

Storytelling and Story Acting

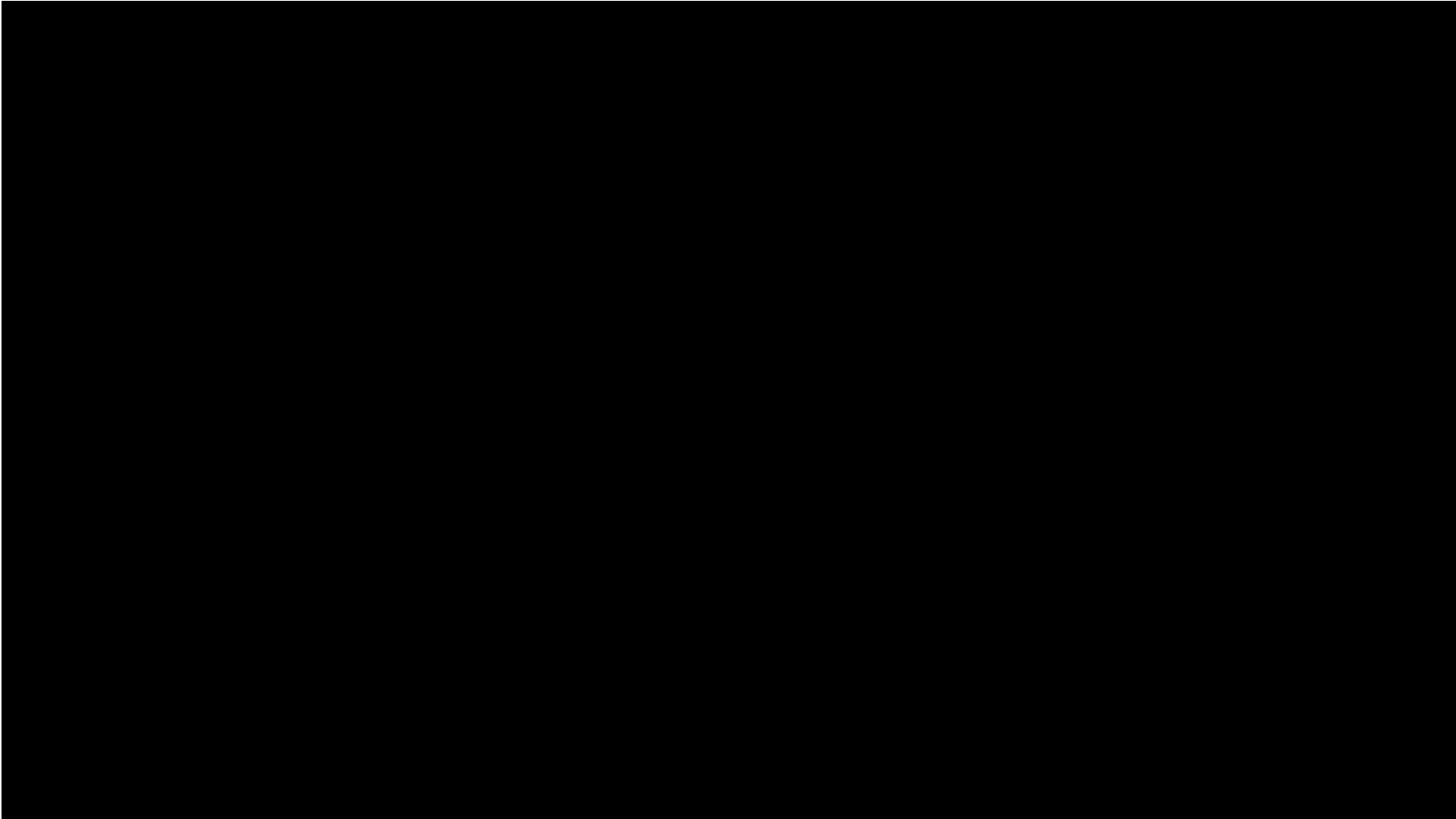


Vivian Gussin Paley



Benefits of Storytelling/Story Acting

- Language and Literacy skills
 - Narrative development
 - Vocabulary development
 - Print and phonemic awareness
- Social/Emotional skills: confidence, belonging, social connections
- Bilingualism/Biliteracy: potential for children to tell/dictate stories in their language – print and phonemic awareness in that language
- Equity and Anti-Bias: children set the content – culturally sustaining
- Creativity



