

National Literacy and Numeracy Week 2008 Project Report

Project title: St. Mary's Story Fest Celebration

Project description:

The Stage 3 students (Year 5) will be involved in a six week Narrative/Storytelling unit culminating in a Storytelling Festival and Celebration. The final Celebration will be held in conjunction with our Book Week celebrations.

Throughout this unit of work the students will be exposed to many children's literacy books in both hard copy and electronic form utilising our interactive whiteboards. They will even have the opportunity to research their own life story. The unit of work will cover a variety of themes, such as:

- why people tell stories
- different types of stories
- storytellers' tools
- story mapping
- establishing reflective journals and story logs
- how to learn a story
- how to tell a story
- how to be a good audience
- polishing the story
- telling the story to others.

As the unit of work progresses, the students will be asked to select one of their treasured stories, fables, myths or legends to be the story that they present at the Festival of Stories Celebration.

Teachers will support students by giving them opportunities to be exposed to many different types and styles of stories and will also explicitly teach the students the art of being a good 'storyteller' through role modelling these necessary skills.

At the conclusion of the Story Festival unit, the students will be invited to share their chosen story with other classes within the school. The students will rotate around classes to gain the opportunity to share their skills and their story with many others. The whole day will culminate with a whole school gathering where students will be selected to present their stories to the whole school including invited guests, family, friends and community members. This final gathering will also showcase the storytelling talents of some of the teachers and even some of the parents!

Why have the Final Story Festival Celebration?

A celebration bears witness to significant moments shared by a community. Preparing for and being involved in a celebration like this can:

- promote and develop further our school identity
- increase school community pride and spirit
- develop collaborative teamwork skills
- provide opportunity to develop creative and artistic skills
- showcase the talents of the students to the school community and parents
- give voice to the richness of community stories through celebratory ritual.

Person responsible for project:

Susan Watson (Grant Coordinator)

Implementation of Story Fest - Year 5/6 Teachers – Mrs Catrina Niddrie (Acting AP), Ms. Leonie Green, Mr. Damian Collins, Mrs. Katie Sanderson & Mr. John Leary.

School, region, diocese:

St. Mary's Primary School, Young
Archdiocese of Canberra & Goulburn
Western Region

Contact person's email:

swatson@stmarysy.cg.catholic.edu

Number of students, teachers, parents, other community members directly involved:

- Number of Year 5 students presenting stories – 60 children
- Class Teachers – 5
- Teachers presenting stories on the day – 10 teachers
- All other students Kindergarten to Year 6 will hear the stories from the Year 5 students and be a part of the final Celebration.

Intended literacy and/or numeracy outcomes:

The intended outcomes of St. Mary's StoryFest are:

- to gain an understanding and appreciation of the elements of story and the skills required to present or tell a story
- further develop and encourage better listening and oral presentation skills
- provide rich language experiences through the selection and rehearsal of a story for performance to an audience
- an awareness and appreciation of the uniqueness of our own personal story
- an understanding of the values that inform and shape our lived experience
- utilise technology to encourage student participation in the storytelling process
- development of self-esteem, confidence and creativity.

Many of these intended outcomes cover outcomes from Key Learning Areas, such as Religion, English, H.S.I.E and PDHPE.

Evidence of achievement of intended literacy and/or numeracy outcomes:

The Year 5 students were guided through the five week Story Fest unit programmed by the teachers. This involved the use of our interactive whiteboards to research, to watch and view stories. The students also completed learning objects that assisted in the development of the story telling process.

The evidence of the outcomes of this project was the fantastic stories told by all of the Year Five participants. On StoryFest day after the teachers had shared some of their favourite stories, then it was the Year Five's turn. Each Year Five student confidently presented a retelling of their story to an audience of approximately thirty people. Year 5 students then moved on to a new class and shared their story. Year 5 students shared their story four times throughout the day as they rotated around the classes.

To enhance their story telling some students dressed in costumes and some even creatively incorporated props. Some Year Fives chose to retell favourite picture books like, 'Rose and Mr Wintergarden', 'I Went Walking', and 'My Brown Bear Barney'. Whilst others chose tales like 'The Old Woman Who Swallowed a Fly' and 'The Girl who Cried Wolf'. Some students even chose to

retell Aboriginal Dreamtime stories, such as 'When the Snake bit the Sun' and 'The Echidna and the Shade Tree'. After the retelling of their story each student identified the moral of their story.

During the final celebration and liturgy, some the Year 5 students were selected to present their stories to the whole school community.

The Year 5 participants have gained a valuable experience in speaking in front of an audience. Many of them have shown an increase in confidence when speaking publicly.

