

Unit Overview

Food & Stories

This unit is an invitation to reflect on the magic that comes from the small, everyday moments we share around a table, in the garden, in the kitchen and storytelling with loved ones. What can we learn about ourselves through the food we share? The stories we tell at meals? Why this recipe? Why this ingredient? Learners will reflect on their intrinsic and inherited cultural identity through the everydayness of sharing a meal with family members and begin to see themselves as storytellers. By exploring a variety of multimodal forms of storytelling like drawings, recipes, and oral stories, we hope to provide young people with authentic opportunities to narrate the richness of their own lives and family history.

- [Lesson 1](#) **Can A Picture Tell a Thousand Words?**
Learners begin to understand that storytelling is multimodal. Learners experiment in creating a wordless story inspired by a mentor text.
- [Lesson 2](#) **Life Around A Table**
Learners create a visual representation of a tablescape or sofra, drawing the foods they might eat, the objects that might be strewn on their table, and adding dialogue that is commonly heard.
- [Lesson 3](#) **How Can I Bring my Stories to Life?**
Learners will brainstorm different special moments with a loved one and create a comic strip/storyboard to represent it. Learners experiment with figurative language to bring their writing to life.
- [Lesson 4](#) **Preparing for Interviews**
Learners reflect about their relationship with favorite family recipes and brainstorm questions they would like to ask a family member about food or recipes. This is preparation for a family interview.
- [Lesson 5](#) **Family Interview Connections**
Learners will make meaning of interviews. Learners share their interview with a partner, looking for similarities.
- [Lesson 6](#) **Creating Recipe Stories**
Learners will use their family interviews to create multimodal recipe stories.
- [Lesson 7](#) **Oral Storytelling**
Learners will explore different examples of oral storytelling practices like Zajal, hekaye, and harvesting songs.
- [Lesson 8](#) **Passing Down Stories**
Learners explore hakawatias like Fida'a Ataya as they learn how kharareef are passed down from generation to generation.
- [Lesson 9](#) **Preparing for Final Presentations**
Learners will complete and revise two chosen pieces from their portfolios and reflect on their



growth.

[Lesson 10](#)

Preparing for Final Presentations

Learners will self-assess using a rubric and prepare for their presentations.

Lesson 1

Lesson One: Can a Picture Tell a Thousand Words?	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials: storytelling scaffold</p> <p>Needed Materials: Chart Paper Sticky notes <i>Birthday Kunafa</i> by Rifk Ebeid and Noor Alshalabi (wordless book)</p>
Lesson Objectives	<p>I can tell a story or recount an experience with appropriate facts and descriptive details. CCSS.ELA-Literacy.SL.3.4</p> <p>I understand that inspiration for stories can be found anywhere, even in the smallest moments.</p>
Essential Questions	<p>Can a picture tell a thousand words? Where can we find inspiration for stories? How can visualization help me recall a memory? What details bring my story to life?</p>

Note to teachers: Before beginning this unit, ask learners to bring in a picture of themselves at a table to create a gallery wall of *life around a table*. This can be photos of their families sharing a meal, playing games around a table, celebrating a birthday, or another occasion. Learners will need this for lesson two. As the unit continues, learners will build the collaborative gallery wall by adding recipes, anecdotes, drawings etc.

Launch
<p>Gather learners around and share a photograph to demonstrate <i>life around a table</i>. Share with learners that stories are absolutely everywhere! They exist in our memories, our conversations with our friends, in photographs, even in the smallest moments. Present a photograph of you around a table. Prompt learners to think about what they see, notice, or wonder. <i>What memories do you think this picture holds? What stories could you tell?</i></p> <p>Pause and overdramatically exclaim “<i>How are you doing this? Making up a story from just a picture?? What if all we had was a picture? Would that still be a story?</i>” Neutrally accept varying responses and ask why or why not.</p>

Create a T-chart¹ on the whiteboard or on an anchor chart that says **What a story is/ What a story is not**. Remind them what this unit is all about: storytelling!

Learners, before we begin this unit, it's important for us to think about what a story is. Sometimes it's also helpful to think about what a story is not. We are going to become storytellers in this unit and practice different ways to bring a story to life.

As learners share their ideas, neutrally scribe on sticky notes without confirming any of the answers. For example, if learners share that drawings aren't stories, write it down regardless. After the read aloud, learners will reflect on their thinking.

Read Aloud

Present the book *Birthday Kunafa* by Rifk Ebeid and Noor AlShalabi and share that just like you all, the protagonist or the main character of this story has a story about food. Present the book without any previous disclaimers about it being a wordless book. Pause and flip through each page, inviting learners to look closely and think about the illustrations they see. Re-read the book but this time, invite learners to orally scribe what they are seeing.

Learners, can pictures tell a thousand words? Our author created a wordless book, but that does not mean it isn't a story. Could we tell the story we see?

Model for learners how to orally describe the story the author and illustrator are telling. After a few pages, ask learners to practice reading the pictures.

Introduce Activity

Invite learners to practice storytelling inspired by Ebeid and AlShalabi. Prompt learners to conjure a food memory through a visualization exercise. Perhaps this is a memory around a birthday party like Ebeid and AlShalabi, a time you helped a family member cook in the kitchen, the first time you made something, etc. If learners need extra support with this, model using place or people to conjure a particular memory. If this [scaffold](#)² is utilized, consider breaking this lesson into two or three days.

