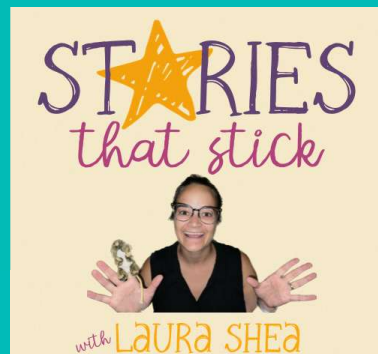




GET TO
KNOW
LAURA



LITTLE
STORIES

WHAT YOU'LL LEAVE WITH

1

Knowledge of the
storytelling and
storyacting approach

2

Understanding the benefits
of incorporating this
approach and how it
supports literacy
development

3

An action plan to start using
storytelling and storyacting
with children right away

LITTLE
STORIES

MOMENT OF REFLECTION

- Poll Question:

What is your familiarity with Vivan Paley's practice of Storytelling and Storyacting?

Think of this on a scale of 1-5



“

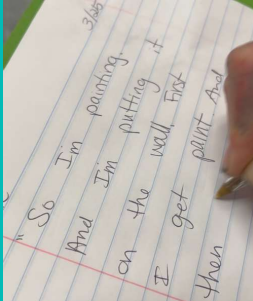
It is in play where we learn best to be kind to others. In play we learn to recognize another person's pain, for we can identify with all the feelings and issues presented by our make-believe characters.

VIVIAN GUSSIN PALEY

"Once upon a time,
Yay for Gabriel Playground.
I swinging. I was
swimming. I jump rope.
I need a friend.
Again."



WHAT IS STORYTELLING AND STORYACTING?



1

Dictation - adults scribing children's stories

2

Dramatization - children acting out their own stories



STORYTELLING and STORYACTING

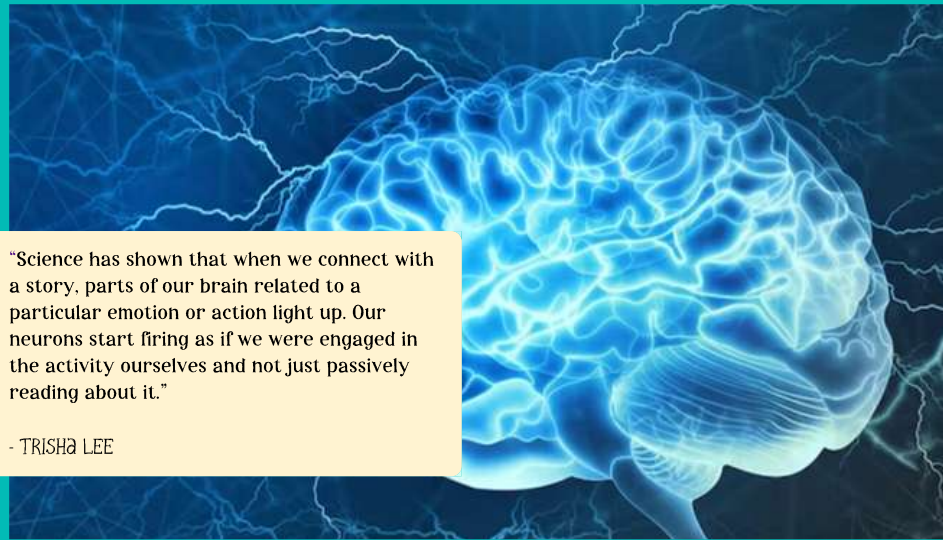
Why do it



WHAT LEARNING IS HAPPENING?

Think about all domains of learning





"Science has shown that when we connect with a story, parts of our brain related to a particular emotion or action light up. Our neurons start firing as if we were engaged in the activity ourselves and not just passively reading about it."

- TRISHA LEE



IT IS PLAY



self chosen

shared set of rules

imaginative

intrinsically motivated



LEARNING ACROSS DOMAINS

Language and
Literacy
Development

Social
Emotional
Development

Creativity

Physical
Development



CLASSROOM CULTURE

- Shared experiences and narratives
- Create a community based on rules of fairness, friendship, and fantasy
- Inclusive
- Collaborative
- Learn about one another



“

Promote a healthy functional classroom culture... That's how you create a classroom culture, that's how people get to know each other and form relationships, by sharing stories. It's a place of joy and interest and fun for you and the kids to come together to create that healthy classroom community that is meaningful in itself.

Ben Mardell on classroom culture



STORYTELLING

Scribing and Dictation



“

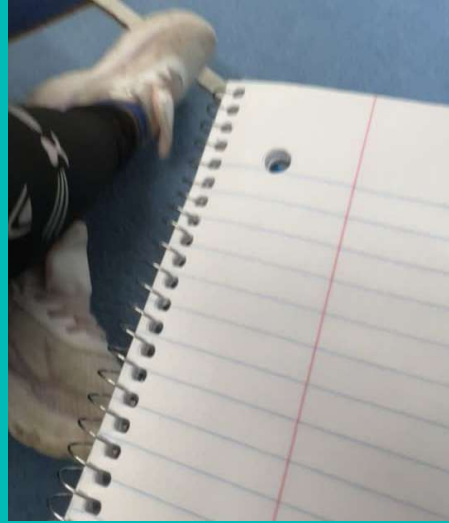
“[Storytelling] is still the only activity I know of, beside play itself, that is immediately understood and desired by every child over the age of two.”

