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Nechako Lakes School District

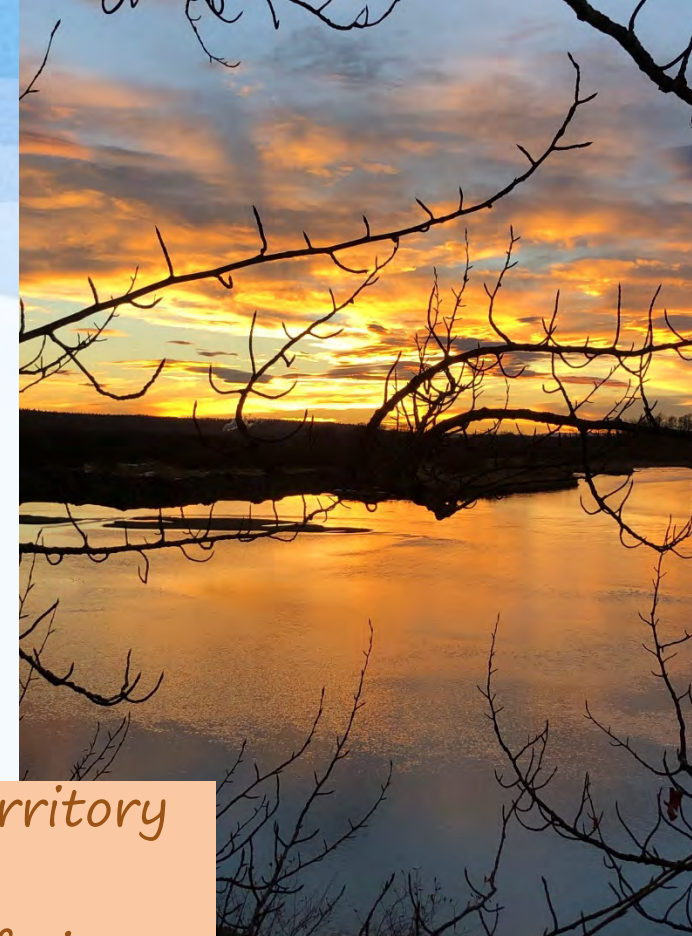


Hadi & Welcome!

Type in the chat the name of the traditional territory where you are located today.

Please personalize it by sharing one way your life is good because of living where you live.

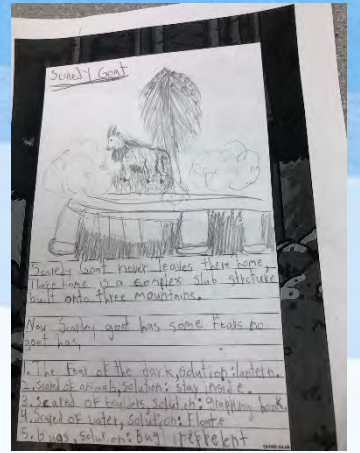
Hadi, hello! My name is Michelle. I live in the unceded traditional territory of the Saik'uz Whut'en people. I am so grateful to be able to walk through the river trails right near my house all year long! The watershed in this traditional territory makes my life rich!





"An explosion of motivation and engagement"

Susan Harris McKay



100 Languages

“All we are is story”
Thomas King



First Peoples
Principles of Learning

Learning is embedded in
memory, history and story

Story Workshop Environment

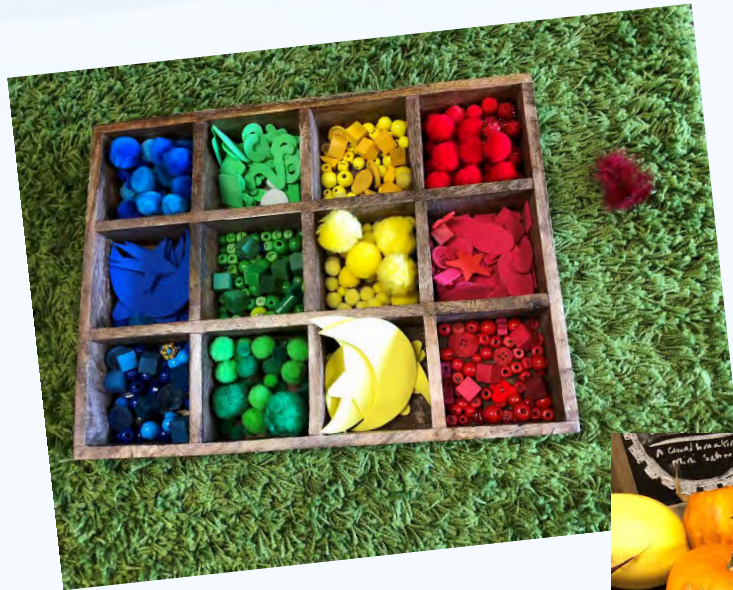
Debbie Koehn



<https://deltalearns.ca/thehive/>

Claire D'Aoust

Provocations (Loose Parts, Collections)