Once learners have a memory in mind, elicit further details through a visualization exercise.

Close your eyes and picture the memory in your mind. Imagine you are there right now. Look around you in your mind's eye. What do you see? Where are you? Who are you with? What details do you remember? What were you feeling?

After the visualization exercise, set a timer and invite learners to draw as many details as they remember.

¹ T-charts are graphic organizers that are typically used for comparing and contrasting two different ideas.

² This scaffold has been adapted from (Calkins et al., *Units of study in opinion, information, and narrative writing. grade 3* 2013)

After the timer is up, have learners practice narrating their story. When they feel ready, they will tell the story of their drawings to several partners. Practice using Inside, Outside Circle³ or a similar technique. This will allow learners several opportunities to narrate their stories to one another.

Closing

Return to the T-chart and reflect after the read aloud and their learning engagement. Add new thinking.

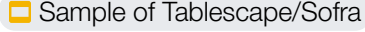
Extension

Thinking critically about food sovereignty: In Birthday Kunafa, Amal cannot go to Nablus to get kunafa because of an Israeli checkpoint. As a class, discuss why these barriers exist and how they might impact Palestinian people. What else is impacted by Israel's settler colonialism?

Learners may investigate this graphics [السيادة الفلسطينية على الغذاء](#) (in Arabic) [Palestinian Food Sovereignty - Visualizing Palestine](#) (in English) and create posters in response.

³ [Inside Outside Circles](#) is where learners form two concentric circles and practice reading or exchanging information to one another until the teacher signals to move to the left/right, giving the learner another person to talk to.

Lesson 2

Lesson Two: Life Around a Table	
Grade level	3rd
Subject	English Language Arts
Materials	<p><u>Included Materials:</u></p> <p></p> <p><u>Needed Materials:</u> Photographs from learners of themselves at a table (see teacher’s note below) Paper Colored pencils/crayons Pencils Sticky notes Folders for each learner to have a portfolio of their completed/in progress work</p> <p><u>Arabic Classrooms:</u> العمة فوزية and كعكة لماما By Taghreed Najjar</p> <p><u>English classrooms:</u> This Table by Alex Killian</p>
Lesson Objectives	<p>I understand that inspiration for stories can be found anywhere, even in the smallest moments.</p> <p>I can tell my story using drawings, descriptive details and dialogue.</p>
Essential Questions	<p>What makes you a storyteller?</p> <p>Where can we find inspiration for stories?</p>

Note to teachers: Today would be a good time to start portfolios for each of your students to keep their completed and in progress work. Their portfolios will be a place to collect all evidence of learning so by the end of the unit each learner will have a multimodal collection of different stories to reflect on and share during the unit celebration.

Launch
<p>After exploring the wordless picture book <i>Birthday Kunafa</i> and practicing narrating their own memory-based stories, learners will create a visual story based on the image they brought in of a moment they shared around a table with their families.</p> <p>Show your learners the same picture of you around a table from the last lesson and tell your own story using the photograph as inspiration. Below is an example:</p>

Here's a [photograph](#) of me and my grandmother busy creating floral arrangements on our kitchen table. My Mama Laila is so creative and artistic. She always says "انتِ مثلي. طلعتي علي" "Every day she had a new project she would share with me. Sometimes it was preparing a delicious breakfast with ful medames, labneh wa zaatar, halloumi. Sometimes it was making a beautiful collage with tiny little scraps of paper. There was always something strewn across our table when she came to visit! The newspaper and her reading glasses, beautiful flowers and vases full of water, enough food to feed all of us for a week. On this day we were preparing arrangements to share with our neighbors and to place around the house.

With their previously gathered photographs in hand, learners will practice telling their own stories.

Optional Read Aloud

For Arabic classrooms, the *Tala & Jad* series by Taghreed Najjar are excellent mentor texts as they are narratives around simple moments and reinforce the idea to learners that stories are everywhere and in our smallest moments. The read alouds *كعكة لماما* and *العمة فوزية* have themes around eating and celebrating with family members.

For English classrooms, Introduce the story *This Table* by Alex Killian. As they read, learners will see all the small and big ways life is celebrated around a table. At the end of the book, the author and illustrator's notes share the ways they use their tables at home. Invite learners to look closely at the illustrations and think about the story the pictures tell us too.

Introduce Activity

Reinforce the idea that we are all storytellers and can get inspiration for stories all the time-even in the smallest moments. Remind learners that looking at photographs of themselves with their families around a table sparked so many memories and stories to tell. We are going to practice representing those memories today in a unique kind of story.

Invite learners to create a visual representation of a tablescape or sofra, drawing the foods they might eat, the objects that might be strewn on their table. This time, however, instruct your learners to add dialogue. What are people saying to each other around the table? Take a few moments to model coming up with dialogue tags or speech bubbles.

This type of drawing activity is an accessible and student-centered example of an early activity or provocation.⁴ Teachers may utilize this [sample](#) as a model.

If learners need support, you may prompt them with some questions:

⁴ "Drawing is a low-risk and enjoyable point of entry for many writers. In our project, it helps build safety and trust by placing the students' and parents' experiences, memories, and ideas at the center of the curriculum, making them the experts. The... activity modeled one way writers work through story ideas visually before drafting, and provided scaffolding for language learners at all levels."



