| Group Members: Eva Bertram, Emma Hancock & Jacqueline Klaassen |
| Learning Outcomes for each session |

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tbody>
<tr>
<td><strong>Children interact verbally and non-verbally with others for a range of purposes.</strong></td>
<td><strong>Children respond verbally to what they see, touch and feel.</strong></td>
<td><strong>Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning</strong></td>
<td><strong>Make performing arts works that express and communicate experiences, observations, ideas and feelings</strong></td>
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<thead>
<tr>
<th>Overview of key planned learning experiences</th>
<th>Key Assessment Tools &amp; Strategies</th>
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</table>
| **Each week teacher’s will scaffold student’s learning and understanding of the story, so that by the end of the program, students will be able to tell the story independently (without teacher guidance).**  
**Each session will begin with the telling of the story ‘Grandpa’s Flippy Floppy Hat’ and then followed by an activity.**  
**Key Planned learning experiences include:**  
- Role Play  
- Song/chants  
- Creation of student’s own hat  
- Creation of student’s own garden  
- Creation of student’s own version of the book  
- Barrier Game  

*The activities we have chosen further enhances student’s comprehension of the story through the variety of mediums, and allows students to become very familiar with the story, the main events and ideas.* | **Overview of assessment of children’s learning:**  
- **Observations**  
  Through the use of observations, we will be able to assess student’s learning and their understanding of the story and activities. It will also allow us to ascertain whether our delivery of the session was a success, (children’s interest and enjoyment levels) and be able to pinpoint weak points in our session which we will be able to adjust accordingly.  
- **Photos**  
  The use of photos will act as another observational tool, and allow us to capture images of the children while they are engaged in the story and activities.  
- **Questioning**  
  Questioning the children will greatly assist us in ascertaining student’s understanding of the book and concepts within the book. It will also
act as a really good indicator of children’s listening skills and attention levels (whether the children have been actively listening or not).

Assessment of teaching:
- Checklist
  A checklist will assist us in ensuring that we have covered everything that we set out to do. It will also assist in keeping track of what was, and what wasn’t achieved in the session.

- Photos
  The use of photos will be used to photograph resources and photograph students whilst engaging with these resources (indication of effectiveness of each resource).

- Personal Reflection
  Personal Reflections after each session will allow us to reflect back on our individual delivery of the session, its successful points and unsuccessful points (if any), and assist us in improving our own individual teaching, if required.

- Group Reflection
  Reflecting back on each session as a group allows us to come together, share opinions and thoughts of how the session went and improve our teaching as a group, if necessary.
**Literary/ Literacy Focus**

The children are able to recognise sequenced events, descriptive language and communicate characters through expression. Children are also able to grasp concepts within the story and relate these concepts to their own experiences.

<table>
<thead>
<tr>
<th>Complete list of resources, roles and responsibilities of group members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eva</strong></td>
</tr>
<tr>
<td>Garden Objects</td>
</tr>
<tr>
<td>Blank Questions</td>
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<tr>
<td>Garden Image</td>
</tr>
<tr>
<td>Hat Design</td>
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<tr>
<td>Description Tiles</td>
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</tbody>
</table>

**Links to Victorian Early Years Learning and Development Framework (VEYLDF), Australian Curriculum**

**English:**

**Australian Curriculum Level 1 Literacy**
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

**Australian Curriculum Level 1 Literature**
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication

**Communication:**
- Engage in enjoyable reciprocal interactions using verbal and non-verbal language
- Listen to others and respond appropriately to what has been said
- Listen to and produce brief spoken texts
- View and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Make performing and visual arts works that express and communicate experiences, observations, ideas and feelings, for example create and explore imaginary worlds through dramatic play
- Listen to short live or recorded presentations, then recall some of the main ideas and information presented
## ‘Tell Tales’ Storytelling Program Session Plan

| Session: 1 |
|---|---|

### Learning Outcomes:
Children interact verbally and non-verbally with others for a range of purposes.

### Learning Experiences:
Through verbal and non-verbal approaches the children will be able to grasp the concept of the text. They are able to sequence events and connect to the story behind the text.

### Resources, roles and responsibilities:
- Grandpa’s Flippy Floppy Hat Picture Book (Emma)
- Time line Board (characters/events) (Emma)
- List of Blank Questions (Eva)
- Student’s Garden Image (Eva)

### Implementation Plan:

**The lesson will be broken up into three sections:**

**Introduction:**
Before reading the book, show them the front cover while asking open-ended questions about the book. What do you think this story might be about? Does your Grandpa wear a flippy floppy hat? Do you wear a flippy floppy hat? When do you wear a flippy floppy hat? What images/pictures can you see that might tell you what the story is about? Etc

**Story telling:**
We, the Pre-Service Teachers, will verbally deliver the story to the children whilst using expression, character voice and sound movements. When the story has been completed, comprehension questions will be asked to see if they picked up on the messages in the book. (Can they see a pattern emerging within the story?)