Storytelling/Story Acting

- ▶ Created by Vivian Paley
- ▶ **Adapted by BPS Early Childhood Dept. for the district's kindergarten curriculum**
- ▶ Several children a day dictate a story to their teacher that is then enacted by the class

Learning Goals

- Community building
- Emotional—express ideas and feelings
- Literacy
 - Narrative development
 - Concepts of print
 - Vocabulary

Darby

Page one

*Once upon a time a little fireman
was wandering in the woods...*



Darby

Page two

...someone has climbed the ladder to our bedroom...



Darby

Page three

...the Little Bear woke the fireman up and he said, "don't hurt me" and he runs and runs and runs until he reached home.







Emma (and Carole)

Once upon a time...



Emma (and Carole)

There was a girl and it was her birthday.

Carole: maybe she got some presents

She got cake and she got some presents.



Emma (and Carole)

Carole: look, a baby circle.

Jodi: It's called a period. I put it there at the end of her thought. It sits on the line.



Abby

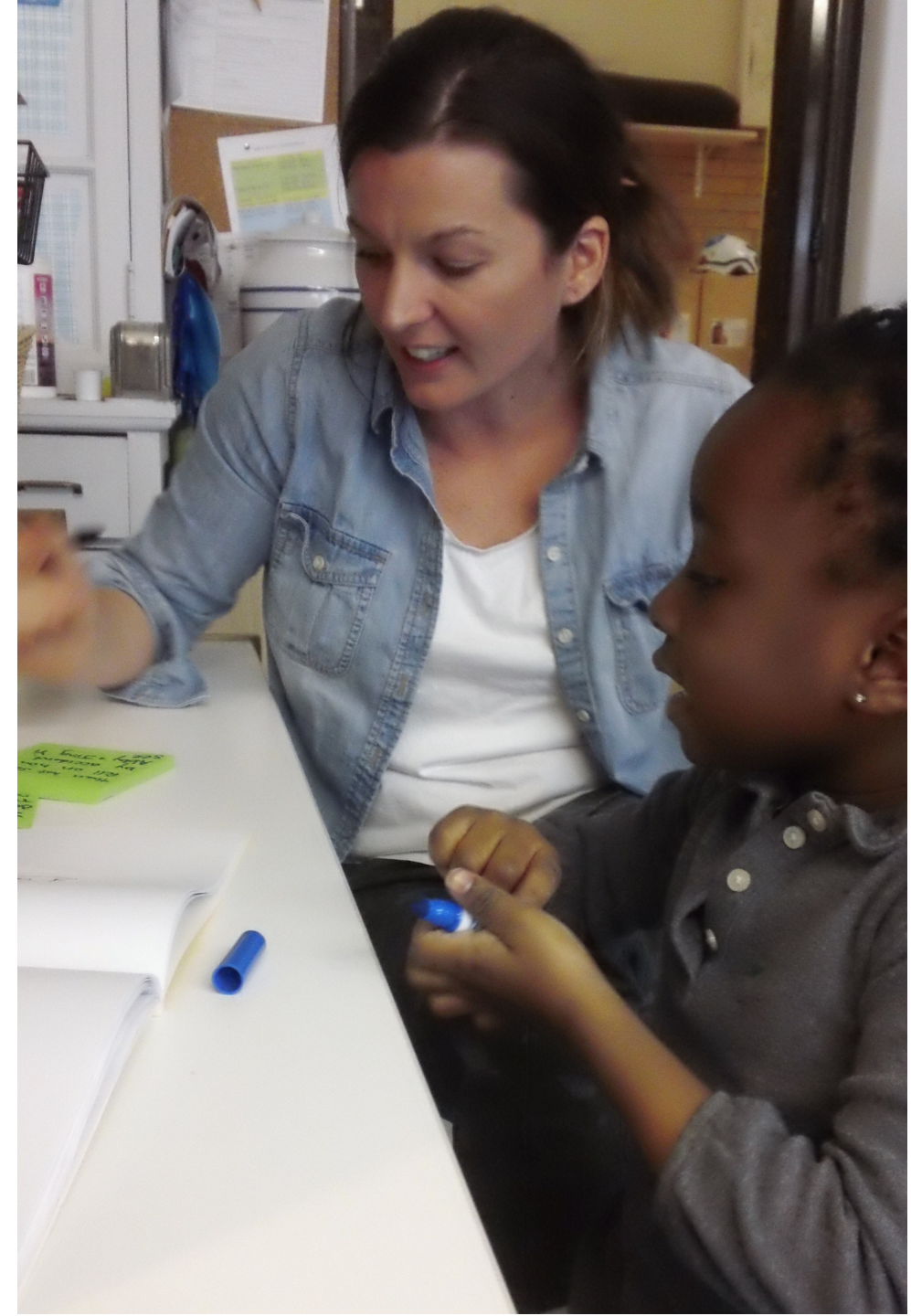
*Ice cream fell down on
him...Then hot sauce fell on him
by accident...*