- What foods do you and your family eat?
- Do you do other activities at your table? Do you play games at your table?
- Think of your family's home. What do you typically find at your kitchen/living room table?
- When you close your eyes, what table comes to mind? Do you picture your table at home? At your grandparents' house?
- Imagine you are at table right now, what are you doing? What do you see around you?

Using their tablescapes, learners write a short paragraph about a memory they share around their table or an anecdote about their families sharing a meal.

Teachers will note what learners are doing naturally in their writing. Do they use dialogue? Actions? How much detail about characters do they include?

Closing

Ask learners to leave their tablescapes or sofras at their desks. Learners will have an opportunity to practice a gallery walk.⁵ As they walk around and observe their peers' work, ask learners to make connections, ask questions, and give compliments. They may write these on sticky notes and leave it on their peers' work. Write these symbols on the whiteboard to help learners remember what they should include in their feedback:

- ♡ Compliments
- ? Questions
- + Connections

End with a brief connection to the objective: ask your learners what they learned about storytelling today. Where did you find inspiration from? How did you bring your story to life?

Extension

School lunches around the world:

Learners may explore cross-cultural differences through exploring school lunches around the world. Begin with questions such as, how do meals look differently around the world? How is your school lunch different from your lunch at home? How long are meals?

Learners can create a poster or infographic using their own school context. What do they have for lunch on a given day? Is their lunch packed from home? Purchased from the cafeteria? Is it culturally specific? What nutritional value does it provide?

⁵ Gallery walk is a versatile strategy that can be utilized to help learners synthesize their thinking, reflect and connect to their peers' ideas, ask questions, and engage with the work they are observing. Here is another example of how a gallery walk can be utilized by the [teacher toolkit](#).

Home Connection: Nawal Qarooni's family labsites

In her book, *Nourishing Caregiver Collaborations*, Qarooni shares her experiences running family labsites wherein caregivers are invited to share in literacy experiences alongside their children. Consider holding a family labsite replicating the sofra/tablescape activity with caregivers. Alternatively, caregivers are invited to read photographs to their learners and vice versa. Caregivers and learners collaborate on narrative writing inspired by photographs.

Qarooni writes: "Labsites can be large or small, held on school grounds or in community settings, and can be offered at times that are most convenient for family members and offer the highest potential for engagement. If you're interested in embedding family labsite experiences into your work with caregivers, all you need is to invite families to come in for shared time (twenty or thirty minutes works!) with their children. Model a strategy of any kind. Allow kids to try it out with their caregivers. Circulate and encourage. Reveal an authentic desire to connect with families."⁶

⁶ Nawal Qarooni. *Nourishing Caregiver Collaborations*. Taylor & Francis, 15 Dec. 2023, p. 165.

Lesson 3

Lesson Three: How Can I Bring My Stories to Life?	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials:</p> <p>☐ Comic Book Template</p> <p>Needed Materials:</p> <p><i>Ten Ways to Hear Snow</i> by Cathy Camper Excerpt from ☐ Ten Ways To Hear Snow Arabic ⁷ Chart paper for anchor chart “Good storytellers...” Markers Paper Pencils Portfolios</p>
Lesson Objectives	<p>I can identify and use figurative language like onomatopoeia.</p> <p>I understand that good storytellers use specific techniques, like onomatopoeia, to bring their stories to life</p>
Essential Questions	<p>What makes a good storyteller?</p> <p>How do authors bring their storytelling to life?</p> <p>How can I use mentor texts to help bring my stories to life?</p> <p>What are different forms of stories that I can use to tell my/my family’s story?</p>

Launch
<p>Remind learners of all the ways they have been stretching their storytelling muscles. Some ways that we can become better storytellers is by being inspired by other storytellers, using everyday moments as inspiration, using drawings, and adding dialogue.</p> <p>Arrange learners in pairs to do a turn and talk. ⁸ Invite learners to think of someone who is a really good storyteller in their life. They may utilize this frame:</p>

⁷ *Ten Ways to Hear Snow* by Cathy Camper translated from the English and reproduced in part with permission of the author.

⁸ Turn and talk is an instructional routine where learners turn to a peer and discuss content or skills. This routine, as all routines, need to be explicitly taught beforehand. We encourage teaching this routine with questions that can be easily answered by learners. I.e “What is your favorite flavor of ice cream?”, “What is your favorite animal?” etc. It is important to give learners guidelines for which pair should begin talking first. “This time, the learner with the shorter hair will start”

A really good storyteller in my life is _____ because _____.

Gather input from learners. As learners share, scribe their ideas on an anchor chart. You may choose to write “A good storyteller...” as a title. As the conversation progresses, widen your scope by asking your learners about good storytelling in general. *What have we learned so far about what makes a good story?* You will return once more to this question at the end of the lesson.

Storytellers are everywhere! Some storytellers tell stories around the dining room table, others tell stories through their illustrations or art, music, the list goes on and on. In our classroom, we get inspiration all the time from storytellers like Rifk Ebeid. They tell their stories through books! Today we are going to be inspired by another storyteller: Cathy Camper.

Share with learners that the text you are about to read is called *Ten Ways to Hear Snow* where the author, Cathy Camper, utilizes figurative language as she tells the story of a young girl going to visit her grandmother. Briefly compare literal language and figurative language by comparing these two sentences. “I use the marker to write” is an example of literal language. I am only describing what I can directly see. “Whoosh! The marker dances across the page” is an example of figurative language. I am using a sound at the beginning to bring my writing to life.

Link some previous thoughts about compelling storytelling to what Cathy Camper does to bring her stories to life.

