

KINDERGARTEN ENGLISH LANGUAGE ARTS: Oral Story Workshop

Summary of Learning Opportunity

At the beginning of this Story Workshop session, students were presented with a variety of materials (shredded paper, gems, a variety of plastic figurines, wooden blocks, foam shapes, pom poms, etc.) and asked, “What stories do you see?” Students were invited to play and imagine with the materials in order to create and orally share a story that included the following elements: characters, setting, beginning, middle (problem) and ending (solution).

Prior Learning:

The elements of a story were introduced over time through previous learning opportunities. The story elements rope (see picture) was displayed in class and used by students as a visual anchor to cue, identify, and organize elements of a story. Students were provided with many opportunities to practice identifying story elements in stories read aloud to the class and with stories created by students.

Story Workshop:

The routine and process of creating stories in a Story Workshop had been slowly introduced to students over time. Students were guided and scaffolded to include more elements of a story over time. As the class built an understanding of the elements of a story, students were encouraged to include and identify certain story elements into their own work. By the time of this assessment, the students had many opportunities to create and orally share stories that included the elements of a story.

Orally Sharing Ideas/ Stories:

Sharing thoughts/ ideas/ stories orally with a friend or in a group is introduced in September and is a regular practice in our classroom. The students pride themselves on being kind to others through careful listening and meaningful responses. We discuss, model, and practice speaking clearly (pace and articulation) to an audience (whether that be just one friend or a group) in topics across a variety of subject areas and settings.

Story Elements Rope



English Language Arts K	Learning Standards	- Recognize the structure of story - Plan and create stories and other texts for different purposes and audiences - Explore oral storytelling processes
		- Structure of a story - Oral language strategies

Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
LITERACY: Develops Ideas – Generates ideas	1. Story Workshop is a regular routine within our classroom. Students played with materials to create a story. They were reminded of the elements of a story and challenged to think about and include the elements in the stories they were creating.	Plan and create stories and other texts for different purposes and audiences
LITERACY: Develops Ideas – Evaluates ideas	2. Students are familiar with the routine of sharing their learning with a peer and giving and receiving oral feedback. In this assessment, students were asked to listen for the story elements in a friend's story. They were encouraged to provide feedback to their friend if they felt an element was missing from the oral storytelling.	- Recognize the structure of story - Explore oral storytelling processes
LITERACY: Communicates – Expresses ideas and information; Presents ideas and information		

Demonstration of Student Learning, Teacher Assessment, and Reflection

Transcript of Student's Story:

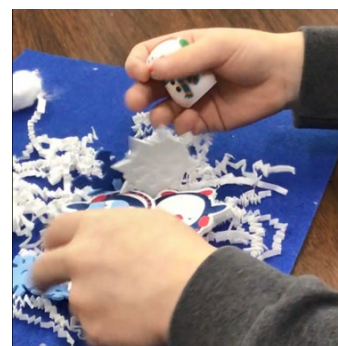
"Okay, so they're [penguins] making snow angels, then some snow falls on them.

Then their friends [snowmen] dig them up, and then they [penguins] slip on the ice and bonk their heads. They get a concussion.

Then the snowmen take them to the doctor. Then the snowmen to go there [the main setting] and then both of them bonk their heads [demonstrates slipping on the ice].

Then now the penguins come back and take them [snowmen] to the doctor. Then they're back [moves the snowmen to the main setting].

Then they all make snow angels!"



Teacher's Observations and Assessment

The student carefully chose materials that interested them and began to arrange and manipulate them at their table. The student watched others nearby as they played with their materials. They took the penguin manipulatives and began dropping them in the snow (white shredded paper). After a few times of dropping the penguins, the student started to use the snowman manipulatives to rescue the penguins. After the teacher reminded the class to think about and include the story elements within their own stories, the student reset their materials.

The student wasn't talking aloud but focused intently on their materials and playing out their story. An adult passed by the table and reminded all of the students to share their story with a neighbour. Soon the student leaned over and said to a friend "Listen to my story" and began telling their story out loud while using the materials to act it out. Then the student watched and listened to their neighbour sharing their story. The student returned to their story and played again with the materials appearing to go over their story several times before turning to the teacher and saying "Can I share my story with you?". The observation and transcript of the student's oral storytelling was used as evidence of student learning.

After listening to the student's story the teacher asked "Did you include the story elements in your story?". The student replied by independently identifying and orally labelling the characters, setting, beginning, problem, and solution from their story.

This student used the literacy competencies of developing ideas, evaluating their ideas for relevance to and completing the task, sharing their ideas, and presenting their story through different media. Using these literacy skills supported the student in being proficient at the curricular competencies of identifying the structure of a story, planning and creating an oral text, and exploring different oral storytelling strategies by sharing with their peer.

Teacher's Reflection

My planning process began with choosing which Curricular Competencies I wanted to focus on. This then led me to choosing the learning activities I thought would best offer students an opportunity to 'do' the competencies (the Story Workshop) and also offer me an opportunity to see the students in the act of 'doing' the curricular competencies and practicing those skills, so that I could observe and assess them. The K-12 Learning Progressions document provided me with succinct wording and a description of what proficiency in each particular sub-aspect would look like.

The K-12 Learning Progressions sharpened my focus to match what the students would be 'doing' to the Literacy skills and sub-skills that I felt would naturally emerge in this learning activity. These were the general overarching skills that students could practice in this ELA activity, and that I could connect to other learning areas later. In the future, I will share the Literacy sub-aspects I've chosen to focus on within a learning activity in order to help the students understand 'why' we are doing certain activities. This also supports them in self-reflecting and goal setting.