

Text Set - Wordless Picture Books and Oral Storytelling

Rachel Woodward

Assume: 19/20 students in the morning and afternoon completing the lesson twice over two days. Each class will complete the activity twice in a week.

Learning Area:

Materials:

- Wordless picture books
 - ◆ Flotsam by David Wiesner
 - ◆ Mr. Wubbles by David Wiesner
- Student writing journals
- Writing and coloring utensils
- Tools for self assessment (colored stickers for Writing Criteria)
- Microphone and headphones for recording story

Learner Outcomes: (Kindergarten Program Statement)

- 2.2 construct meaning from texts
- 2.4 structure texts (draw, record, tell, explain)

Focus Question/Statement

- I can create a narrative from photos and express it through drawings and my own retelling of the story.

Lesson Details:

Hook

- Engaging students in the components of a story. Asking, “do we need words to make a story?” or “how can we make our own stories from the pictures we look at?” This brief discussion at the carpet will allow them to begin thinking about what stories look like.

Activity

- We begin by going through a wordless picture book as a class, talking about some of the images we are seeing as we go through it, and engaging the students in what they think is going on in the story.
- Once the story has been explored, one specific page will be focused on so that we can create a narrative as a class around what happened in the page.

- This is great time for language like “first,” “next,” and “then” to begin the transitional language, as well as an opportunity to model the oral storytelling that we are hoping to apply in their journals.
- We will discuss the expectations for a journal entry, where students will divide their page into four sections like they did with their Senior visit last week, and recreate images from the storybook in order to create their own narrative. We will also discuss the importance of labelling and detail in the images.
- The students will have time on their drawings while being reminded to think about what story they want to tell with their pictures. They will have an opportunity to share their story orally during snack/centre time. Students will be given 20-25 minutes to complete their drawings and labels.

Differentiation Practices:

- Certain students in class struggle with staying on task, so those students will be given one-on-one support from myself or another adult in the room.
- Students who struggle with their labels will be given the opportunity to work collaboratively with other classmates who are succeeding in labelling to have assistance, or be given help by myself or another teacher in the room to sound out and spell the word they’re writing.

Assessment Practices:

- Once students have complete their drawing with labels, they will have the opportunity to tell their story to a scribe who will be able to copy down their narrative, or there will be a chance to possibly record their story using a microphone and headphone to tie into a future discussion on sound for science.
- The students will self-assess using the criteria for writing success that they have established as a class. This will allow them to ensure they have the required criteria for their writing success.
- For the second time we go through this process, I will target the students who struggled with recording their story to work on their voice and confidence telling their narrative.

References

Alberta Education. (2008). Kindergarten Program Statement . *Program Overview*. Retrieved from <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>.