You all shared that a good storyteller is (insert ideas from previous discussion). Cathy Camper does something so clever with her storytelling. She uses a tool called onomatopoeia, she uses words that make a sound like “Whoosh” to bring her writing to life.

Have learners come up with some examples of onomatopoeia and scribe them on a whiteboard or butcher paper. Tell learners that there will be several examples of onomatopoeia in our mentor text. Engage learners by asking them to participate in finding onomatopoeia with a whole body response, for example, twinkling your fingers every time you hear onomatopoeia.

Read Aloud

Read aloud of *Ten Ways to Hear Snow* by Cathy Camper as a mentor text to explore figurative language including onomatopoeia.

Introduce Activity

Learners will brainstorm different special moments with a loved one just like Lina and her sitti in *Ten Ways to Hear Snow*, or use the same memory from yesterday. Learners create a [comic strip/storyboard](#) of their special moment.

Learners experiment with figurative language to bring their writing to life. This activity like previous ones might take more than one day. Make sure all completed and in progress work is filed in your learners’ portfolios.



Closing

Synthesize learning about good storytelling and summarize what we have learned from our previous mentor texts. Add new thinking to the anchor chart titled “A good storyteller...”

Prompt learners to extend their learning about how storytellers are everywhere and to become storyteller detectives. Tell them to pay special attention to the world around them, the playground, the library, the bus ride home, the dinner table, and come back to class the next day with an example of a story or storyteller they heard.

Extension

Home connection: Storytelling detectives Invite learners to be storytelling detectives and find examples of everyday storytellers. Did a family member share about their day in an engaging way? Did a friend make them laugh on the school bus? Learners will take anecdotal data and come back with a storytelling mentor from their lives.

Lesson 4

Lesson Four: Preparing for Interviews	
Grade level	3rd
Subject	English Language Arts
Materials	<p><u>Included Materials:</u> mentor texts and examples</p> <p><u>Needed Materials:</u> “What are stories” T chart from lesson one Anchor chart paper to create “Ways I can tell my family’s story” Writing materials Paper</p> <p><u>Arabic Classrooms:</u> أكلنا من is a series that showcases different traditional meals in different regions in Saudi Arabia including Aseer, Mecca, Medina, Qassim, Riyadh etc.</p> <p><u>English Classrooms:</u> <i>Sundays Are For Feasts by Leila Boukarim and Ruaida Mannaa</i></p>
Lesson Objectives	<p>I can have collaborative discussions with my friends, my family, my teacher, or other community members on a topic. I can build on others’ ideas and express my own ideas clearly. (CCSS.ELA-Literacy.SL.3.1)</p> <p>I understand that I can tell a story in many different and creative ways.</p>
Essential Questions	<p>How is food connected to stories? What can we learn about ourselves, our families and our local traditions/ histories through food?</p>

Note to teachers: This lesson may take several days/lessons to complete. We encourage you to follow a pace that is responsive to your learners and spend as much or as little time as needed on exploring the interview process. If learners have no prior exposure to writing or conducting interviews, it may be helpful to spend the first lesson looking at interviews and noticing what makes an interview powerful or effective. The following lessons can be synthesizing learning, practicing mock interviews with classmates or teachers, and finally writing and conducting interviews with family members..

Launch
Summarize what the learners already know about stories and reflect on the memories that were conjured up during the visualization exercise/comics. Hold a brief discussion with learners asking

the following questions:

Why do people tell stories? What makes a good storyteller? What storytellers/stories did you discover yesterday when you were storyteller detectives?

Now that we have been reflecting on stories through different [mentor texts and examples](#), on a large anchor chart, create a table:

Ways I can tell my/my family's story			
	Our example	An expert's example	What we love about it
Drawing			
Writing			
Comic strips			

Invite learners to reflect on the chart to help them synthesize what they learned so far. Leave space to keep filling in the rows as we go.

Read Aloud

In Arabic classrooms, present one of the books from the **أكلنا من** series. This series presents regional foods from around Saudi Arabia in a variety of different modes including recipes, comics, and stories from the region. Presenting more than one book in this series would be encouraged as learners can flip through and get inspiration for the series' multimodal storytelling. As you are flipping through, continually ask learners what information *they are getting and how they are getting this information? Where do you think the authors got this information?*

Return to the "what are stories" T-chart and ask learners *Can stories be a recipe?*

After learning about traditional foods from various regions in Saudi Arabia, tell learners that they will do the same with their own traditional foods. Prompt learners to think about how they might get information. If they are having trouble answering this question, prompt them to think of the foods they eat most often, who makes their food, what is their earliest memory with this food etc. This will ideally lead them to the conclusion that their families have the answers they are seeking.

In English classrooms, read aloud *Sundays Are For Feasts* by *Leila Boukarim and Ruaida Manna*. In the story, Yasmine worries about how to make the perfect humus before her Ammo Farouk arrives with the rest of her family. Like Cathy Camper in yesterday's read aloud, Leila Boukarim uses dialogue, onomatopoeia, Arabic labels and occasional Arabic dialogue.

After the read aloud, add to the “what are stories” T chart. If they haven’t already added this to the T-chart ask learners, “Can stories be bilingual?”

Introduce Activity

Learners are invited to reflect about their own relationship with favorite family recipes and brainstorm questions they would like to ask a family member about food/recipes. This is preparation for a family interview.

