

Talking, Drawing, Writing Kindergarten Storytelling Lesson

Talking, Drawing, Writing: Lessons for Our Youngest Writers	
Chapter 1: Oral Storytelling	
OVERVIEW	Building a classroom community that is safe and welcoming where everyone is known and valued for their skills and knowledge is vital for student success throughout the school year. Storytelling supports the development of a class community. Telling stories is what we do in kindergarten.
OBJECTIVE	<ul style="list-style-type: none"> I will participate in class reading activities. (CCSS: RI.K.10; RL.K.10: SL.K.2; SLO #6) I will tell stories about things I know and do. (CCSS: SL.K.4; SLO #11; CCSS: SL.K.1.a,b,; SL.K.2; SLO#10)
CONNECTION	<p>Things happen to us every day.</p> <p><u>The teacher will say:</u> <i>“Every day things happen to us: riding a bus, shopping for groceries, playing with toys, listening to music, eating ice cream, taking a bath, feeding your pet. These are some of the things we do. Things that we know and do are our stories.”</i></p>
TEACHING	<p>Every one of us has stories to tell.</p> <p><u>The teacher will say:</u> <i>“Today I want to teach you that every one of us has stories to tell about the things we know and do. You may have a story about brushing your teeth, going for pizza with your family, shopping for a backpack or visiting your grandmother. I’m going to share a story with you about something I like to do when I’m not at school...” [Teacher tells a personal story]</i></p> <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> Share a personal story. Model story engagement (eye contact, friendly tone, motions /actions, details, pauses, ...). Address questions or comments.
ACTIVE ENGAGEMENT	<p><i>“In this classroom, everyone is going to have opportunities to tell about the things you know. I wonder who would like to tell a story about something they did.”</i></p> <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> Select students to share a story. Support the storyteller by modeling how to respond to a story: <ol style="list-style-type: none"> Prompt

	<ol style="list-style-type: none"> 2. Ask questions 3. Clarify for understanding 4. Restate ideas 5. Push for more information (details) 6. Keep the story moving 7. Summarize 8. Bring closure to the story (“Thank you [student’s name], for sharing your story about....) <ul style="list-style-type: none"> • Use a management tool to insure all students have a turn. <p><u>The students will:</u></p> <ul style="list-style-type: none"> • Share their story with appropriate teacher support. • Respond to their classmates questions/comments with appropriate teacher support.
LINK	<p><i>“All the things that happen to us make interesting stories we can share with our classmates. In this class, every one of us is a storyteller and each day we will be telling and, later, drawing our stories.”</i></p>
MATERIALS	<ul style="list-style-type: none"> • Designated storytelling space. • Management tool to track student participation (clothes pins or popsicle sticks labeled with students’ names, pocket chart with student pictures or names cards ...).
RESOURCES	<ul style="list-style-type: none"> • <u>Talking, Drawing, Writing: Lessons for Our Youngest Writers</u> • Teacher selected read alouds
TEACHER NOTES	<ul style="list-style-type: none"> • Establish rules, routines and behavior expectations for storytelling. • Read Chapter 1 of <u>Talking, Drawing Writing</u> to familiarize yourself with storytelling. • Plan the lesson in advance. • The teacher can connect her personal story to a read aloud she first read to the class. • Select personal stories that are accessible to your students so that students will feel they can tell stories. • The <u>Talking, Drawing Writing</u> lessons will be completed during the writer’s workshop part of the literacy block during unit 1. • Writer’s workshop units of study begin in unit 2.