Innovation through COVID-19:
Meeting the Challenges of the Covid Crisis with Creative Storytelling at Winona State University

Artifacts presented by the following students who were enrolled in an Early Childhood Curriculum Course:

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and their professor, Dr. Penny Warner

Please note: all students have granted permission to share their work for this project.
Innovation through COVID-19: 
the questions that set the stage for this report

1. Problem Statement: describe the challenge you set out to overcome

Category: Innovative examples of curriculum specially adapted for online delivery (e.g. technical programs, studio arts, clinical experiences, laboratories, etc.)

My students are usually involved in a field experience with preschoolers. With the WSU Children’s Center being closed, the class had to examine video clips of children being involved in several curricular areas and analyze them for teaching techniques and strategies. I adapted the storytelling component in a different way, to make it even more meaningful for the students, one that would also leave them with a digital artifact to share with peers, teachers and also with prospective employers upon the completion of their degrees. The students were challenged to record a story using the materials that they had available wherever they were sheltering in place. They were given the opportunity to use a traditional type storytelling or a more modern tech version using some form of technology.

2. Description of Practice: describe the practice you developed to overcome the challenge:

To overcome the distance, I worked with the WSU Teaching, Learning and Technology (TLT) Team being led by Ken Graetz, to provide options to the students. With the Team’s help the students were provided with directions to use PowerPoint, Sway as well as Kaltura Capture with most types of storytelling. The WSU Team was very helpful and were in a Zoom Room to help both faculty and students with questions concerning how to complete our curriculum tasks with the aid of technology.

The students were able to substitute their live storytelling experience with virtual one! I provided the students with the basics of storytelling and provided them with examples of traditional modes used in the classroom, such as: flannel board, magnet board, action stories, shadow board, clothesline story, puppets, and using real objects to represent story characters. The students took this information, choose stories that they wanted to share, and then decided the method that they would use to develop their stories.

3. Description of Impact: describe how the practice has impacted students and/or other persons on your campus:
This assignment had a strong impact on the students. Most of them felt empowered to use their creativity during a time of such uncertainty. They were able to use skills that they had learned previously (most have taken a technology course) and combined that knowledge with the teaching strategies connected with storytelling assignment. The students submitted their completed projects to a discussion board where other students could view it and download a copy of the companion sheet that was created by each storyteller. This sheet included state standards, measurable objectives, the type of technology that was used as well as a summary of the story. Class members then responded to the work by their peers. There was a wide array of techniques used: one of my students is a baseball player and he took pictures of himself portraying the pages from a book, which included terms for an aspiring baseball player to know. Another student used a traditional flannel board story technique, but she used the camera in a clever way - - she used the distance from the camera to add interest and importance to some parts of the story, some items were held really close to the camera, where other parts were on a flannel board in the background. Yet another student put herself into the story and made the story come alive through movie clips of herself portraying the various parts of the story. Upon completion of the project, the students were invited to share with their classroom teachers, whom they had worked with for the first half of the semester. The teachers were then able to share with their children in the class during their zoom sessions and the storytellers were invited to zoom in as well!

The college students were able to refine their digital literacy skills while they helped the preschool children with their receptive language skills. This project helped both groups of students.

### Stimulating Storytelling Content that we covered through ZOOM

#### Values of Storytelling

- To promote listening skills
- To promote perspective taking (understanding others)
- To form new ideas
- To increase vocabulary
- To build concept knowledge
- To encourage participation in a group experience
- To provide a meaningful quiet activity (or change of pace)

#### Tips for Using Multiple Pieces to Tell a Story
• Review story many times.
• Practice coordinating words and placing pieces in desired area.
• Set up flannel board (or other apparatus) and check view from child’s level.
• Place pieces in order of appearance.
• Keep pieces out of child’s view until used.
• Store pieces flat and keep story and pieces together.
• Know the story well
• Practice telling the story in your own words
• **Have fun with it!**

### Basic Storytelling Approaches

**a. Flannel Board (felt board)**

1. Can be purchased or made using flannel or felt over a sturdy surface.
2. Pieces can be made from the following: flannel, felt, construction paper, tag board or fun foam.
3. Attach pieces using Velcro, sandpaper, felt on back of non-stick material, masking tape or double sticky tape.

**b. Magnet Boards**

Make pieces just as you do with a flannel board, but this time make them magnetic. A cookie sheet works nicely for a base.