Materials

Loose parts can be:

- found items in the natural areas near your site (leaves, rocks, sticks)
- sourced from your art supplies cupboard (pipe cleaners, felt mats, beads, paints, pastels)
- recycled (lids, toilet paper rolls, packaging materials)
- repurposed (scarves, costume jewelry, fabric)
- purchased at a Dollar or Thrift Story (gems, glass beads, feathers, flowers)





Inspire Create Share

In our exploring, we have been noticing layers that develop

- *competency skills*
- *ownership of learning & pride*
- *community*
- *clarity of purpose*

...and then we get more intentional in our structures, questioning, criteria

Added Layers:

Structures

- Partner stories are more predominant (& fun) than solo

Formative Assessment Elements:

- Criteria that is open to creativity
- Peer feedback that is personalized, descriptive, positive (celebratory) and/or constructive



Competency Development

- Working collaboratively (PS)
- Determining common purposes (T)
- Development of welcoming and inclusive communities, where people feel safe and have a sense of belonging... learners feeling valued and celebrated (PS; C)

One Way to Interpret and Implement

Story Studio Process

Time: 60-90 Minutes
Can be broken into two sessions.

Retell a Story
Re-enact an Experience

Day 1



Read Aloud:

- 1st read of story all the way through.
- 2nd read pause to notice the story elements you are teaching and support comprehension with questioning. (characters, new vocabulary, special words, beginning-middle-end).

OR

Read Aloud & Explore Nature

Choose a nature book, or story that takes place outside, ideally one that uses local Indigenous dialect/traditions/knowledge. Include a local Indigenous author/knowledge holder, to add their perspective & information.

- 1st read of story, pause to notice the story elements you are teaching and support comprehension with questioning. (characters, new vocabulary, special words).
- Record special words on board & practice saying them.
- Go outside to explore, have adventures, notice things that the book introduced. Practice the language you want to hear.
- Collect a few natural materials (nonliving). We will give them back in the future.
- Show gratitude in a local traditional way for nature providing for us.

Practice Retelling

- Model using key words and/or pictures on the board (model using materials if you think your learners would benefit).
- Build & play to retell stories using materials with partners (turn-taking, sharing, helping partners).

Adults coach—ask questions that support the development of pro-social skills, turn-taking, problem solving, vocabulary from story, order of the story

Pause & provide feedback ...positive descriptive feedback about what you are noticing.



Storytelling (May need another session to hear all stories)

- Choose a couple partners to tell their stories to the class
- Instruct audience to be listening for the story elements or behaviours you are learning (eg. special vocabulary, turn-taking, order of the story).
- Choose some audience members to provide feedback to the storytellers (the criteria they were listening for). Support with wording for speaking in full sentences when speaking to the storytellers etc.



Story Studio Process

Oral Stories Become Written Stories

Day 2

Tip: Day 1 can be repeated with many stories over a few weeks before any Day 2 writing is added.

1



Read Aloud:

- Review the story (re-read), recalling together the special vocabulary, literary elements you are teaching.
- Review the retelling if learners need it.

2



Practice Retelling (Play with materials) & Writing

- Using scenes built from materials during Day 1, practice retelling
- If students are ready (retelling shared to circulating adults), distribute paper and two different coloured pencil crayons.
- Partners share the writing of the story with their pencil crayon. Partners help with spelling, remembering and wording, but do not take over a partner's pencil. (Adults coach—ask questions that support the development of pro-social skills, turn-taking, problem solving, vocabulary from story, order of the story)

*Drawing pictures can be part of the story writing.

*Labelling pictures with the special words is an adaptation for learners at an early stage of literacy development.

Tip: Before reading their stories, partners will need practice time. Some may not be ready and can do it another time.

3



Storytelling

This time, telling our stories in a sharing circle elevates the importance of the experience, and we refer to everyone as Storytellers and Authors.