Feedback about making grants available for such projects:

- I think it is very important that we continue to support and encourage projects like this within our schools and that we get to share our ideas with others schools.
- Thank you for this opportunity!

See materials attached.

Story Fest
Thursday 21st August
2008

Outline of the day for Staff

- 8:50am Whole school morning assembly. Classes sit in usual positions for a Thursday afternoon assembly.
- 9:00am Each class parades their outfits of favourite characters.
- 9:30ish Classes return to rooms for roll, lunch orders etc. Students decorate classrooms to create a story telling environment with balloons and streamers; and move tables and chairs out of the way.
- 10:50am Recess
- 11:10am Classes line up outside rooms and head back to the hall. Sitting in same spots as usual for assembly.
- 11:20am Storytellers beginning ritual. Introductory information about Story Fest and that stories are passed from generation to generation, etc. Revise good audience habits with the school.
- 11:30am Teachers who are presenting stories kick off Story Fest. Students return to classes ready for session 1 rotation.
- 12:00pm Session 1- Students from Year 5 will rotate around classrooms each session.
- 12:15pm Session 2

12:30pm Session 3

12:45pm Session 4

1:00pm Lunch

Classes walk to grass area for students to gather in peer support groups to share a picnic lunch. Year 6 leaders will be there first and need to have their group number prominently displayed for group members to find them.

1:50pm End of lunch- pack bags and classes walk to the Hall

2:00pm Story Fest Celebration Liturgy and presentation of "Story Fest" certificates to Year 5 chn.

3:00pm Home time

 Many thanks....

What we need to do as teachers on Thursday for the day to run smoothly:

1. Move to the hall as quickly as we can so the day doesn't drag out.
2. Remind students of good listening habits and remind that presenters are really nervous etc.
3. After morning parade, decorate classroom and create a "Storytelling" atmosphere that the children will enjoy.
4. Using A4 paper students write/draw things they liked about the stories during the sessions and staple together as a class book. These will be presented by one person from each class at the Celebration Liturgy.

ENGLISH

Calendar Year	2008	Stage	ES1	S1	S2	S3	Grade	5/6	Term	1	2	3	4
---------------	------	-------	-----	----	----	----	-------	-----	------	---	---	---	---

Text Type Focus	STORY FEST	Week	1	2	3	4	5	6	7	8	9	10
-----------------	------------	------	---	---	---	---	---	---	---	---	---	----

Outcomes	Outcomes	Outcomes	Outcomes
TS 3.2	RS 3.5	WS3.9, WS3.10,,WS3.11, WS3.12	WS3.12,RS3.5
Focus Indicators	Focus Indicators	Focus Indicators	Focus Indicators
Talking and Listening TS3.2 Listens and responds constructively to alternative ideas, different points of view and expresses ideas and opinions without dominating discussions.	Reading RS3.5 <ul style="list-style-type: none"> Uses email and Internet sources to request and receive information. Interprets a variety of literary and factual texts. Follows more complex discussion texts. 	Writing WS3.9 Writes more detailed discussions. WS3.10 Uses different types of verbs. WS3.11 Uses visual and phonological strategies such as recognition of common letter patterns and critical features of words. WS3.12 Writes fluently with appropriate size, sloping and spacing.	Computer Technology RS3.5 Uses email and Internet sources to request and receive information. WS3.12 Uses computer software programs and associated technology to format a variety of texts.
Assessment: Key assessment opportunities marked with 'A'			

TALKING & LISTENING: teaching and learning opportunities and experiences READING: teaching and learning opportunities and experiences WRITING: teaching and learning opportunities and experiences			
Modelled: <ol style="list-style-type: none"> Explain to the class that this term they will be participating in Storyfest (week 5). Explain to the class what happens at Storyfest (use last year's experience to help when explaining) Google 'Interactive Whiteboards Story' – Choose Second Site – Choose Online Stories for Reading Time – Then choose Animated Aesop Tales website: 	Shared/Joint Construction: <ol style="list-style-type: none"> Discuss/Think Pair Share what makes a good story. Ask a student to read out Tiddalick. How could the story have been better... more engaging? Remember back to Storyfest last year with Mr Collins, Ms Green, Mr Druett etc. How did they captivate the audience?? <i>(backward mapping/prior knowledge)</i> 	Guided: <ol style="list-style-type: none"> As a class construct your own interactive story using website http://myths.e2bn.org/story_creator/ Visit 'The Art of Storytelling' Website http://www.storytell.com.au/art.html discussing the following workshop notes - An introduction to 	Independent: <ol style="list-style-type: none"> Students complete a story map of either one of the 4 Aesop fables or the story that was created by the class. The story map is used to help students to remember how to tell the story. Use storymap template from website (appendix 1) http://www.eduplace.com/r dg/gen_act/pigs/story_mp.h