**c. Action Stories**

The teacher has actions that go along with the story. The children can also join in the action.

**d. Creative Dramatics**

Children act out story. You can make props to aid them in remembering their character. They will want to do it many times, but you may want to stop them before they tire of it, so they will want to do it with another story on another day. (Picture necklaces work well to help children remember their character.)
e. Transparency Story

The overhead is a novel experience for young children. Colored transparencies add to the flavor of the story.

f. Shadow Character Story

Stretch white fabric across a wooden frame. Place a lamp behind the frame. Dim the lights. Place tag board pieces behind the fabric so that the children see only the "shadow" of the characters. You remain behind the frame.

g. Draw “N” Tell and Cut “N” Tell

As you tell a story you draw or cut out shapes that support your words. At the end of the story there is usually an object that represents the main part of the story.

h. Movie Strip Story

Make by using a box and two dowels or paper towel rolls. Place your scrolling story on the rolls and move the rollers to tell your story.

i. Clothesline Story

Place a clothesline up in your classroom. (It may be small and placed only in your storytelling area.) Make storytelling pieces for the major parts of your story. Place them on the clothesline at the appropriate time. Take down the clothesline when your story is finished.

j. Multiple Prop Box Story

Children are captured with this technique because it allows for more realistic props than some of the other forms of storytelling. Simply store all the props in a decorated box, pull them out of the box at the appropriate time!

k. Apron Stories

Use an apron to hold the props of your story. It adds suspense and helps the teacher organize his/her own props.

l. Puppets

A puppet is an object that appears to be alive when manipulated by another person. Puppets provide an opportunity for social interaction, for creativity and problems solving, for creative expression, as well encouraging language development in your classroom. For some children a puppet may actually serve as an emotional release and also sensory stimulation. When using
puppets as a storytelling tool, it takes some practice to be successful. The following is a list of puppet types to help you get started using them in your classroom.

**Troubleshooting:** Reflecting on the process and what will happen next semester:

1. I want to point out that I will be doing this assignment again this semester. I have learned a few things from the first time. I am going to do a bit more research and find a more consistent way for the students to turn in their assignments to me. You will notice that some of them take a long time to load. In the past for a recorded assignment, I have had the students use Kaltura Capture and their work was easy to open. This time, I did not require this, but I have regretted the difficulties with loading the student work.

2. The WSU Children’s Center must reimagine their purpose this fall and of course the main purpose is to serve the children of campus families (both student and faculty/staff families). So, the Early Childhood Curriculum Students will not be able to be in the classroom. I still intend to invite the teachers to share the student’s stories with their classes. (It should add a bit of flare to the classroom and will allow the teachers to have one less thing to plan for.) I plan to have the students ZOOM into the classroom on the day their story is shared, so they can observe the children’s interest and answer questions that the children have. (It is nice for the teacher candidates to have an audience after they put so much work into this assignment.) We will also share them with the other students in the class. Last spring the students posted them on D2L, so that everyone could see them. I will continue with that practice, but I also hope to have time to have the students share at least part of their story during a ZOOM session, so that others take the time to watch and reflect on the different techniques available. These techniques may be the best thing that the students walk away with, because we may be living with “distance type teaching” for quite some time.

**Artifact Sharing**

The following entries are the documents that the Early Childhood Students made to go along with their story choices. If you as the reader are interested in Early Childhood, you will probably enjoy looking at the complete document, but if you are more interested in the type of technology each student used, I have used green highlighting to help you find both items.

In the green highlighting you will find the type of storytelling that was used and the story clip for each of the artifacts.
**Artifact # 1**

**Storyteller:** Kenzie Batten

**Story Selection:**

**TS Goal Standard Addressed:** 4-5-year-old Literacy 18.c. Retells stories (See extension activity 3)

**TS Goal Standard Addressed:** 4-5-year-old Literacy 19. Demonstrates emergent writing skills (See extension activity 1)

**Objective:** Students will be able to tell a story using the outline of Cookie’s Week.

**Summary of Story:**
Cookie is a very mischievous cat. She keeps finding trouble at her house. Every day of the week she finds a different mess to make! Find out how Cookie spends her days by reading *Cookie’s Week* by Cindy Ward.

**Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:**

1. **Create Your own Cookie’s Week:**
   Students will create a booklet with outlines such as,
   
   On Monday, _____________. _________ went everywhere!