- All learners get an opportunity to read their stories to the class
- Instruct audience to be listening for the story elements or behaviours they are learning (eg. special vocabulary, turn-taking, order of the story)
- Choose audience members to provide feedback to the storytellers (the criteria they were listening for). Support with wording for speaking in full sentences, speaking to the storytellers etc.

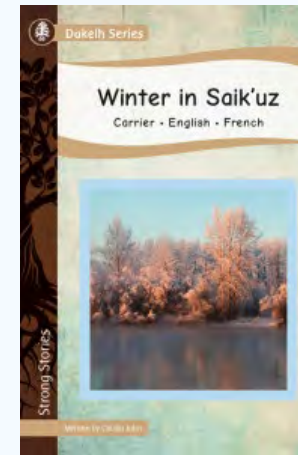
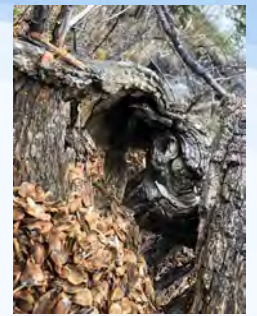
PAUSE

Inspire



Read Aloud:

- **1st read** of story all the way through.
- **2nd read** pause to notice the story elements you are teaching and support comprehension with questioning. (characters, new vocabulary, special words, beginning-middle-end).



Read Aloud & Explore Nature

Choose a nature book, or story that takes place outside.

- **1st read of story**, pause to notice the story elements you are teaching and support comprehension with questioning.
- **Record** special words on board & practice saying them.
- **Go outside** to explore, have adventures, notice things that the book introduced.
- **Practice the language & vocabulary** you want them to learn while you explore.
- **Collect** a few natural materials (nonliving). We will give them back in the future.
- Show gratitude in a local traditional way for nature providing for us.

Create

The structure or criteria the teacher provides for story creation varies depending on the learning goals.

- Equal turns to talk for partners
- Use powerful words (from the story)
- Include an element of humour
- Make your story anything you want it to be
- Retelling story events in the right order
- Changing one or more events to make them your own ideas



THINKING COMPETENCY



ideas



ask



imagine



build



create



I can think.
(creatively and critically)

Thinking COMPETENCY



CREATIVE
THINKING

- ▶ I can come up with ideas
- ▶ I can create new things
- ▶ I can solve problems



CRITICAL
THINKING

- ▶ I can ask questions
- ▶ I can gather evidence
- ▶ I can make predictions

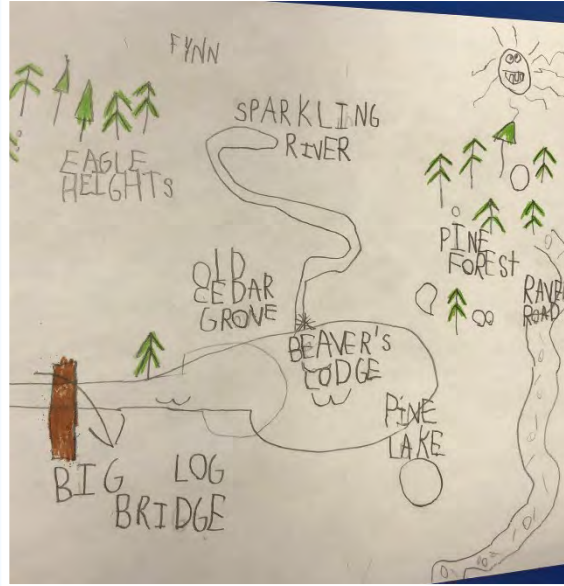
Create

Storyplay: Open Ended or Structured or a Combination



Design an original story setting/scene.

Create a story (with a partner or on your own)



Design a story scene that represents the story scene from the book.

Retell the story using the similar structure & events



Design & tell a story out in nature!

COMMUNICATION COMPETENCY



talk



listen



look



explore



use



I can express
what I like and
how I feel.

North Vancouver School District
the natural place to learn

Communication COMPETENCY



I can present

I can engage

I can write

I can listen

I can interact



I can share ideas,
information and
experiences.



I can explore
the world
around me.



I can understand
and use digital
media responsibly.