Before writing their own interview questions, model generating thoughtful interview questions to ask a family member. You may utilize gradual release of responsibility⁹. Begin by showcasing the “I do” portion of the lesson wherein you provide tips for effective interviews and share the importance of asking thoughtful open ended questions. Remind learners to have the person you are interviewing in mind and to think about how you are going to record the information whether that is with a camera, recording device, or pen and paper.

Scribe some questions you may ask a family member of your choice. Transition to “we do” by asking learners to think about what they currently know about effective interviews and practice by asking you about food/recipes that are important to you/your family. As learners are asking questions, you may note things learners are doing naturally that make a good interview, and scribe questions that are powerful that learners might want to replicate for their own interviews. At this point you should have a large list of effective tips and strategies as well as some potential questions learners could use.

Release learners to write their own interview questions.

Closing

With a partner, practice conducting interviews. After the interviews are done, prompt partners to give each other feedback. Were any of the questions close ended and led to a yes or no answer? Did the interviewer make good eye contact and make the interviewee feel cared for? Were the questions relevant to the importance of food/recipes in their families? How was the interview recorded?

Home Connection

Using the interviews created in class they will interview a family member, focusing on a specific dish, artifact or a favorite memory of food.

Extension


Practice Interviewing: Continue to cultivate the craft of interviewing by practicing to interview

⁹ The gradual release of responsibility framework shifts the cognitive load from the teacher to the learners. The teacher begins by modeling activity or learning engagement, to collaboratively learning together, to learning independently.



classmates, other educators, or your school principal!

Lesson 5

Lesson Five: Family Interview Connections	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials: Same, Different, Connection, Question chart  Family Interview Connections handout</p> <p>Needed Materials: Learners' home interviews Large scroll of paper/bulletin board paper for collaborative drawings</p>
Lesson Objectives	<p>I can have collaborative discussions with my friends, my family, my teacher, or other community members on a topic. I can build on others' ideas and express my own ideas clearly. (CCSS.ELA-Literacy.SL.3.1)</p> <p>I can recall information from experiences, print, or digital sources, take notes, and sort information into categories. (CCSS.ELA-Literacy.W.3.8)</p>
Essential Questions	<p>How did it feel to talk to your loved one about food? What new information did you find out during your interview? In how many different ways can I tell my story?</p>

Launch
<p>Bring learners together and remind them of the wealth of knowledge they have brought to the classroom today. Learners have been hearing stories from different authors but now have an opportunity to hear from their own family members. With their interviews in hand, learners will share with a partner. As they are sharing, remind learners to find a similarity, a difference, a question, and a connection. It may be helpful to display this poster for learners to reference.</p>
Introduce Activity
<p>After sharing with a partner, learners will be placed in groups of four and collaboratively fill out this handout. This will give learners an opportunity to practice SWIRL (Speaking, Writing, Interacting, Reading, Listening)¹⁰: an impactful strategy for all learners but specifically multilingual learners.</p>

¹⁰ SWIRL is a strategy that support all learners but particularly multilingual learners by strengthening their receptive (reading and listening) and productive skills (speaking, writing, and interacting) ([Facebook.com/Kidinspiredclassroom](https://www.facebook.com/Kidinspiredclassroom))




After learners have synthesized their learning, invite each group to share one idea with the rest of their classroom community. This can be a common theme they found, questions they have, or any other salient idea. Add the completed handouts to your learning wall.

Closing

Remind learners of all of the brilliant stories and takeaways brimming in your classroom community! Learners have worked hard to make meaning of their interviews, synthesize their caregivers' stories with partners and groups. Now, learners will have an opportunity to collaborate in a different way.

Place a large scroll or bulletin board paper down on the floor. You will need to have enough space for each learner to draw on it. Alternatively, you can have your groups collaborate on smaller scrolls. Using a variety of drawing materials, learners will collaborate on a classroom mural or drawing to summarize their home interviews. Encourage learners to draw whatever they feel. There are no right or wrong answers. Learners are welcome to create symbols, shapes, write words or phrases, and certainly draw takeaways from their home interviews.

If a more structured option is needed, divide the classroom community into three groups. Provide each group with butcher paper and their  Family Interview Connections ideas. Each group will be responsible for visually synthesizing their responses to their family connections handout. Each table will reflect the responses to the respective questions, *How did it feel to talk to your loved one about food? What new information did you find out during your interview? What surprised you?*

Lesson 6

Lesson Six: Creating Recipe Stories	
Grade level	3rd
Subject	English Language Arts
Materials	<p><u>Included Materials:</u> <input type="checkbox"/> Family Interview Connections handout</p> <p><u>Needed Materials:</u> Learners' home interviews "Ways I can tell my story" chart from lesson four Collaborative drawings from previous lesson A3 papers, markers Optional: colored paper, food magazines, scissors, glue Portfolios</p>
Lesson Objectives	<p>I can have collaborative discussions with my friends, my family, my teacher, or other community members on a topic. I can build on others' ideas and express my own ideas clearly. (CCSS.ELA-Literacy.SL.3.1)</p> <p>I understand that I can tell a story in many different and creative ways.</p>
Essential Questions	<p>How can I transform my family's food story? What creative techniques can I use to help me tell my family's story? How can I use a mentor text to help inspire me? In how many different ways can I tell my story?</p>

Note to teachers: To prepare for this lesson, you may choose to ask your learners to bring in pictures of their loved ones or the recipe/dish they interviewed a loved one about in preparation for creating a multimodal story during today's lesson.