Abby

*Abby and Jing Yi see the dog.
They pick him up and bring him
home.*

He gets grass everywhere.



The three stories told on March 7, 2020

	Location of telling	Length of story	Characters	Genre	Narrative structure
Darby	Library	3 pages	Fireman, Goldilocks, Baby Bear, Momma Bear, Father Bear	Folk tale	Classic narrative
Emma (and Carole)	Meeting area	1 page	Girl, girl's friends	Personal narrative	Chronology
Abby	Dog story center	4 post its	Dog, Abby, Jing Yi	Reality inspired fiction	Chronology

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Teaching
Practices
that Promote
a Pedagogy
of Play

Empower learners to lead their own learning

Build a culture of collaborative learning

Promote experimentation and risk-taking

Encourage imaginative thinking

Welcome all emotions generated through play



Storytelling in the Boston Public Schools

- <https://www.bpsearlylearning.org/storytelling-and-story-acting>



For older learners: Storytelling progression age 3-8

- <https://docs.google.com/document/d/10N-H-gllUeDpX7StLwS74UhlMPmjylxGqPjt-rgtLQE/edit>

Storytelling/Story Acting Progression K0-Second Grade

Grades	K0 - K2	First	Second
Adults tell stories	Kinds of stories: <ul style="list-style-type: none"> • from personal experience • tell imaginary stories • retell familiar stories • related to topics of study 		
Storytelling (Dictation)	<ul style="list-style-type: none"> • Children tell stories to teachers; adults write them down • Teachers scaffold stories by asking questions to develop narrative • Teachers clarify (teach) vocabulary • Teachers record stories for assessment 	<i>Continues from K0-K2 and:</i> <ul style="list-style-type: none"> • Children may begin to dictate stories to peers • Children may write down own stories • Children illustrate stories • Children give and receive feedback about their stories (story & acting, at end of story acting) 	<i>Continues from first grade and:</i> <ul style="list-style-type: none"> • Children dictate stories to peers • Children may write down own stories • Children illustrate stories • Children give and receive feedback about their stories (end of story acting, with or without a feedback protocol) • Children revise stories based on peer feedback (in group, with partner) • Children try to tell stories in a particular genre, as connected to writing • Children take ownership of how stories are born (with friends, to a teacher, writing it down, etc)

For even older learners...

Use the “Storytelling and Story Acting for Older Learners” tool available on the PoP website

Storytelling/Story Acting Workshop

Storyteller's Role:

Tell any story you like to your partner, pausing so they can write your story down. Your story can be about anything you want (true or imaginary).

Your story can be as short as you like, but can't be longer than one written page (your partner will let you know when you need to wrap up your story or say "to be continued").

Scribe's Role:

Write down the storyteller's story word for word exactly as they tell it. Ask them to pause as needed so you can write accurately.

When you are close to the bottom of the page, let the storyteller know it's time to wrap up the story or say "to be continued".

Read the story back to the storyteller and ask "Would you like to add or change anything?"

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