North Vancouver School District
the natural place to learn

The Work Of Play



PERSONAL & SOCIAL COMPETENCY



me



care



share



feel

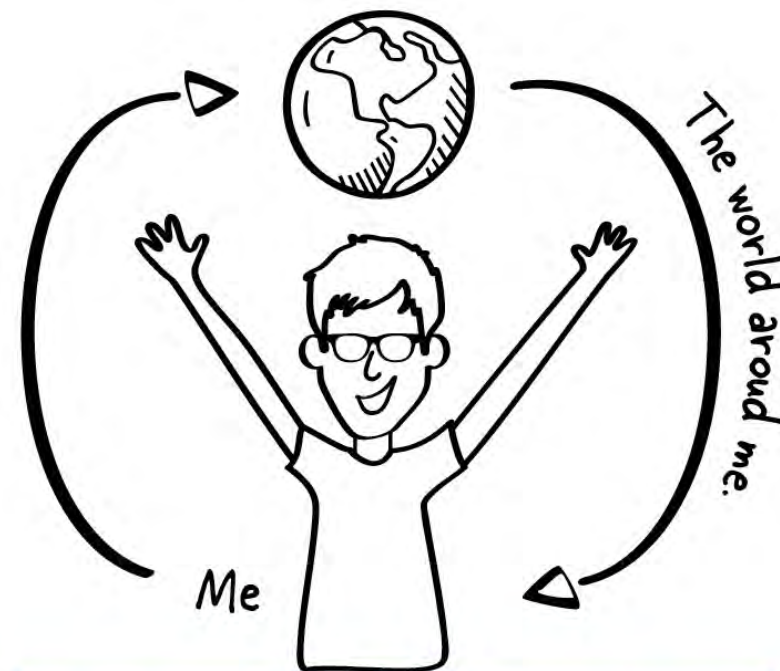


others



I can be me!

Personal & Social COMPETENCY



I can thrive as
an individual.
Be ME!



I can take care
of myself and
help others.



I can find and
achieve purpose
in the world.

Inclusivity & equity



Retelling is a complex skill.

It takes knowledge of text structure, understanding of vocabulary, and the ability to recall and summarize.

Research has found that retelling promotes comprehension and vocabulary development.

https://www.understood.org/en/school-learning/for-educators/teaching-strategies/how-to-teach-retelling#Understand:_Why_this_strategy_works



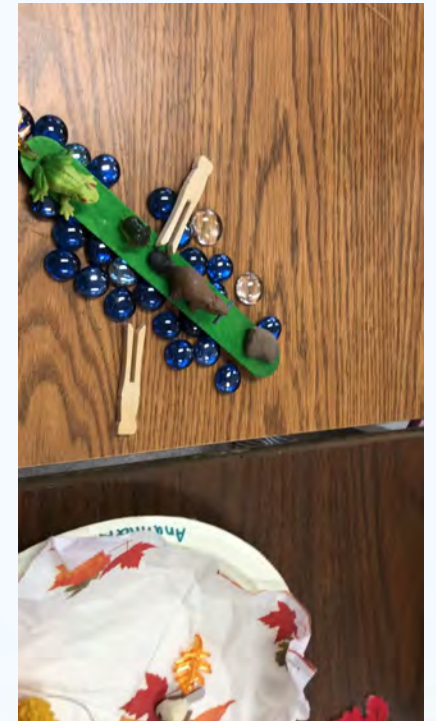
Let's Go For a Paddle



What we are noticing:

- If a learner is at a loss to create their own story, retelling is accessible to them.
- Children are learning the structure of story by retelling & replaying a variety of stories.

The Power & Purpose of Retelling



COMMUNICATION COMPETENCY



talk



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look



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Share

Embed Formative Assessment Elements of:

- Criteria
- Feedback

Remind audience to listen for the criteria we focused on for our story creation



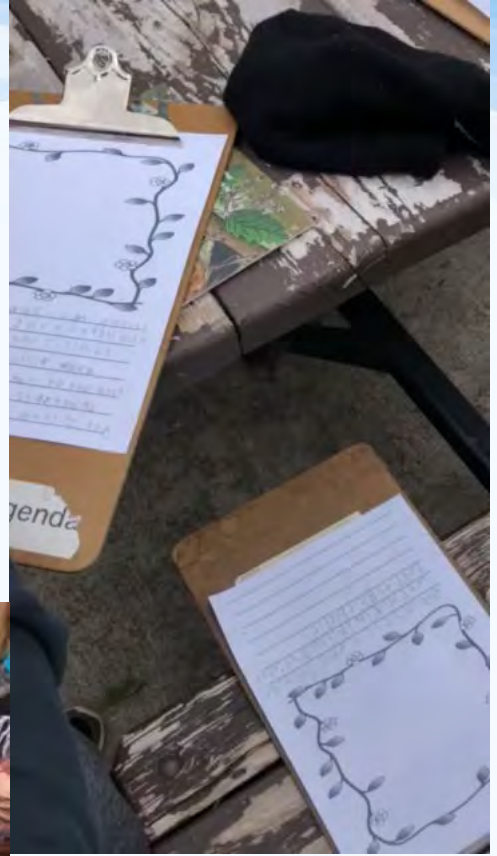
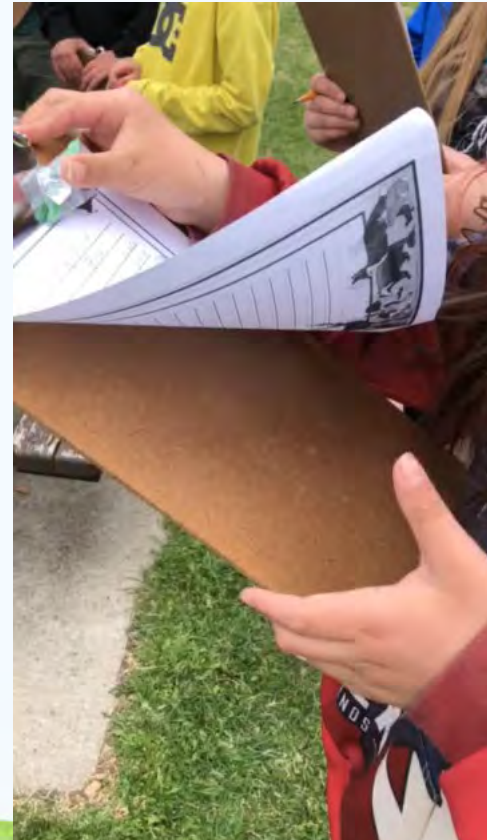


Storyteller's Stage



Author's Chair





Community Support



Peer feedback becomes a powerful motivator!

Audience is given criteria

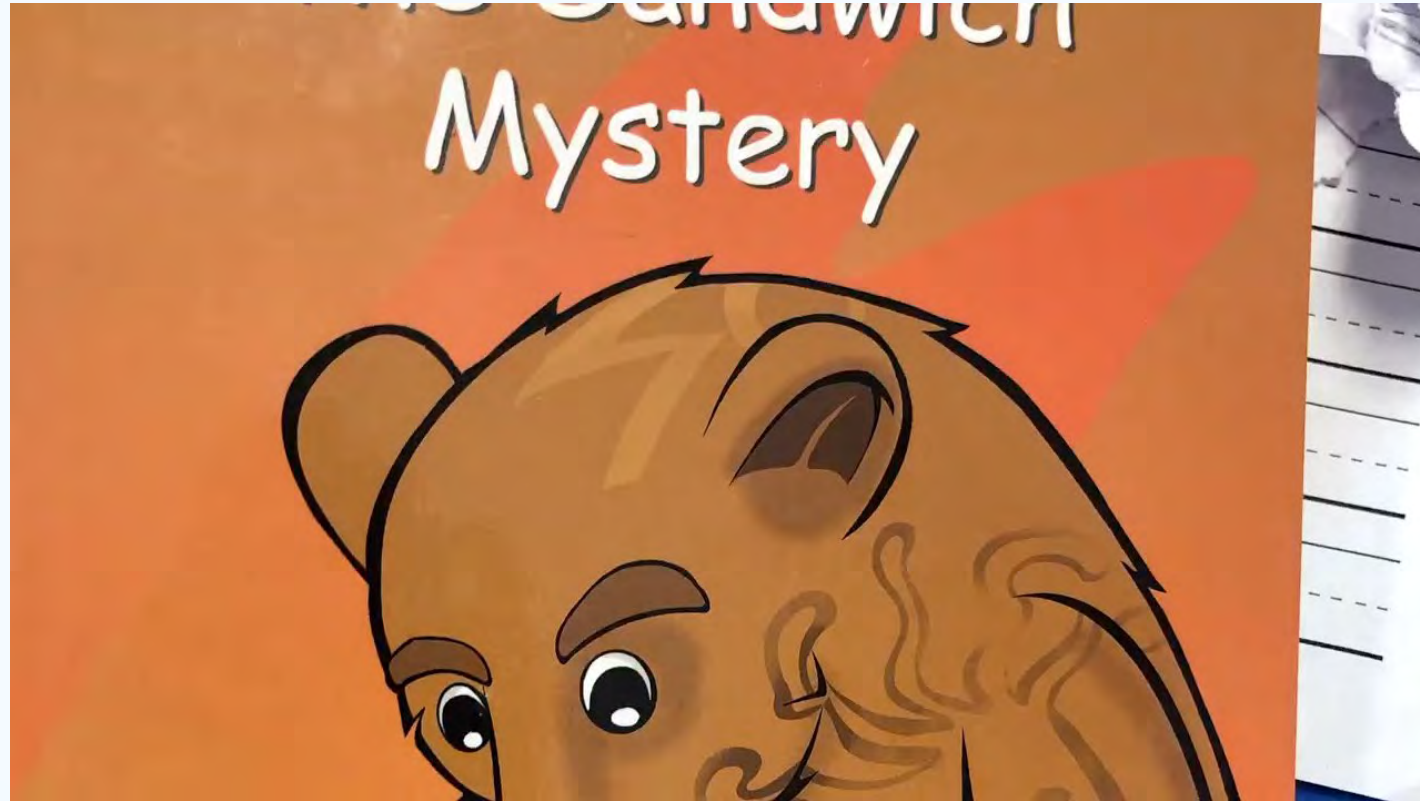
- Listen for:
 - Story opener
 - Descriptive details
 - Action or adventure
 - Equal turns to talk for partner storytelling

