

A told story

Continuity of curriculum and pedagogies

Transcript of video 1 of 2

This video is available from www.qcaa.qld.edu.au/37160.html

Teaching excerpt

Jo Darbyshire
Kindergarten teacher

We're going to have a story without a book, and we need these things for my story today. These billy goats belong to one family. There's a big brother, a middle-sized brother and a baby brother, and they are called the Three Billy Goats Gruff. And then one day they remembered that there was a troll that lived near them. This troll lived underneath the bridge and he was very, very lazy. And the billy goats happily went back and forth and back and forth eating the grass on both sides of the river and safely using the bridge after that ... because the troll had gone away. Do you think that those billy goats had a very good plan?

Children

Yeah.

Jo

What was their plan?

Child

Going across the bridge and eat that grass.

Jo

They wanted to get across the bridge to eat that grass. How are they going to ...?

Child

Troll ...

Jo

Yeah ... They were worried about the troll. So how were they going to trick him?

Child

They said: 'Don't eat me, don't eat me, don't eat me.'

Jo

I think they waited until they found the biggest and the strongest, didn't they?

End of teaching excerpt

Jo

When we do a story, a told story, we will use those same props and resources and make them available for the children to build on the story, to have a go at retelling it themselves, to use their own language, to make up their own way of doing the story.

So the story that we used today, we will put those props out into a play area and we'll let the children go from there. So most of the time they will use it initially to retell the story.

Sometimes it varies, they'll change the story a little bit, they'll introduce other resources that are in the room, they will add some

blocks, they'll add some other things. So they're building on and extending that story.

I try and use familiar stories for children, so fairytales ... Or if it's a story that they're not familiar with, we might tell it several times. So we might introduce it one way and then re-visit it by just talking about it, so that they *can* start to get to understand how they can retell it as well.

[Children playing]

With that particular story, they *hadn't* been playing the billy goats, there had been no mention of that story. That was my choice as a teacher to introduce that story to the children because I know that it's got seriation, it's got a logical progression, it's got movements that the children can be engaged in, it's got rhythm, repetition and things ... So it's a good one for their oral language and their storytelling and their understanding of that genre.

As they move with the story we'll see what happens. They might move it into drawing the trolls. We might do some making of bridges and designs. We'll just see where their interest goes and where it will take us and then we'll use our intentional teaching to build on that.