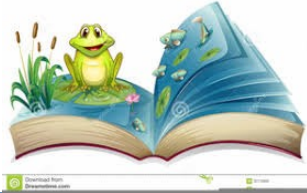


Story Studio Process

Time: 60-90 Minutes
Can be broken into two sessions.

Retell a Story
Re-enact an Experience

Day 1



Read Aloud:

- **1st read** of story all the way through.
- **2nd read** pause to notice the story elements you are teaching and support comprehension with questioning. (characters, new vocabulary, special words, beginning-middle-end).

OR

Read Aloud & Explore Nature

Choose a nature book, or story that takes place outside, ideally one that uses local Indigenous dialect/traditions/knowledge. Include a local Indigenous author/knowledge holder, to add their perspective & information.

- **1st read of story**, pause to notice the story elements you are teaching and support comprehension with questioning. (characters, new vocabulary, special words).
- **Record** special words on board & practice saying them.
- **Go outside** to explore, have adventures, notice things that the book introduced. **Practice the language** you want to hear.
- **Collect** a few natural materials (nonliving). We will give them back in the future.
- Show gratitude in a local traditional way for nature providing for us.

Practice Retelling

- **Model** using key words and/or pictures on the board (model using materials if you think your learners would benefit).
- **Build & play to retell** stories using materials with partners (turn-taking, sharing, helping partners).

Adults coach—ask questions that support the development of pro-social skills, turn-taking, problem solving, vocabulary from story, order of the story

Pause & provide feedback ...positive descriptive feedback about what you are noticing.



Storytelling (May need another session to hear all stories)

- Choose a couple partners to **tell their stories** to the class
- Instruct audience to be **listening** for the story elements or behaviours you are learning (eg. special vocabulary, turn-taking, order of the story).
- Choose some audience members to provide **feedback** to the storytellers (the criteria they were listening for). Support with wording for speaking in full sentences when speaking to the storytellers etc.

Story Studio Process

Oral Stories Become Written Stories

Day 2

Tip: Day 1 can be repeated with many stories over a few weeks before any Day 2 writing is added.

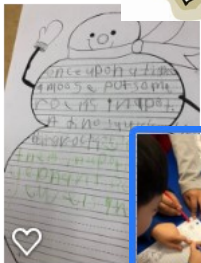
1



Read Aloud:

- Review the story (re-read), recalling together the special vocabulary, literary elements you are teaching.
- Review the retelling if learners need it.

2



Practice Retelling (Play with materials) & Writing

- **Using scenes built from materials during Day 1**, practice retelling
- If students are ready (**retelling shared to circulating adults**), distribute paper and two different coloured pencil crayons.
- **Partners share the writing of the story** with their pencil crayon. Partners help with spelling, remembering and wording, but do not take over a partner's pencil.
(Adults coach—ask questions that support the development of pro-social skills, turn-taking, problem solving, vocabulary from story, order of the story)

***Drawing pictures can be part of the story writing.**

***Labelling pictures with the special words is an adaptation for learners at an early stage of literacy development.**

Tip: Before reading their stories, partners will need practice time. Some may not be ready and can do it another time.

3



Storytelling

This time, telling our stories in a sharing circle elevates the importance of the experience, and we refer to everyone as Storytellers and Authors.

- **All** learners get an opportunity to **read their stories** to the class
- Instruct audience to be **listening** for the story elements or behaviours they are learning (eg. special vocabulary, turn-taking, order of the story)
- Choose audience members to provide **feedback** to the storytellers (the criteria they were listening for). Support with wording for speaking in full sentences, speaking to the storytellers etc.