Say My Name:
A powerful social elevator

Michelle, I noticed, I
appreciated, I liked....

Model and if needed scaffold
with more support to speak in
full sentences.

Learners listen closely to provide descriptive feedback



Written feedback -single point rubric

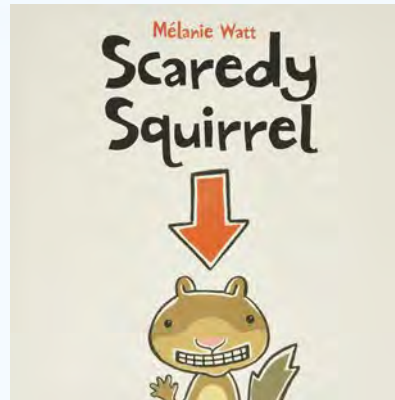
Model

Oral Storytelling & Written Stories

- Write down oral feedback to make it visible to all on Smartboard/ whiteboard
- Write on paper to give to storyteller

Gradually Release

Then engage in peer feedback for written stories



Peer Feedback Single Point Rubric

Date: May 4th




Author's Name: Abby

Story Title: Scaredy Beaver

Editing Friend's Name: Jay

good job Abby!

Written Retelling

 <u>Wishes</u> Ideas or steps to make your writing stronger	 Criteria	 <u>Stars</u> A compliment! What I noticed you did well.
I noticed that you did not finish the story. So sad	<input checked="" type="checkbox"/> You included a daily routine with times	I noticed that the pictures were well done and the labels.
	<input checked="" type="checkbox"/> You designed an emergency kit with items that help with each fear (show it in a table)	I liked how you were descriptive of the 5 fears.
	<input checked="" type="checkbox"/> You included some detailed descriptions for the adventure	I noticed that you were so detailed pictures with the fears.



Peer Feedback Single Point Rubric

Date: May 4th

Author's Name: Abby

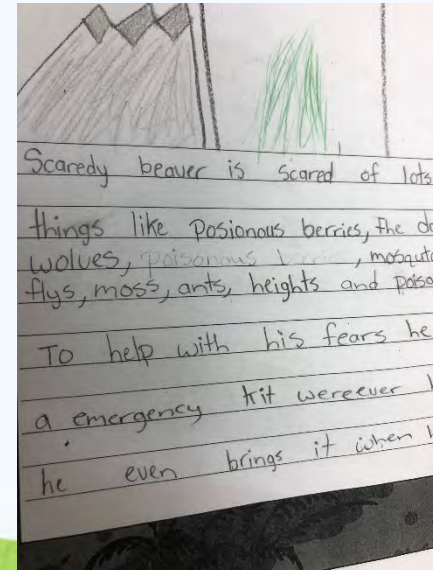
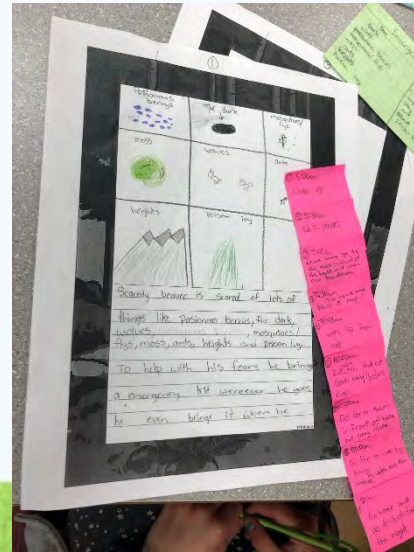
Story Title: Scaredy Beaver