Launch
<p>Bring learners together and remind them of the beautiful connections they made with their families and their classmates through their family interviews. Refer to the collaborative drawings from last class and remark on how evocative and emotional they are. Take your time going through them and asking learners to explain what they drew and why. Point out that they sound like storytellers and have created a rich tapestry of stories!</p> <p>Ask your learners: how can we transform these beautiful beginnings of a story into something that others can share in? What could a combination of a recipe and interview story look like? Let your imagination run wild!</p>



Take initial ideas and scribe on the board. Some ideas include: pieces of dialogue, pictures of food, images of family members, a short story of a memory related to the food, the recipe itself, etc.

Point to the “Ways I can tell my story” chart from lesson four to illustrate that learners have practiced these modes of storytelling already.

Brainstorming & Practice

Allow your learners time to brainstorm in their table groups, focusing on:

- What story they are going to tell - is it the recipe itself, a memory surrounding it, the conversation with a loved one.
- How they are going to tell their stories - what elements will they include? Dialogue, drawings, images, a recipe, a comic, etc.

Have the mentor texts that you have read so far readily available for learners to gather further inspiration from, including the **أكلنا من** series.

Learners create their multimodal stories. You can choose to give colored papers, food magazines, scissors and glue for collaging. All completed or in progress work goes into your learners’ portfolios.

Closing

Bring your learners back together and add “recipe” and “interview” to the “Ways I can tell my story” chart.

Engage your learners in a brief discussion:

- What have you learned about storytelling so far?
- What is special about a recipe story?
- How can an interview be a story?
- What is your favorite part of your recipe story/interview?

Lesson 7



Lesson Seven: Oral Storytelling	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials: “Good storytellers...” anchor chart from lesson 3 <input type="checkbox"/> Food and Stories unit Vocabulary <input type="checkbox"/> Examples of Oral Storytelling <input type="checkbox"/> Oral Storytelling observation tool</p> <p>Needed Materials: Headphones Ipads/chromebooks</p>
Lesson Objectives	<p>I understand that good storytellers use specific techniques to bring their stories to life.</p> <p>I can determine the main ideas and important details of a text, read loud, or information presented in different media and formats. (CCSS.ELA-Literacy.SL.3.2)</p>
Essential Questions	<p>How are stories recorded? What are different ways I can tell my/my family’s story? How is oral storytelling different from other kinds of storytelling? What are other practices that are passed down from generation to generation?</p>

Launch
<p>Begin today’s lesson by recalling the learners’ main takeaways from their family’s interviews. This will help them connect the idea that storytellers are everywhere and a good storyteller utilizes tools to engage their audience.</p> <p><i>Learners, let’s think again of our interviews- your loving adults shared memories and stories with you. In a moment, I’m going to ask you to think of what stands out most to you about what your loving adult said and why.</i></p> <p>Initiate another turn and talk. They may utilize the frame:</p> <p>The moment that sticks out to me is _____ because_____.</p> <p>After learners have shared, validate their responses and tie it back to what we have learned about being a good storyteller in lesson three. Add new learning to the “Good storytellers...” anchor chart.</p>



Learners, the moments that stuck out to you all are times when your loving adult was sharing something funny, or emotional, or surprising. That's just what good storytellers do, they hook us in by making us feel along with them! As we know, stories are everywhere and can take different shapes. Many times, stories are not written down but they are said out loud. They are often repeated so many times that they stick with us. When these stories are told, the storytellers telling them make sure to tell it in an engaging way to hook us in, just like your loving adults did with you.

Learners, just as culture, language, traditions, and recipes are passed down from generation to generation, stories are too. Today we are going to explore the idea of stories being passed down from generation to generation. Just like your loving adult shared stories and memories with you, you shared them with your classroom community, and maybe one day will share them with someone younger than you!

Movement Break/Mindful Movement

At this point learners have done a lot of sitting and talking. Invite learners to stand up and play a movement game called *Family Recipe*.

In this game, learners will each recite one ingredient in a family recipe. It can be as logical or outlandish as possible. The first learner will begin by saying one ingredient and attaching a movement to it. For example,

Learner 1: "Avocado!" claps hands twice. The next learner must remember all the ingredients and movements that came before him and add one more. For example,

Learner 1: "Avocado!" claps hands twice.

Learner 2: "Avocado!" claps hands twice. "Halloumi" spins around.

The game will get more challenging as learners struggle to remember each ingredient and movement that came before them.

Introduce Activity

As you draw learners attention back to today's lesson, share with them that you are going to be focusing on storytelling that is told out loud.

Learners, when stories are told out loud, just like the stories your loving adults shared with you, that is called oral storytelling. These stories can be true like the ones from your interviews, but they can also be made up stories or folktales. We're going to be exploring some today.

Define oral storytelling as stories that are told out loud and often passed down from generation to generation. You may choose to print this [vocabulary](#) card and place it somewhere readily accessible. Share that there are many different examples of oral storytelling from different cultures. Oral storytelling can be interviews, poems, chants, they can be told in person around a

fire, or you could listen to it on a youtube video or a podcast.

Learners will be placed in partnerships and choose three oral storytelling [examples](#) to dive deeper into. In their partnerships, they will each be expected to listen to/watch the examples and collaboratively complete their observation [sheet](#). Depending on the platforms you use in your classroom, you may choose to release this webpage to your learners on Seesaw, Google Classroom, or any other online platform you utilize.