<p>http://us.penguin.com/static/packages/us/yreaders/aesop/index.html</p> <p>4. Play all 4 Aesop Fables through IWB</p>	<p>5. Discuss how you might tell one of the Aesop Fables to keep younger children engaged. Hand gestures, voice etc.</p> <p>9. Complete 'Finish the Story: Bushfire' Learning Object Scootle L1275 – Grammar – Nouns, Pronouns, Adverbs & Saying Verbs</p> <p>11. Give students a selection of short stories, nursery rhymes, fables etc. for students to choose their story for storyfest. Or maybe even a story we've looked at!</p> <p>14. Complete 'Super stories: The Abandoned House' Learning Object Scootle L6184 - Nouns and Adjectives. *</p> <p>15. Complete 'Super stories: The Sea Cave' Learning Object Scootle L6187 - Verbs and Adverbs. *</p>	<p>Storytelling, Easy Learning of Stories & Bringing Stories Alive. Get students to highlight using ActivStudio Professional software important aspects of website and copy into books.</p>	<p>tml (A) Give students (appendix 2) to stick into their books.</p> <p>10. Using 'Finish the Story: Bushfire' Learning Object give the students time to write their own ending in their English books. Then give them time to practice it and perform it in front of the class.</p> <p>12. Students complete a story map in their book of their chosen story. (use template from (7) if you wish)</p> <p>13. Students practice the performance of their story. Send students to other classes for practice if you wish!</p> <p>16. Ask students to stand up and tell pages of the story using hand gestures and what they've learnt about how to tell a story. *</p> <p>17. Storyfest performance! (A)</p>
--	--	---	---

* These activities are optional you may use them to break up the students learning of their Storyfest story!

Spelling Focus	Grammar Focus	Handwriting Focus
<p>Ability Groups (Lowest to highest) Dolphins Starfish Stingrays Sharks Octopus Partner Test – Thursday Friday – Teacher Test</p> <p>Spelling Activities ODD WEEK Monday – Pre-Test on words, write words into spelling book, colour vowels. Tuesday – Spelling rule, spellamadoodle and alphabetical order. Wednesday – Little words in big words, 10 sentences.</p>	<p>Attached grammar sheets are to be completed during 5 Week Storyfest block.</p>	<p>Handwriting text</p>

<p>Thursday – Partner tests, write out incorrect words 10 times, 10 dictionary meanings. Friday – Spelling test, Find-A-Word.</p> <p>Spelling Activities EVEN WEEK Monday - Pre-Test on words, write words into spelling book, 10 sentences. Tuesday – Spelling rule, syllables activity, dictionary ups and downs. Wednesday – Picture words, Alphabetical order. Thursday - Partner tests, write out incorrect words 10 times, 10 dictionary meanings. Friday - Spelling test, Find-A-Word.</p>	<p style="text-align: center;">Literature Focus</p> <p>See attached Sheets</p>	
<p>Small group & individual modification:</p> <ul style="list-style-type: none"> • Spelling groups and reading groups have been ability grouped. • Grammar and editing activity are ability grouped. 	<p>Teacher reading: (Reinforces the importance of reading for enjoyment and information)</p> <ul style="list-style-type: none"> • Reading for enjoyment with class. <p>Book: _____</p>	
<p>Main Resources:</p> <ol style="list-style-type: none"> 1. Interactive Whiteboard 2. NSW K-6 English Syllabus Document 3. Macmillan English Focus on Texts – Book 5 & 6 . Valerie Johns & Steven Walker 4. English In Action – Books 5 & 6. Francis Lawson 5. Practice Vocabulary and Grammar Year 6. Peter Howard. 6. The Survival Kit. Middle/Upper. G. Bullock & B. Cahill. 7. Stop, Look & Listen. Appendix 2 8. Comprehension Made Easy Stage 3. Therese Burgess 9. Comprehension Once A Week Books 5 & 6. D. Brown & B. Monaghan. 	<p>Evaluation:</p>	

Across Curriculum Perspectives:					
Catholic Ethos	ATSI	Australian	Environmental	Gender	ICT
Multicultural	Special Needs	Work Education	Global Education	Social Justice	Futures

Curriculum Integration:					
Religious Education	Creative Arts	Mathematics	Science & Tech	HSIE	PDHPE