

# KAMISHIBAI

By: Lynn Swaney, NTCA Ohio 2017  
Subject: English Language Arts  
Grade: 7<sup>th</sup> Grade

## Materials:

Children's picture books  
Clapping Sticks <https://squareup.com/market/leafmoonarts>  
Kamishibai Theater: Amazon \$75 + 18 shipping ( or make)  
Blank Kamishibai Cards  
Art Supplies

## Standards:

3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

5. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## Conventions

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

b. Spell correctly.

(There are so many more standards being covered including literature elements, peer collaboration, and elements of oral presentation, but I hate to overload it.)

**Rationale:** Students need to demonstrate skills in narrative, but it is sometimes difficult for them to create their own stories. To diversify this assignment, students will have the opportunity to revisit a childhood story, or the option of creating their own story. Many facets of language arts will be included in this lesson. Using literature skills, they will be required to identify and describe plot elements (including suspense), setting, characters, and dialogue. They will also be required to present evidence of mastery of the conventions of writing that we have studied at this point in the year.

### Procedure:

#### Day 1:

- View Kamishibai PowerPoint
- Students will bring a book from home, pick a book from teacher's library, or create a story of their own.
- They will become familiar with the book after several reads and brainstorm ideas about
  - Setting
  - Characters
  - Plot
  - Dialogue

#### Day 2:

- Students will use file cards to write down these previous elements and practice retelling the story to themselves

#### Day 3:

- In groups of four, students will take turns retelling their story to their group.
- Group members will give feedback and input to students on how the content might be improved.

#### Days 4 & 5

Students will write their story in narrative style using all the appropriate conventions of writing. This will be computer-generated so that students will have access to spelling and grammar check.

**Assessment:** Before we begin the final writing, students (with teacher guidance) will write their own rubric to assess the assignment. This rubric will only contain mastery goals as a score of 5 for each element. The rest of the score will be weighed by the teacher in relation to how close

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they come to mastery. This score will be included in their mastery portfolio to be compared with other assessments.

**Prior Content:** This assignment will begin the four or fifth week of school after we have had opportunity to review description, sentence structure, dialogue and other conventions of grammar and spelling.

**Follow Through:** We will have one more writing assignment to culminate our narrative writing for this year, and to give students other opportunities to present evidence of mastery.

### Days 6, 7, 8

Students will finish writing if they have not finished (This writing will all be done in class to prove that the evidence is produced completely by the student.

Then students will make at least five (5) kamishibai cards to go with their story.

- First they will use art supplies to make colorful illustrations. These may be completely student generated, or they may trace, or use computer help.
- In kamishibai fashion they will cut and paste their story to the back of the previous card so that they can read from the back as they slide their cards.
- They will practice using the kamishibai stage.

### Days 9 & 10

Students will share their kamishibai production with the class.

**If possible, it would be great to share these with the elementary students, perhaps setting it up on a “corner” of the playground.**