

Title of Session: The Art of Storytelling

Moderator: BJ Berquist

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Room: The Art of Storytelling Group

BJB2: As you saw, we're being informal...I suggest you go to Actions and click on larger text

BJB2: that will let you still see the web window and make the chat easier to read

BJB2: Carey, have you participated in Tapped In chats before?

CareyEn: Yes. But all very basic in nature.

BJB2 nods

BJB2: let's start with introductions...please tell me what you hope to teach, Carey

BJB2: I'm in Pennsylvania and teach communication

CareyEn: I am currently in a 1st grade classroom student teaching in Denver. I love the primary grades

CareyEn: Working on my license and Masters in Linguistic diversity

BJB2 smiles...then we'll focus on primary. Oh, linguistic diversity sounds interesting!

JessiR joined the room.

BJB2: Hi, Jessi. Welcome

BJB2: are you here for storytelling?

JessiR: Thank You!

JessiR: Yes

BJB2: great! You're Lynne's student?

JessiR: Yes

BJB2 smiles...

BJB2: is another student logging in, Jessi?

JessiR: She is trying

BJB2 nods and waits

BJB2: while we wait, Jessi, go to Actions in the top right of this chat window and click on larger text

BJB2: and then skim the information above this chat window

DavidW waves to Jessi

LynneW joined the room.

BJB2: I'm going to ask Carey and Jessi what they think storytelling would look like in a primary grade?

BJB2 waves to Lynne

LynneW: This is not Lynne, this is a student of hers, Sarah

BJB2: Hi, Sarah.

LynneW: hi

LynneW: we're ready when you are

BJB2: Sarah, what do you think storytelling would look like in the primary grades?

LynneW: storytelling by students or to students?

BJB2: by students

LynneW: very expressive and energetic

JessiR: imaginative

JessiR: they use body language

JessiR: and magical thinking

LynneW: very excited

BJB2 nods...what about fingerplay and songs?

BJB2: aren't they basic stories?

CareyEn: I haven't seen fingerplay yet.

BJB2: do you remember the itsy bitsy spider?

CareyEn: oh! yes.

BJB2: . o O (that's finger play)

JessiR: we just did an in class demonstration of finger play

BJB2: cool...so you already know some ideas for storytelling with the little ones

BJB2: what else do you need to teach these early learners about stories?

LynneW: they have a beginning, a middle, and an end

CareyEn: That there is a purpose to reading . .while it can be fun, writing and reading show record and voice.

BJB2 smiles...excellent...so sequencing is important, Sarah.

BJB2: Carey, how would you teach voice to a primary student?

MingGst10 joined the room.

CareyEn: Interesting adjectives, careful endings, lots of description . . .any ideas?

BJB2: good job, Ming. Welcome

MingGst10: thanks. hi to all

BJB2: anyone have any ideas to help Carey?

BJB2: Ming, I've asked the participants to describe what storytelling looks like to primary school children

MingGst10: I see

BJB2: and Carey mentioned using voice. We're trying to brainstorm how a child could show voice

JessiR: I would try to teach them about expressing emotions-in regards to the question about using voice

JessiR: what each emotion should look like

BJB2: yes, descriptive words are important and facial expressions since you want them to use body language

BJB2 nods to Jessi

MingGst10: I would ask them to make the talk fit the person in the story.

CareyEn: my earlier comments didn't make sense. .. I was thinking about writing. Sorry.

BJB2: let's think about how we can take what you've just said and provide opportunities to 'build' a story

BJB2: Carey, if your students can read, that works fine

BJB2: how could you teach sequencing?

MingGst10: by showing sequential images

BJB2: good idea, Ming. the students could put the images in the correct order...any other ideas?

MingGst10: BJ, thanks.

BJB2: what do these children do? They eat breakfast? Is that a sequence?

BJB2 . o O (what about getting dressed? or taking a bath?)

JessiR: sure, daily routine

BJB2 nods to Jessi...non threatening stuff that builds on prior knowledge

MingGst10: So, teaching sequencing should be based on children's prior knowledge

BJB2: you could add word cards to go with the sequence...and maybe add those adjectives, Carey

JessiR: they could even break down a certain thing, such as eating breakfast, what goes first then second and so on

BJB2: it's a good starting point, Ming

BJB2: you could also have the children draw pictures of what goes first, etc

MingGst10: BJ, I did use "zoom in" picture books for my college students and it brought

out a lot of discussion.