   *This allows students to use their imagination and share ideas.*

2. **Cause and Effect Matching:** Give students two categories like “Cookie upset the trash can.” And “There was garbage everywhere!” Have students match the cause and effect.
   
   Original Idea from Kenzie Batten

3. **Cookie’s Week Retell:** Students will choose a day of the week and an activity and retell the story. This allows students to master the days of the week.
   

**Format used to tell story:**
Video (reenactment using a real cat)

**Story Clip:**
https://mediaspace.minnstate.edu/media/Cookie%27s+Week/1_m4a5tc74

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**Artifact #2**

**Storyteller:** Natalie Benson

**Story Selection:** Martin Bill Jr., & Carle E (1967). *Brown Bear Brown Bear*. Double Day

**TS Goal Standard Addressed:**
- Cognitive 11d. – Shows curiosity and motivation
  - Shows eagerness to learn about a variety of topics and ideas (colors, animals)

**TS Goal Standard Addressed:** Mathematics 23 – Demonstrates knowledge of patterns
  - Copies simple repeating patterns

**Objective:**
The students will be able to identify different animals by looking at the pictures.
The students will be able to cite the next animal in the story by matching the picture to the animal.

**Insert a photograph of props or a screen shot if it is computer generated.**
Summary of Story:

The story begins with a brown bear being asked what he sees. It happens to be a red bird and the red bird is asked what he sees. It continues on to go through a bird, duck, horse, frog, car, dog, sheep, goldfish, teacher and students. Each animal or person is asked what they see. The story helps the children learn their colors and their animals. It also helps children work on memorization and recognizing patterns. This book is great with younger kids.

Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

1. Booklets - One extension activity would be for preschoolers to create their own story book with the animals in it. The animals would be pre-drawn for them and they could color in each animal the correct color. Each student would have a book to bring home. Before the student's color, the teacher could share some fun facts about the animal they are going to be coloring as well. Brown Bear Brown Bear Printable Language Activity


2. Game – The teacher will tape a printed-out picture of one of the animals on each student back. Each child has to ask yes or no questions to determine what color OR animals is on their back. The other players respond with a yes or no answer to each question. Here are some sample questions: “Does my animal swim? Can I ride my
animal? Does my animal have a tail?” The child should learn how to adjust his or her questions based on the answer from the previous question. When the correct animal or color is guessed, play continues with the next child. You can shuffle the cards and play over and over again.

Brown Bear Brown Bear Printable Language Activity:

3. Gross Motor activity – As the teacher reads the story, the children will act out each animal being read. First is the brown bear. The students, along with the teacher, will do a bear walk walking around the room. Mix it up by doing it slow, fast, forward, and backward. Next is the red bird. Have the students flap their arms in their air, slow or fast and zoom around the room. The students can act out each animal and they will be more engaged with the teacher acts out the animals with them. This is a great way to get students moving, let out energy, and work on their gross motor skills through a book.

Brown Bear, Brown Bear Gross Motor Ideas

**Format used to tell story:**
Video recorded pictures of animals on popsicle sticks.

**Story Clip:**
[https://mediaspace.minnstate.edu/media/416+Digital+Storytelling/1_aypsay5b](https://mediaspace.minnstate.edu/media/416+Digital+Storytelling/1_aypsay5b)

**Artifact # 3**

<table>
<thead>
<tr>
<th>Storyteller</th>
<th>Morgan Fahey</th>
</tr>
</thead>
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**Story Selection:**


**TS Goal Standard Addressed:**
Literacy 18. Comprehends and responds to books and other text. A. Interacts during readaloud and book conversations – Contributions particular language from the book at the appropriate time – Asks and answers questions about the text; refers to pictures

**TS Goal Standard Addressed:**
Mathematics 20. Use number concepts and operations. A. Counts – Verbally counts to 10; counts up to five objects accurately, using one number name for each object

**Objective:** The students will be able to count backwards from five to zero.

**Insert a photograph of props or a screen shot if it is computer generated.**

![Image of monkeys and alligator setup]

**Summary of Story:**
This story is about five little monkeys and an alligator. The five monkeys are swinging in a tree teasing the alligator that is on the ground because the alligator cannot get them. Mr. Alligator learns to be quiet and gets the monkeys in the tree one by one. In the beginning of the story there are 5 monkeys, then at the end of the story there are no more monkey. The story will demonstrate how to count backwards from five to zero.
Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