Editing Friend's Name: Jay

good job Abby!

Written Retelling

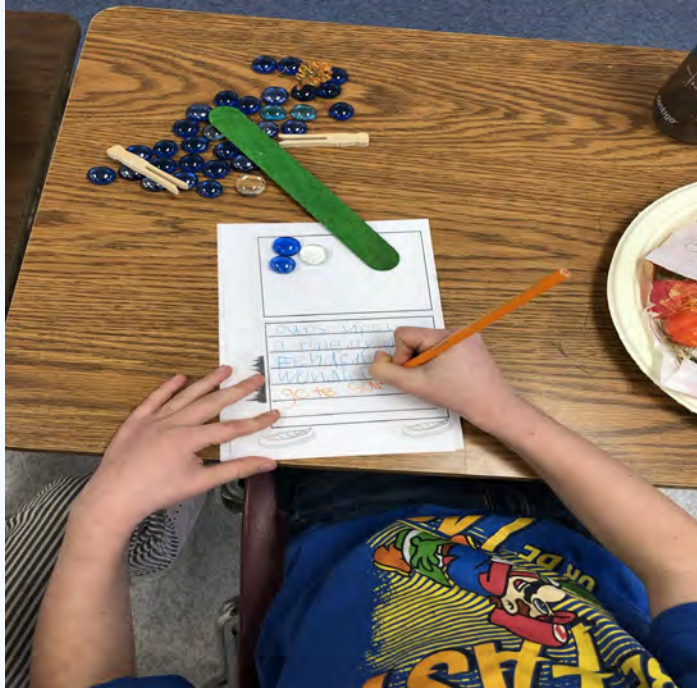
Wishes Ideas or steps to make your writing stronger	Criteria ✓	Stars A compliment! What I noticed you did well.
I noticed that you did not finish the story. So sad	✓ You included a daily routine with times	I noticed that the pictures were well done and the labels.
	✓ You designed an emergency kit with items that help with each fear (show it in a table)	I liked how you were descriptive of the 5 leavse.
	✓ You included some detailed descriptions for the adventure	I noticed that you were so detailed pictures with the fears.



Writing

- All forms of writing are accepted! Get the story on the page/computer

- Partner writing –partner 1 write a sentence, partner 2 writes a sentence.
- Side by side writing (more developed writer can support peer who is still learning)
- Typing or speech to text (chrome book, computer, etc)
- Adult scribe in some cases
- Encourage sound out spelling, use of personal dictionaries, older students us regular dictionaries



- For younger learners (K), draw a picture of their story and labelling with sounds they know to represent the words
- Tip: we always use **fancy paper**, even though these are not polished, published pieces

Scaredy Goat



Scaredy Goat never leaves there home, There home is a complex slab structure built onto three mountains.

Now Scaredy goat has some Feals no goat has,

1. The Fear of the park, solution: lantern.
2. scared of animals, solution: stay inside.
3. scared of boulders, solution: Grappling hook.
4. Scared of water, solution: Floatie
5. bugs, solution: Bug repellent

twinkl.co.uk

SCARY TINY CLOWN APPEARED!