Closing

Utilizing the T-chart from lesson 2 **What a story is/ What a story is not**, ask learners to recall what they have learned about what stories can be. For example “A story can be bilingual/A story can be a drawing or comic strip/A story can be wordless”. Invite learners to think about the examples they watched in their partnerships and continue to add to our T-Chart. If learners have already, encourage learners to identify oral history (our own interviews) as a version of recorded storytelling.

Extension

Oral Storytelling from around the world Invite learners to research oral storytelling from a different culture and prepare a short presentation on it. They may utilize the Oral Storytelling observation tool to synthesize their learning.


Around the Circle Storytelling To practice oral storytelling learners can practice *Around the Circle Storytelling*. You can do this in a number of ways. Below is an example that learners can follow.

Begin by sharing, “Once upon a time_____” and introduce a character. Invite a learner to your left or right on the circle to continue. “Once upon a time there was a little frog who spent hours on his lillypad.” And the next learner might continue “One day, a fly flew around his lillypad”. The next learner might say “The frog was very hungry and wanted to eat the fly but then!”

Interview a linguist Invite a linguist in your classroom community to talk about orality. [Dr. Wafa Alawi](#) is a Bahraini linguist who would be an excellent guest speaker.

Lesson 8



Lesson Eight: Passing Down Stories	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials:</p> <p> Slides for Lesson 8: Fida'a Ataya</p> <p>Needed Materials:</p> <p>Folktales from Hakaya Stories on Soundcloud (Arabic)</p> <p>Timeless Tales (English)</p> <p>قول يا طير: حكايات للأطفال من التراث الشعبي الفلسطيني (optional)</p>
Lesson Objectives	<p>I can have collaborative discussions with my friends, my family, my teacher, or other community members on a topic. I can build on others' ideas and express my own ideas clearly. (CCSS.ELA-Literacy.SL.3.1)</p> <p>I can tell a story with appropriate facts and descriptive details, speaking clearly at an understandable pace. (CCSS.ELA-Literacy.SL.3.4)</p>
Essential Questions	<p>How are stories passed down?</p> <p>What are different ways I can tell my/my family's story?</p> <p>How is oral storytelling different from other kinds of storytelling?</p> <p>What are other practices that are passed down from generation to generation?</p>

Launch
<p>Reflect on yesterday's learning. Learners were exposed to different examples of orality. Activate prior knowledge by asking learners to reflect on what they currently know about oral storytelling. You may ask them to share examples of oral storytelling (i.e. podcasts, interviews, folktales) and any other takeaways from the examples they watched.</p> <p>Pose the question, so when do you think oral storytelling began? And how were these stories passed down? Initiate a turn and talk.</p> <p>To further illustrate a way that stories are passed down, introduce the hakawatia Fida'a Ataya. Fida'a, like many other storytellers, was introduced to oral storytelling from a grandparent. She speaks about how the stories her grandmother told her transported her to different worlds across borders. One of Fida'a's kharareef or folktales were shared as an example of oral storytelling.</p>
Introduce Activity

To illustrate how stories are passed down, learners will participate in an oral storytelling simulation wherein each learner will act as a younger generation. The teacher will serve as an older generation, perhaps a grandparent or great-grandparent and the learners will act as the subsequent generations hearing this story and re-telling it to a young generation. Place learners in groups of three or four and gather them close to you. If your classroom uses a rug or carpet, invite the triads or quads to sit in a line behind one another. This will be the order of the generations they represent.

Utilizing one of the stories from [قول يا طير: حكايات للأطفال من التراث الشعبي الفلسطيني](#) or [Hakaya](#), retell the story to your learners as a grandparent or elder. Before beginning the story, tell learners their job is to listen carefully because they will retell the story to the person behind them and so forth. The job of the last person in line is to retell it to the group.

English classrooms may use one of the archived stories from [Timeless Tales](#)¹¹.

Note to teachers: You may choose to use a shorter folktale depending on your learners' stamina. You may also choose to model a shortened version of this activity beforehand with a few learners to show learners what will be expected of them.

Closing

After the storytelling exercise, invite learners to reflect on why oral storytelling is important. Ask learners if it is important to preserve the oral storytelling tradition? Why or why not? Invite learners to discuss one or more of the following questions.

What is special about oral storytelling?

When do you think telling stories out loud began? What was the reason?

What does it mean that our society is an oral society?

Is it important to continue practicing oral storytelling? Why or why not?

Additional Resources

Additional Resources on Fida'a Ataya:

- Why I Tell Stories video Fida'a's reason for becoming a storyteller (Arabic)
[هذه قصتي - فداء عطايا.. مختصة بالتراث الشعبي الفلسطيني](#)
- [Palestinian Storytelling | HowlRound Theatre Commons](#) (English)

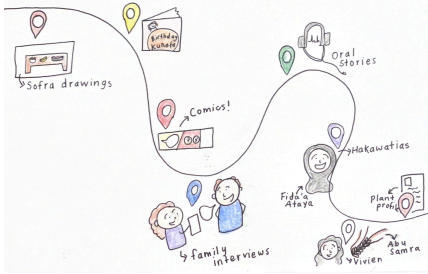
¹¹ Timeless Tales is a bilingual anthology of archived stories curated by Syrian researchers told by internally displaced Syrian refugees and Syrian refugees in Lebanon. The aim of the project is to not only preserve the invaluable tradition of hakawati but also to breathe new life into it and a hope that these stories will be retold to younger generations.