Extensions
1. The students can compare/contrast the story to the other “Five Little Monkey” stories since there are several of them to choose from. (adapted from: Five Little Monkeys: Comparing and Contrasting. (n.d.). Retrieved from https://www.cpalms.org/Public/PreviewResourceLesson/Preview/60283) 
2. The students can come up with action to do as the story is being told. (original)

How to exactly use the story
1. I would use the story to help the students practice counting backwards from five to zero. (original)

Format used to tell story:
Magnet board

Story Clip:
https://mediaspace.minnstate.edu/media/5+Little+Monkeys+Swinging+in+the+Tree+-+EDUC416/1_c4pilm2z

Artifact # 4
Storyteller: Hillary Filla

Story Selection:  Jack and the Beanstalk (traditional)


TS Goal Standard Addressed:  Language: (3 and 4-year-olds) 8. Listens to and understands increasingly complex language.
   a. Comprehends language ○ Responds appropriately to specific vocabulary and simple statements, questions, and stories.

TS Goal Standard Addressed:  Literacy: (3 and 4-year-olds) 18. Comprehends and responds to books and other texts.
   c. Retells stories ○ Retells some events from a familiar story with close adult prompting.
      ○ Retells familiar stories using pictures or props as prompts.
Objective:

1. Students will be able to demonstrate their ability to retell the story using the props provided.

2. Students will be able to identify three details about the story.

Insert a photograph of props or a screen shot if it is computer generated.

Summary of Story:

Once upon a time, there was a young boy and his mother. The young boy's name was Jack. Jack and his mother were very poor; and they lived on a farm. One day, Jack's mother told him to take their cow to the market to sell it for meat as it didn't produce any more milk. On the way to the market, Jack met a man who wanted to buy the cow. Jack asked, "What will you give me in return for my cow?" The man replied, "I will give you five magic beans!" Jack accepted the man’s offer and returned home. Jack’s mother was furious with him as he was supposed to bring home money for the cow; instead, he had beans. Jack's mother threw the beans out the window. Jack was very sad when he went to sleep that night. The next morning, when Jack looked out of his window, he couldn't believe what he saw. There was a huge beanstalk that reached all the way up into the sky. Jack climbed the beanstalk and came across a giant. The giant cried, “Fee-fi-fo-fun, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!” Jack took off running; along the way he stole a bag of gold and raced down the beanstalk. Jack returned to the giant's home twice more, stealing a hen and a harp. The giant heard the harp as Jack was leaving the castle and chased him towards the beanstalk. Jack raced down to the bottom and grabbed an axe that was nearby and chopped down the beanstalk. That was the last time that Jack had seen the Giant.
Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

1. Growing Beans Like Jack! (science extension)
   a. The students will be able to grow their own beans like Jack did in the story. They will all have their own dirt, Dixie cups, lima beans, and watering utensils. After the beans have been planted, they will be able to watch them grow over the next few weeks and eventually take them home.


2. Comparing More and Less (math extension)
   a. The students will begin by creating their own beanstalk with the cardboard from a paper towel role. They will then place a paper plate on the top with cotton balls to resemble the clouds. They will be able to color their own castle to attach to the top as well. The students will be able to practice placing lima beans on the top of the plate without knocking it over. Once everyone is comfortable with placing the beans on top, they can begin to play a game. They will roll some dice and the number that they roll will tell them how many beans they need to place on their plate. It will be a game to see who can get the most beans on top without it spilling. This game can be done in small groups. Once the activity is over, the whole class can talk about the number of beans that students were able to hold on their plate.


3. Jack and the Beanstalk Alphabet Game (literacy extension)
   a. This activity is to be done in pairs. The students will have a cut out of themselves to use as their place markers. A beanstalk with letters on the leaves will be provided for the students to use. The students will roll their die and move to the corresponding leave that matches. The first player to reach the top wins.

Format used to tell story:

- Fridge with magnetic props
- Main materials used – felt, popsicle sticks, glue, and magnets
- Background can change as long as it holds magnets
- Used a lamp to resemble night/day
- Recorded without the teacher in the video

Story Clip:

https://mediaspace.minnstate.edu/media/Jack+and+the+Beanstalk/1_k8sexvbn

Artifact # 5

Storyteller: Jacob Huebsch

Story Selection:

TS Goal Standard Addressed: Age Group: 3-4-Language
Comprehends Language-Responds appropriately to specific vocabulary and simple statements, questions, and stories

TS Goal Standard Addressed: Age Group: 4-5-Cognitive
Solves Problems-Solves problems without having to try every possibility

Objective: The children will be able to solve at least five out of the seven riddles.