Tiny clown
XP
LVL: 34



Scary tiny clown vs scaredy goat

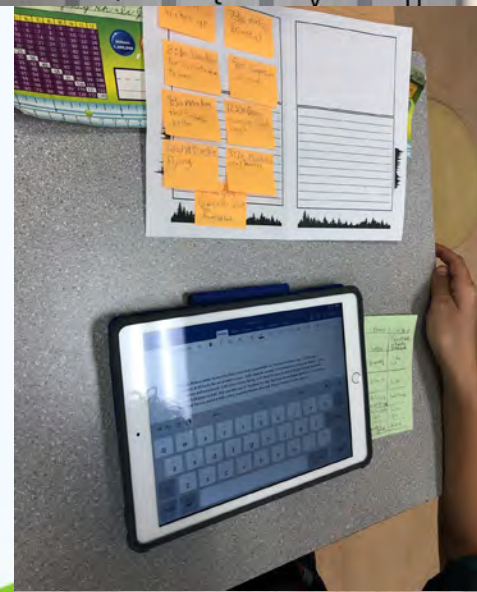
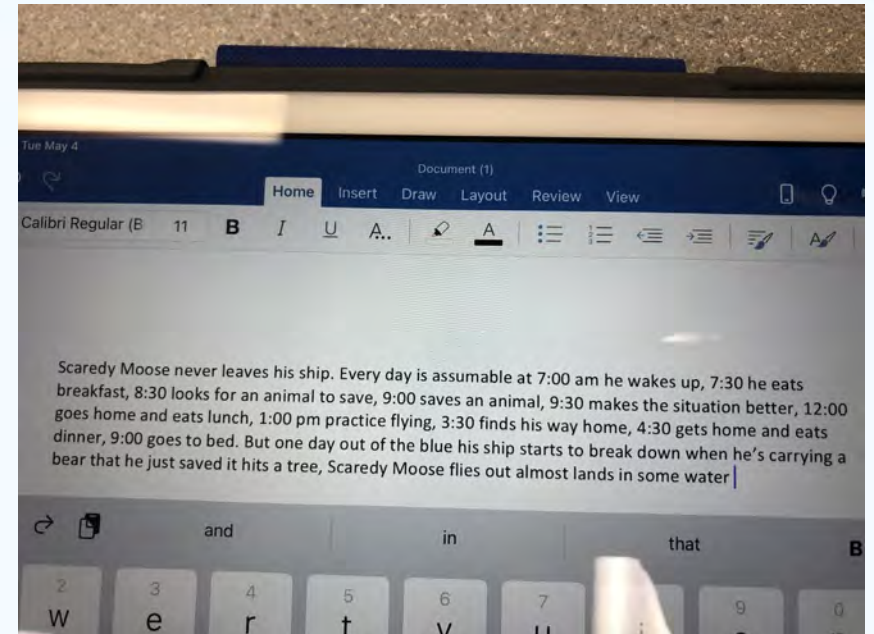


Fight Run!
Items Ascend

Bug swatter

nd 6. Tiny clowns, solution: Bug swatter

Scaredy Goat
XP
LVL: 1.5



Froze 30 minutes later, still frozen. How he has not moved 2 hours and a half later. Yet still frozen. When he unfroze, he was absolutely shocked. See no water bottles, goats, rainbow trout. Purple shoes. Plants with mouths, or ears, like all of his fears. So he looked around and saw that the forest wasn't so bad. So he decided to make an extreme story to his daily routine: 5:30 am wake up, 6:00 am - eat fish, 7:20 am - get water from stream, 8:00 am - sit down randomly, 9:30 am - randomly get an

1) Store the writing in folios so learners begin to have a collection of unfinished and completed stories they have written.

2) If the class regularly has literacy stations, working on finishing or adding to a story in the folio is a great station – student choice of which story is a motivator

3) After several weeks, students can choose which story they want to spend time editing and bringing to a publishable stage. (use feedback on single point rubrics)

Writing Portfolios



Writing conferences can be rich when students have a portfolio of stories to discuss with their teacher.

Writers often have many pieces of writing on the go...not every piece is taken to the final stages for publication.

My Questions Now

- In an attempt to provide structures that might support learners who need scaffolding to create, remember, share, are we/am I inadvertently limiting other learners?
- Who or what is missing from the offerings (stories, materials) that might create a more inclusive experience?
- Are some structures, like focusing on Beginning, Middle, End, only one way to tell a story, and possibly Eurocentric, leaving out other cultural story structures?
- How do we demonstrate that other forms of communicating are as valuable as writing, and will that also result in greater equity for all learners? Is the act of valuing writing above other forms of expression creating an exclusive system?



Snachailya From Saik'uz Whut'en Territory

Nechako Lakes SD #91
Nechako means 'big river' in Dakelh

Michelle's Story Workshop Units & Resources
Share Ed BC