VIVIAN GUSSIN PALEY

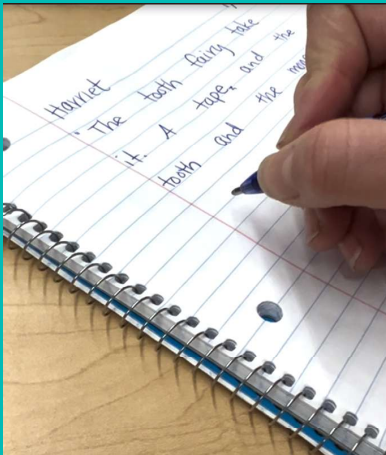


REFLECT:

- What do you notice?
- What did the adult say/do?
- What are you wondering?



THESE THINGS MATTER



one sentence at a time

repeat child's language as you write each word

skip lines and write large

one page limit



STORYACTING

Dramatization



REFLECT:

- What do you notice?
- What did the adult say/do?
- What do the children say/do?
- What are you wondering?



THESE THINGS MATTER



stage rules

around the circle

fast paced



TAKE A PAUSE

and reflect

WHAT BARRIERS EXIST?
HOW CAN YOU OVERCOME THEM?



What do you envision being the biggest barrier to implementing this practice?

- A. Time
- B. Behaviors
- C. Too many students
- D. Multi-language learners
- E. Something else



INVITE THE
CHILDREN TO
GATHER



LOGISTICS



The stage



Rituals



First Stories



GO AROUND THE
CIRCLE



ASKING

- Guide children to use their own imaginations and creativity to bring their stories to life
- Invite them to join "Would you like to be the mommy?"
- Do not demonstrate
- Invite them to move "around the stage" using verbs
- Give them time
- Include inanimate objects
- Incorporate the audience
- Notice and highlight microacting



OR ANYTHING IN BETWEEN

You know your children, environment, and capabilities best!

WHAT'S IMPORTANT IS GETTING STARTED

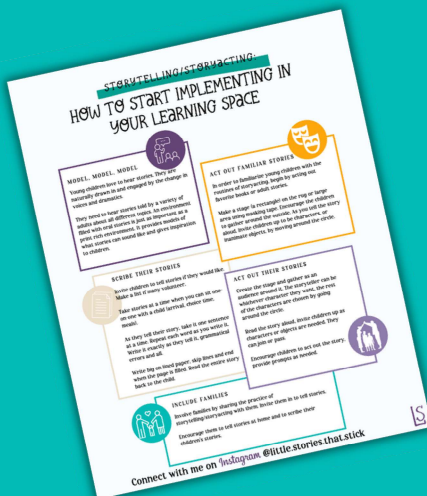


MOMENT OF REFLECTION

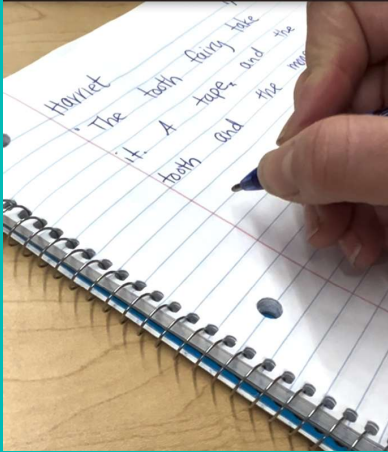
- How will this transfer to your learners and your space?



TOOLS TO HELP



REMEMBER... JUST START!



THANK YOU!



Follow me for more!



STORYTELLING/STORYACTING: HOW TO START IMPLEMENTING IN YOUR LEARNING SPACE

MODEL, MODEL, MODEL

Young children love to hear stories. They are naturally drawn in and engaged by the change in voices and dramatics.

They need to hear stories told by a variety of adults about all different topics. An environment filled with oral stories is just as important as a print rich environment. It provides models of what stories can sound like and gives inspiration to children.



ACT OUT FAMILIAR STORIES

In order to familiarize young children with the routines of storyacting, begin by acting out favorite books or adult stories.

Make a stage (a rectangle) on the rug or large area using masking tape. Encourage the children to gather around the outside. As you tell the story aloud, invite children up to be characters, or inanimate objects, by moving around the circle.



SCRIBE THEIR STORIES

Invite children to tell stories if they would like. Make a list if many volunteer.

Take stories at a time when you can sit one-on-one with a child (arrival, choice time, meals).

As they tell their story, take it one sentence at a time. Repeat each word as you write it. Write it exactly as they tell it, grammatical errors and all.

Write big on lined paper, skip lines and end when the page is filled. Read the entire story back to the child.



ACT OUT THEIR STORIES

Create the stage and gather as an audience around it. The storyteller can be whichever character they want, the rest of the characters are chosen by going around the circle.

Read the story aloud, invite children up as characters or objects are needed. They can join or pass.

Encourage children to act out the story, provide prompts as needed.



INCLUDE FAMILIES

Involve families by sharing the practice of storytelling/storyacting with them. Invite them in to tell stories.

Encourage them to tell stories at home and to scribe their children's stories.





MAKE a PLAN

Biggest Barriers

Way to Work Around

Date to Start

Time of Day

Frequency

Introductory Story 1

There was a mommy.

The baby was crying.

The mommy gives the baby a bottle.

They go to the park.

The baby runs.

Introductory Story 2

Once there was a princess.

And she was trapped in a tower.

And the good fairy flies over, and the bad fairy flies over, and together they melt the tower.

Introductory Story 3

Going on a bear hunt.

They went to the cave.

And then a bear comes and says "Raaa."

And then the bear tried to eat them.

And then they ran home, through the snow storm, and they locked the door.

Introductory Story 4

Four frogs were sitting on lily pads.

One hopped into the pond.

One caught a bug.

Two went to sleep.

Then they all went swimming together.