Insert a photograph of props or a screen shot if it is computer generated.
Summary of Story:
This story is composed of seven different riddles that students can try and solve. Each riddle will have a baseball related answer. Students can use the pictures to help them figure out what the answer may be. A key component of this book are the rhyming words that are used in each riddle. Ages three to four and four to five are a great time to start introducing the concept of rhyme.

Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

1. The students can play rhyming memory. During choice time, a teacher will work with 3-4 students on matching rhyming pictures together. The teacher can assist the students in saying the words and matching the pictures if needed.


2. Students can draw a picture of his or her favorite activity to do outside. (Original)

3. Rhyming Bingo-Educator can make his or her own bingo cards with pictures that rhyme with words that will be said. This would also be a great activity for 45 students to do during choice time. The educator will more than likely need to be prepared to help some students.

Format used to tell story:

PowerPoint Voice Over

Story Clip:

https://mnsu-my.sharepoint.com/:p:/g/personal/kc2286me_minnstate_edu/Ecgasl99ghNPvFJEDTxToIUBLNEFRMLrVn9CSayVrhPPhq?e=NXcHiK

Directions: On the PowerPoint choose “slide show,” then click on “from the beginning.” You will see a picture with a triangle. Click on it to hear the riddle. Click on the picture to read the answer to the riddle.

Artifact # 6

Storyteller: Ellie Johnson


TS Goal Standard Addressed: Literacy 18. Comprehends and responds to books and other texts. A. Interacts during read-alouds and book conversations -Asks and answers questions about the text; refers to pictures.

TS Goal Standard Addressed: Cognitive 14. Uses symbols and images to represent something not present. B. engages in dramatic play -acts out familiar or imaginary scenarios; may use props to stand for something else.

Objective: The students will be able to understand that they must be respectful towards others even when they might have a difference in opinion, by discussing Trixie and Sonja’s different opinions about their bunnies.

Insert a photograph of props or a screen shot if it is computer generated.
**Summary of Story:** The story *Knuffle Bunny Too: A Case of Mistaken Identity*, written by Mo Williams is the second Knuffle Bunny book in a series of three. In the second one, Trixie cannot wait to bring her one-on-a-kind Knuffle Bunny to Pre-K. But when she arrives, she realizes that Sonja has the same bunny! Chaos follows, until the bunnies must be taken away. After school, they get their bunnies back. However, in the middle of the night, Trixie realizes she has the wrong bunny! Her father arranges a late-night swap of the bunnies. Their fathers are not happy. By the end of the story, Trixie has her bunny back but even better, she has made a new first best friend.

**Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:**

All ideas are originally created by Ellie Johnson.

1. The teacher will create an anchor chart with the class to write out the differences in opinions of the two characters Trixie and Sonja in the book. By comparing the two characters students can see that even though they had a difference in opinion they were still able to be friends in the end. This skill is working on student’s ability to compare and contrast and the teacher can show this with a Venn diagram. This builds students cognitive development.

2. The students will work on a sight word game created from words in the story. Each card will have a picture associated with the word. For example, there will be the word school and a separate card with the word school. Students who need an added challenge can match the word only cards with the picture that it goes with. This activity is for students to build their literacy development.

3. The teacher will have a show and tell week for students to have the opportunity to share with the class one of their favorite stuffed animals and why it is so important to them. Students will be sent home with the directions and they will work with an adult at home to choose one stuffed animal and together the student and adult will write a couple sentences for why it is their favorite. Each day the teacher will have three students share during morning meeting time. This provides students with an opportunity to practice their oral language skills and stand up in front of the class and talk about something that is important to them.
Format used to tell story: Read aloud with visuals (using VoiceThread)

To create this visual storytelling of the Knuffle Bunny Too, I used a website called VoiceThread.com which combines video, voice, and text commenting. I started by taking pictures to represent the events on each of the pages. Mo Williams the author uses real life pictures and inserts his characters which are more cartoon like. I created the same effect by taking my own pictures. Once the pictures were taken, I inserted each one onto a slide in a PowerPoint and uploaded this onto VoiceThread. For each slide (representing a page in the book), I recorded myself reading the book. The final video is an entire read aloud of the book with pictures as visuals.

