and clear story. There should be a middle to go along with their beginning and end.

## Instructional Procedures

1. First I put up the PDF of the sad Band Aid on the Smart Board. 2. Next I told the students what we would be talking about: narrating, or telling a story. I introduced the prompt, "My Ouch Story." I explained that this is a great topic because every student could relate, they've all been sick or hurt before. 3. Next I asked the students to raise their hands and give me some examples of sickness or

injury. I wrote their examples on the Band Aid on the Smart Board.(Stung by a bee, sore throat, fell off my bike, etc.) 4. When we had come up with a few examples, I gave the directions for the work sheet. I passed out the word choice menu, and explained the Band Aid reward. 5. Finally, after I read and went through each student's story they received a Band Aid to stick on the bottom of the work sheet. \*\*\*I kept it short and sweet, since attention spans of first graders are short.

### Strategies for Diverse Learners

1. For gifted students that finished early: I made sure their first worksheet was complete and well done then, allowed them to write another story. Everyone had the opportunity to earn two Band Aids.
2. For the ESL and special needs students in the classroom, I invited them to draw a picture of their story on the back instead. They were still given a Band Aid for their colored picture that told a story.

### Assessment Plan

This worksheet was for the purpose of practice. As long as the work sheet was completely filled out, and a picture was on the back the students earned a Band-Aid.

### Rubrics

[My Ouch Story Rubric](#)

### Bibliography

[www.whattheteacherwants.blogspot.com](http://www.whattheteacherwants.blogspot.com) Pinterest

### Authors

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