JessiR: or match simple words with the pictures and put them in order

BJB2: can you please tell us more about zoom in, Ming?

BJB2: good idea, Jessi

BJB2 . o O (the little ones are so dear...try telling them to put on their shoes and then put on their socks ;-)

MingGst10: It is a very well drawn wordless picture book. (actually few now). You need to observe the pics very carefully to find the sequence and order them and then tell the story

BJB2: I love wordless picture books! They are great for any age

SusanR . o O (so many ways to use wordless pic books with students of all ages)

BJB2 agrees with Sue

BJB2: and what about the school community...and how to get to school?

JessiR: where can you find one of these books?

BJB2: Jessi, rule number one for ANY teacher is to make best friends with the school librarian

MingGst10: BJ, there is the author Istvan Banyai , a quick research through amazon will show all his wordless books

LynneW joined the room.

BJB2 . o O (rule number two is make best friends with the janitor)

BJB2: thanks, Ming

BJB2: you can also search amazon for wordless picture books

MingGst10: exactly

BJB2: even just having the children tell the story by looking at the pictures is a good experience

SusanR: a nice lesson plan from read write think..http://www.readwritethink.org/lessons/lesson_view.asp?id=130

MingGst10: I divided my class into groups of five and they work (voicelessly-- no talk) it really got quiet.

BJB2: your students are adults, Ming?

MingGst10: Yes. Preservice students

BJB2: what do they do? Is it a writing exercise?

LynneW: Where you do you teach Ming?

MingGst10: Central Michigan

MingGst10: It is for group work, BJ.

BJB2 thinks Ming should get a free tapped In membership and collaborate with some of the other pre-service teacher teachers

DavidW smiles

LynneW: We are going to our Children's Literature Center to "read" pictures books, then deconstruct our favorites and come back and write an original picture book using Kidspiration.

BJB2: I understand the group work part...just don't understand what they're doing

BJB2: Lynne, for upper elementary, I can see that working, but would that be on the level of early childhood?

LynneW: I'm talking about the learning we are doing as preservice teachers.

LynneW: My students and I will be doing this piece, using this session as our catalyst

MingGst10: Lynne, where are you teaching?

BJB2: sounds like fun. Another good foundation for something like that is to find versions of the three little pigs and compare and contrast

LynneW: Ed Tech in the College of Ed at Concordia University, Portland, OR

JeffC: I could see it being done on all levels, including (perhaps especially) ESL, SPED, AltEd. Throw in speech to text so the students can say their words rather than type them... and bingo!

BJB2: or versions of little red riding hood or any other fairy tale

LynneW: Great suggestions.

SusanR: There are many versions of Cinderella

BJB2: point of view, setting, ethnicity of characters

MingGst10: BJ and all, I got to go now. Thanks for the chat.

BJB2 nods to Susan

BJB2 waves bye to Ming. Please join us again!

LynneW: Susan, I remember creating a presentation on that very concept a few years ago. I guess I should "dust it off" and see if still holds up. (smile)

MingGst10 left the room (signed off).

SusanR: I am sure it will, Lynne

JessiR: we need to go now, thank you for a great session!

SarahGst20: We need to go now, thank you very much

BJB2: did you get at least a start on storytelling, Jessi and Sarah?

SarahGst20: yes, thank you

JessiR: absolutely

JessiR: thank you

BJB2: thanks for joining the discussion

BJB2: thanks, Jeff and Sue and Lynne for your input

LynneW: BJ, you do such a great job asking questions.

BJB2 grins...beats having all the answers!

SusanR: the art of questioning..BjB has it down pat

LynneW: Bye all. Susan - sorry we kept coming in and out of your session last week. Problems with our machines.

BJB2 waves goodnight

CareyEn: bye! thanks for the ideas!

SusanR: bye Carey

BJB2: thanks for your input, Carey

BJB2: I'd suggest you join this group, Carey and take advantage of the resources here....

BJB2: they range from elementary to college level

BJB2 . o O (sparks your imagination)

CareyEn: sounds great. thanks!

BJB2: thanks for joining us, Carey

BJB2 waves goodnight again and heads for bed...we on the east coast need our beauty sleep