Story Clip:

https://voicethread.com/share/14299192/

Link takes you to VoiceThread.com where I have recorded my read aloud. There is audio on each "page" you must click play to hear the story.

Artifact # 7

Storyteller: Taylor Mudgett


TS Goal Standard Addressed:
Language: Comprehends language-responds appropriately to specific vocabulary and simple statements, questions, and stories

TS Goal Standard Addressed:
Literacy: Retells stories- retells familiar stories using pictures or props as prompts
**Objective:**
- Students will be able to distinguish the difference between over, under, and through. Students will display this knowledge by moving a puppet over, under, and through a box.
- Students will demonstrate an ability to retell stories by using props to retell the story "We’re Going On A Bear Hunt".

**Summary of Story:**
This story tells the adventure of a group of people going on a bear hunt. As the people look for a bear, they encounter many obstacles along the way. While searching for the bear, the people learn that they are unable to go over or under many obstacles, but they must go through. On this adventure the people go through grass, a river, mud, a forest, a snowstorm, a cave, and finally they encounter the bear. After they see the bear, they run back home through all of the different obstacles until they arrive safely back at home.

**Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:**

1. Practice using the words, over, under, and through. After listening to the story, students will have become very familiar with the words “over” “under” and “through.” Continue to foster students understanding of position words by playing the game “Bear on a box?” For this game the teacher will need to obtain a toy or paper bear. The teacher can then place the bear on top of the box, under the box, to the side of the box, etc.

   **Resource:** Warner, M. (2019, September 18). We’re Going on a Bear Hunt. Retrieved from https://www.teachingideas.co.uk/library/books/were-going-on-a-bear-hunt

2. Students can retell the story using the props uses by the teacher to tell the story. These props could be made available for the students to use during free play or stations. Students could then be encouraged to create a story of their own. In their story the students can tell of an adventure they would like to go on and the obstacles they may face. If students write a story of their own, they will need crayons and paper as materials.

   **Resource:** Warner, M. (2019, September 18). We’re Going on a Bear Hunt. Retrieved from https://www.teachingideas.co.uk/library/books/were-going-on-a-bear-hunt

Talk with students about the types of supplies you might bring with you on while going on a bear hunt. Ask for students to share with the class different ideas that they have. Ideas might include things such as food, a jacket, or a flashlight. Lead the students to the idea of binoculars. Tell students that binoculars help people to see things that are far away. If available, allow students to look through a real pair of binoculars. Then lead the students in a craft activity to create their own pair of pretend binoculars. Materials for this craft include two paper tubes, glue, yarn, markers, and decorative pieces. Students will glue together the two paper tubes (this could be done ahead of time is desired by the teacher.) yarn will be attached to the paper tubes. Students will then decorate their binoculars. After all students have created their binoculars, they can look through them and share with the class the things they see.


**Picture example:**
Format used to tell story:

Taping paper props to a large sheet of paper

Story Clip:

https://mediaspace.minnstate.edu/media/416+Video+Story+Telling/1_axodajr8

Artifact # 8

Storyteller: Kiersten Porter

Story Selection: Based on the book Harry, the Dirty Dog

TS Goal Standard Addressed: Language
8. Listens to and understands increasingly complex language
   a. Comprehends language – responds appropriately to…stories

TS Goal Standard Addressed: Cognitive
12. Remembers and connects experiences
   b. Makes connections

Objective: Children will discuss the importance of baths and other common home and hygiene activities.

Insert a photograph of props or a screen shot if it is computer generated.

Summary of Story:
Henry was a white dog with black spots. He lived happily with his family, but he hated baths. One day, he hid the brush that was used when bathing him and ran away for a day. On his adventure he played in dirty places and got so dirty he looked like a black dog with white spots. When he came back home his family did not recognize him, so he brought the brush back and asked for a bath. After his family bathed him, they recognized him, and were happily reunited.
Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

Original: For use as a lead into routines (like baths) that are good for us that we may or may not like. Have students share other routines they do at home in the bathroom, or their tasks before going to bed. Write or draw the routines they contribute to the discussion. If possible, have free time / dramatic play time shortly after this.

1. Original: Sensory experience. To prepare for this extension, have a few, 3-5, small plastic toy animals that are relatively smooth in texture (and can be easily cleaned of dirt). In a small station, have a few students (one for each toy animal) note how the animal looks, and then take it to another station with different types of dirt. The children should be encouraged to have their animals play in the dirt. Afterwards, ask them about how the animals look. For the final station, have a set of soap water and scrub brushes where they can clean the toy animals.