Lesson 9

Lesson Nine: Preparing for Final Presentations Day 1	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checklist for final presentations <input type="checkbox"/> Portfolio Reflection printed for each learner <input type="checkbox"/> Family Letters <p>Needed Materials: Whiteboard Portfolios Anchor charts from the unit, especially “What makes a good storyteller”</p>
Lesson Objectives	<p>With help from my friends and teachers, I can strengthen my work by planning, revising, and editing. (CCSS.ELA-Literacy.W.3.5)</p> <p>I can have collaborative discussions with my friends, my family, my teacher, or other community members on a topic. I can build on others’ ideas and express my own ideas clearly. (CCSS.ELA-Literacy.SL.3.1)</p> <p>I understand that I can tell a story in many different and creative ways.</p>
Essential Questions	<p>How can I make meaning of all my learning? How can I reflect on my learning? What are some areas I can identify for growth and how can I make them better?</p>

Note to teachers: In preparation for final presentations/unit celebration, ensure your classroom displays all the learning you’ve done as a classroom community. By now, your collaborative gallery wall should be brimming with anecdotes, photographs, drawings, comics, and recipes. It is integral that learners are able to reference all that they have learned thus far by having it displayed around the room. They will be choosing two works to complete for their final presentations. You may also choose to send this Family Letters in addition to individual invitations to ensure their caregivers’ attendance.

Launch
<p><i>Learners, take a look around our classroom today! There are so many examples all around of the incredible learning and storytelling we’ve done. If we think about our learning like a road map, what would our destinations be?</i></p>



Draw a quick sketch of a road map on your whiteboard. It can be as simple as a long curved line. To the left is an example of a finished learning road map. Prompt learners to think about the beginning of their learning journey, what was the first thing they did? If they are having trouble remembering, physically reference the sofra display from day one. Invite learning to draw a "destination" at the beginning of the learning map. Continue on until your learning map is complete, encouraging your learners to reference their portfolios as well. Alternatively, you may model how to make a learning map and have learners

work in groups to create their own learning maps. This will serve as a reminder of all the different modes of storytelling learners have been exposed to throughout this unit.

Reflection and Revision

Introduce Checklist for final presentations to your learners with all of the things to complete before their celebration.

Today's focus will be the first two points: completing two pieces of work and showing evidence of growth.

To scaffold your learners, give them each a [portfolio reflection sheet](#).

The rest of the lesson should be dedicated to learners completing and revising their two chosen pieces (comics, sofas, interviews, recipes, etc). Depending on your learners' needs, you may choose to spend time discussing what independent worktime should look like and sound like to ensure learners are productive.

Early finishers can create an invitation to send to their families or caregivers that includes:

- The time, date, and location
- What to bring
- What the celebration will include

Closing

To wrap up, learners will share with a partner what they have done to improve their work today and how they are feeling about their growth using the same [portfolio reflection sheet](#) (step 3).

To do this they will choose a color from the options below and explain their choice.

- I've improved a lot!
- I'm getting there.
- I need to work on this.

Lesson 10


Lesson Ten: Preparing for Final Presentations Day 2	
Grade level	3rd
Subject	English Language Arts
Materials	<p>Included Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checklist for final presentations <input type="checkbox"/> Family Letters <input type="checkbox"/> Rubric for final presentations <p>Needed Materials:</p> <p>Whiteboard Portfolios Presentation sentence frames written on the board</p>
Lesson Objectives	With help from my friends and teachers, I can strengthen my work by planning, revising, and editing. (CCSS.ELA-Literacy.W.3.5)
Essential Questions	<p>How can I share my learning with others?</p> <p>What do I want my friends and family to leave knowing?</p> <p>What is most important for me to share?</p> <p>How can I make my family and friends feel included in this celebration?</p>

Mock presentations
<p>Learners will be preparing a final presentation to share with their family members.</p> <p><i>Learners, we have done so much learning throughout this unit and it is so important to share this with others! We are going to host a celebration where we invite our families to enjoy our learning alongside us.</i></p> <p>Once you have given your learners a brief idea of the agenda of the day, model what their presentation of learning will look like; bring a student volunteer up to be a parent, sit side by side with a completed story in between you to discuss, and display sentence stems on the board behind you. Give a mock presentation as a student. End with an invitation to flip through the portfolio and ask questions and have discussion.</p> <p>Some sentence frames include:</p> <p>I chose my _____ story to share with you.</p> <p>I chose this piece because_____.</p> <p>In this unit we learned_____.</p> <p>It was important for me to share _____ because_____.</p> <p>You can see that over here in my story I_____.</p> <p>Some other ways I told my story are_____.</p>



Pair up learners to practice presenting with a peer.

Self-assessment

Once learners have completed their work, place learners in pairs to revise one another's work using the  Rubric for final presentations . You can do this in a number of ways. Below are some suggestions:

- Learners may first individually assess their own works using their rubrics. With a partner, they can present their work and rubrics and decide if they assessed themselves fairly.
- Learners may select one work to assess with a partner. After practicing with a peer, they may assess the remaining 2 works independently.
- Learners assess all 3 works with a partner.

After the self-assessment process, give your learners one more opportunity to revise their work. Early finishers can complete their family/caregiver invitations.

Unit Celebration

Once learners have completed their work, it is time for the unit celebration!