

Communicating

Extending on a told story

Transcript of video

This video is available from www.qcaa.qld.edu.au/32542.html.

Interview

Jo Derbyshire
Kindergarten teacher

We used lots of different ideas to build on the *Three Billy Goats Gruff* and to extend it into the program. Some children also played it outside on the climbing frame. So they used the boards as a pretend bridge and we observed them playing the *Three Billy Goats Gruff*.

There were a couple of the children that also decided that they wanted to make a book of the *Three Billy Goats Gruff*. So they ... we put together some paper and they did the drawings and we wrote down the words that they dictated to us.

Then a few of the children brought in their own book versions of the *Three Billy Goats Gruff* from home. So we read those books and shared those with them as well. One of them had quite a different ending so they really enjoyed that.

We popped those resources that I used when I told the story out for the children to access and to play with. I thought that they would have needed a fair bit of guidance from the educators around them. But actually, they took control of it very quickly and managed to negotiate the roles and tell the story and work it out themselves, which was really good. Because we could sit back then and observe what was happening.

Teaching scenario

Child 1	Who's on my bridge?
Child 2	Look, I am only the littlest one.
Child 3	Your turn, Lolly.
Child 4	Okay.
Child 2	Yeeha, yappee.
Child 1	Who's on my bridge?
Child 4	I'm only a middle-sized one. Wait for the big one. Eat him. He's much juicer and fatter. So he goes down there. Woo!