

# Jokes and Jingles

Grade Level: 1-3

Content Areas: Art, Technology, Language Arts, and Music

Time Frame: 90 minutes

## MATERIALS

*Jokes and Jingles* Series Books

Paper and Pencils

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## OBJECTIVES

### Students will:

- Use prior knowledge and the author's text to construct meaning
- Demonstrate understanding of story elements
- Identify the characters, setting, problem, solution, beginning, middle, and end of different stories
- Apply what they have learned to create a narrative story

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## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**Character** - People presented in the narrative text via descriptions of their attributes, traits, or abilities

**Setting** - The place and time in which the story takes place

**Solution and Problem** - The conflict that takes place during the story

**Plot** - The sequence of events that involves the characters in conflict

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## FREE SONG

[Click here](#) to download or stream Jokes and Jingles songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

## PROCEDURES/ACTIVITIES

### Preparation:

Ask students if they know what narrative writing is. Engage in a discussion about narrative writing. An example would be the basic elements of a narrative story. Explain to students they will learn about characters, setting, problem, solution and plot in order to write a narrative story.

### Lesson Procedure:

1. Start out by explaining that characters are the people, animals, or other living things that are involved in a story. Characters can be described by appearance or actions. Tell students that as you read, you want them to think about ways you can describe the character. Read [Boo Who? A Knock-Knock Joke in Rhythm and Rhyme](#).
2. Tell students to close their eyes and think of three ways to describe themselves. Call on a few students to share their ideas. Explain to students that an author describes the characters in their stories just like they described themselves.
3. Guide a discussion about setting. Explain that the setting can be location, weather, or time. Read [Hoo, Who's There? A Knock-Knock Joke in Rhythm and Rhyme](#) and ask students to think about the settings that are taking place throughout the book.
4. Ask students to tell you things about the setting of the book.
5. Tell students that many times the problem is introduced at the beginning of the story and that the main character has to figure out how to solve the problem, which is called the solution. The solution generally happens at the end of the story. Read [Knock, Knock, Moo! A Knock-Knock Joke in Rhythm and Rhyme](#) and have students try to figure out the problem and the solution.
6. After reading the story, ask students to think about the problem and solution of the story. Let them share their thoughts and ideas.
7. Explain to students how the order of events or the plot in a story is important for the story to make sense. For example, in the beginning of a story the author introduces the characters and setting and presents a problem. In the middle of the story, the author adds events. At the end of the story, the author presents the solution.
8. Read [Orange You Glad? A Knock-Knock Joke in Rhythm and Rhyme](#) and have students think about the plot of the story. Have students think about their ideal Saturday. Ask them to turn to their partners and describe their day from beginning to end.
9. Tell students they will be creating their own narrative story with characters, setting, problem, solution, beginning, middle, and end. There are ideas of how to create their narrative stories in the extensions or you can just have students create their stories using paper and pencils.

## Technology Extension

Use [Storybird](#) to create a joke and jingle book. Each student could have their own page playing off of the illustrations that are part of the digital storytelling platform.

Use [eduBuncee](#) to create a joke and jingle book. Each student can create their own page or even an entire Buncee which can then be stitched together. Their voice can be added to the pages which would be great practice for them reaching jokes and jingles.

## Technology and Art Extension

If you want to integrate technology and art, have students use Storyboard That to create their graphic novels with a joke or jingle. Storyboard That has so many templates that would be fun for even our youngest learners to use.

Here is another digital tool from Read Write Think... [Comics and Graphic Novels](#). Here are two other ways to use technology to build graphic novels and comics. Read Write Think also has a great [Comic Creator](#) and [Comics Lab from Professor Garfield](#).

## Music and Art Extension

Have the kids create their own graphic novel with a joke or jingle of their choice. There are a lot of ways that graphic novels could be created. Also, you could use several other graphic novels for the kids to look at too. Here is a site with great graphic novels for young readers. [The Best Graphic Novels For Young Readers](#).

Using Flocabulary have students write a current events rhyme or jingle tying in social studies, science, reading, etc... Here is a great place to go on the [Flocabulary site](#).

Here is also a fun [lesson from Mrs. P on singing](#).

The Library Voice has an amazing lesson as well. You can find more about it here [Jokes and Jingles...Look How Mrs. P Can Help With Storytelling!](#)

## Standards:

### NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1.Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3.Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

11.Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12.Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Techniques, and Processes