2. Original: Sorting. Discuss what types of pets everyone has. Record the pets and what they look like (primarily what colors they are). The next day, create visual representations of the pets, or have children/families bring pictures of the pets. Organize the visuals as a class (sorting might be based on color, size, or animal.) The sorting activity can be an individual station as well or instead of the class activity.

Format used to tell story:
Animated Google Slides and Screencast-O-Matic Recorder (link to view the google slide: https://docs.google.com/presentation/d/1NkzBVubeDKxeUsbTrlP2zP5qXaQ7xhc3y2fOtfr5FM/edit?usp=sharing)

Story Clip:
https://mediaspace.minnstate.edu/media/StoryTellingHarryTheDirtyDog.mp4/0_eskc9s2i

Artifact # 9
Storyteller: Anna Rumpca

Story Selection:
Objective: The children will discuss the different events that were occurring during the song. Insert a photograph of props or a screen shot if it is computer generated.

Summary of Story:
It is a beautiful day for a bunny hunt and this story has actions resembling the words in the story but also has the words being said while the actions are happening. The original story is where they are hunting for a bear, in this video a bunny is the animal being hunted. This story also has different events that occur on the way to find the bunny. Once finding the bunny all of the events are occurring backwards as they head home.

Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:

1. The children can make a new spot to go through on the way to hunt the bunny. (original)

2. The children could also make a bunny trap as you would a leprechaun trap to try and catch the bunny. (original)

3. We can go for a nature walk throughout the room and find different bunny pictures and once they find the bunny, they would go back to the story rug. (original)
Format used to tell story:
The story is told in the form of video reenactment with voice over of story.

Story Clip:
https://mediaspace.minnstate.edu/media/t/1_y3bw138x

Artifact # 10
Storyteller: Abbie Smith


TS Goal Standard Addressed: Social-Emotional 3a – Balances needs and rights of self and others
- Takes turns
- Initiates the sharing of materials in the classroom and outdoors

TS Goal Standard Addressed: Social-Emotional 2b – Responds to emotional cues
- Identifies basic emotional reactions of others and their causes accurately

Objective: The students will listen to the story and complete at least one extension activity.

Insert a photograph of props or a screen shot if it is computer generated.
**Summary of Story:**
After overhearing some crayons in a toy store complaining about one another, a little girl decides to buy them and take them home. The girl picks up the colors one by one and draws. The crayons must all work together to create the picture. By the time the picture is completed, the little girl walks away, and the crayons begin to talk to each other. They realize that it is better to work together than separate and that you must get to know someone before you make a judgement on them.

**Extension Activities OR how exactly will you use the story with preschoolers or kindergartners:**

1. The students will be creating their own crayon and we will put all of them together in a crayon box. Each student will draw themselves on the crayon and then color it however they see fit. When the teacher is gluing them all into the crayon box, they will talk about how each person’s crayon looks different, but when we all work together, we can get things done. Use the examples of cleaning up the room, helping a friend that is hurt, creating a class project, etc. Adapted from: Urbanski, E. (n.d.). A Box of Crayons. Retrieved April 23, 2020, from https://kinderart.com/art-lessons/multic/a-box-of-crayons/

2. The students will be filling out a piece of paper (attached below) and they are going to write why they are unique and then draw a picture of themselves. These will be placed all around the room for all the students to see. This is a great activity to have the students share to each other what makes them unique and special. Adapted from: Jones, J. L. (n.d.). The Crayon Box that Talked Activity for Back to School. Retrieved April 23, 2020, from https://www.teacherspayteachers.com/Product/The-CrayonBox-that-Talked-Activity-for-Back-to-School-1946500

3. The students will be doing a drawing activity (attached below) that has them draw a picture with one color, and then again with many colors. This shows that having the colors work together makes the picture prettier, and if we as people work together, it will make the world a prettier place. Adapted from: Read Write Sing: School counseling lessons, Crayon box, Kindergarten social studies. (n.d.). Retrieved April 23, 2020, from https://www.pinterest.com/pin/193654852697774718/

**Format used to tell story:**
Video recorded a felt board story.

**Story Clip:**
https://mediaspace.minnstate.edu/media/StorytellingA+The+crayon+box+that+talked/t_itfpzr9n