Storytelling and Story Acting
Vivian Gussin Paley
Benefits of Storytelling/Story Acting

• Language and Literacy skills
  • Narrative development
  • Vocabulary development
  • Print and phonemic awareness

• Social/Emotional skills: confidence, belonging, social connections

• Bilingualism/Biliteracy: potential for children to tell/dictate stories in their language – print and phonemic awareness in that language

• Equity and Anti-Bias: children set the content – culturally sustaining

• Creativity
Storytelling/Story Acting

Created by Vivian Paley

Adapted by BPS Early Childhood Dept. for the district’s kindergarten curriculum

Several children a day dictate a story to their teacher that is then enacted by the class

Learning Goals

• Community building

• Emotional—express ideas and feelings

• Literacy
  – Narrative development
  – Concepts of print
  – Vocabulary
Once upon a time a little fireman was wandering in the woods...
...someone has climbed the ladder to our bedroom...
...the Little Bear woke the fireman up and he said, “don’t hurt me” and he runs and runs and runs until he reached home.
Emma (and Carole)

Once upon a time...
There was a girl and it was her birthday.

Carole: maybe she got some presents

She got cake and she got some presents.
Carole: look, a baby circle.

Jodi: It’s called a period. I put it there at the end of her thought. It sits on the line.
Abby

Ice cream fell down on him...Then hot sauce fell on him by accident...
Abby

Abby and Jing Yi see the dog. They pick him up and bring him home.

He gets grass everywhere.
# The three stories told on March 7, 2020

<table>
<thead>
<tr>
<th></th>
<th>Location of telling</th>
<th>Length of story</th>
<th>Characters</th>
<th>Genre</th>
<th>Narrative structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Darby</strong></td>
<td>Library</td>
<td>3 pages</td>
<td>Fireman, Goldilocks, Baby Bear, Momma Bear, Father Bear</td>
<td>Folk tale</td>
<td>Classic narrative</td>
</tr>
<tr>
<td><strong>Emma</strong></td>
<td>Meeting area</td>
<td>1 page</td>
<td>Girl, girl’s friends</td>
<td>Personal narrative</td>
<td>Chronology</td>
</tr>
<tr>
<td><strong>(and Carole)</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Abby</strong></td>
<td>Dog story center</td>
<td>4 post its</td>
<td>Dog, Abby, Jing Yi</td>
<td>Reality inspired fiction</td>
<td>Chronology</td>
</tr>
</tbody>
</table>
Teaching Practices that Promote a Pedagogy of Play

Empower learners to lead their own learning

Build a culture of collaborative learning

Promote experimentation and risk-taking

Encourage imaginative thinking

Welcome all emotions generated through play
Storytelling in the Boston Public Schools

- https://www.bpsearlylearning.org/storytelling-and-story-acting
For older learners:
Storytelling progression age 3-8

[Image]

<table>
<thead>
<tr>
<th>Grades</th>
<th>K0 - K2</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
</table>
| Adults tell stories | Kinds of stories:  
- from personal experience  
- tell imaginary stories  
- retell familiar stories  
- related to topics of study | | |
| Storytelling (Dictation) | Children tell stories to teachers; adults write them down  
Teachers scaffold stories by asking questions to develop narrative  
Teachers clarify (teach) vocabulary  
Teachers record stories for assessment | Continues from K0-K2 and:  
- Children may begin to dictate stories to peers  
- Children may write down own stories  
- Children illustrate stories  
- Children give and receive feedback about their stories (story & acting, at end of story acting) | Continues from first grade and:  
- Children dictate stories to peers  
- Children may write down own stories  
- Children illustrate stories  
- Children give and receive feedback about their stories (end of story acting, with or without a feedback protocol)  
- Children revise stories based on peer feedback (in group, with partner)  
- Children try to tell stories in a particular genre, as connected to writing  
- Children take ownership of how stories are born (with friends, to a teacher, writing it down, etc) |
For even older learners...

Use the “Storytelling and Story Acting for Older Learners” tool available on the PoP website
Storytelling/Story Acting Workshop

**Storyteller’s Role:**

Tell any story you like to your partner, pausing so they can write your story down. Your story can be about anything you want (true or imaginary).

Your story can be as short as you like, but can’t be longer than one written page (your partner will let you know when you need to wrap up your story or say “to be continued”).

**Scribe’s Role:**

Write down the storyteller’s story word for word exactly as they tell it. Ask them to pause as needed so you can write accurately.

When you are close to the bottom of the page, let the storyteller know it’s time to wrap up the story or say “to be continued”.

Read the story back to the storyteller and ask “Would you like to add or change anything?”
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- Build a culture of collaborative learning
- Promote experimentation and risk-taking
- Encourage imaginative thinking
- Welcome all emotions generated through play