**Comprehension activity:**
With the help of the Pre-Service teacher the children will construct a timeline of the events that happened throughout the book. Importance will be placed on the descriptive language (assist them with remembering each item) and connecting that language to an image. Eg ‘one Ruby Red Rose’.

**Early Finishers:**
The children will then be asked to draw a picture of themselves in their ‘garden’. They may like to draw what their Flippy Floppy Hat may look like. This design will be used for constructing their own hat to wear in the final performance.
**Evaluation strategies:**

In order to evaluate the teaching and students learning in this session we will use the following strategies:

- Questioning of students to ascertain their understandings and knowledge around the story and its ideas
- Sequencing events - Are they able to identify which item/object came before/after?
- Images - Are they able to identify the different characters?
- Observations - are they engaged through storytelling time? DO they contribute to discussions?
- Personal/group reflection - by drawing a picture of themselves in the garden are they able to relate to the story?

**Learning Outcomes:**

Children respond verbally to what they see, touch and feel.

**Learning Experiences:**

Using 2D and 3D objects the child is able to relate images to vocabulary whilst using descriptive language.

**Implementation Plan:**

**Introduction:**

The start of the session will be recapping the story and asking open-ended questions relating to comprehension. Then we, PST’s, will re-tell the story as a role-play to the children. Discussion about the role-play, did the students pick up anything different to the way the story is presented in the book?

**Activity:**

Objects from the book will be placed around the room and the children are to locate those objects and match them with their description. They would collect them in order of the book. Once they have collected the objects they are then able to recite the story in their own words whilst placing each item on the ‘Garden’. Each object will have a description tile, which they are able to match up. The group will then discuss the objects use and purposes.

**Other:**

- Tell Tales’ Storytelling Program Session Plan
- Session: 2
- **Learning Outcomes:**
  - Children respond verbally to what they see, touch and feel.
- **Learning Experiences:**
  - Using 2D and 3D objects the child is able to relate images to vocabulary whilst using descriptive language.
- **Resources, roles and responsibilities:**
  - Grandpa’s Flippy Floppy Hat Picture Book (Emma) Used from Week 1.
  - Costumes (Jackie)
  - Garden objects - watering can, shovel, gardening gloves, bucket etc. (Eva)
  - Description tiles (Eva)
  - Flippy Floppy Hat Design (Eva)
**Early Finishers:**
Leading on from the activity from last week. The children will be creating their own hat for their final performance. Today they are able to design their ‘Flippy Floppy Hat’ while describing what materials they will need to create their hats.

### Evaluation strategies:
In order to evaluate the teaching and students learning in this session we will use the following strategies:
- Questioning of students to ascertain their understandings and knowledge around the story and its ideas.
- Recapping of the story.
- Finding objects related to the book- Is the child able to make the connection and purpose of the object? Can they relate them to their own use?
- Personal/group reflection- did they notice the different ways of storytelling in comparison with last week?

### ‘Tell Tales’ Storytelling Program Session Plan

<table>
<thead>
<tr>
<th>Theme: ROLE PLAY WITH CHILDREN</th>
<th>Session:3</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes:</strong></td>
<td>Resources, roles and responsibilities:</td>
</tr>
<tr>
<td>- Use language and engage in</td>
<td>- Costumes for role play (Jackie)</td>
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<tr>
<td>symbolic play to imagine and</td>
<td>- Template for hat (Emma)</td>
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<tr>
<td>create roles, scripts and ideas</td>
<td>- Items for students to put in their hat (Jackie)</td>
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<tr>
<td>- Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning</td>
<td>- Glue</td>
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<td><strong>Learning Experiences:</strong></td>
<td>- Scissors</td>
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<tr>
<td>Hands on creative activities will gauge student’s interest and assist student’s in taking the main ideas from the story and adapt them to a real life situation. These activities, along with engaging in the role play of the story in a song style format, assists in furthering student’s comprehension and understanding of the story.</td>
<td>- Coloured Pencils</td>
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<tr>
<td><strong>Implementation Plan:</strong></td>
<td>- Crayons</td>
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<td>Teachers will explain to the students that they, together with the teachers will be making a role play of ‘Grandpa’s Flippy Floppy Hat’. The role play will consist of a song style format, and will be very involved with actions to go along with the song. There will be an opportunity to run through the song a couple of times, should the children wish to do so.</td>
<td>- Stapler</td>
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**Activity:**
Children will have the opportunity to create their own flippy floppy hat. Items related to the story (ruby red rose, big busy beetle etc.) will be provided to the children to use for their own hats. Additional items that the children may like to use will also be provided; other things that may be found in a garden.

**Early Finishers:**
Early finishers, in collaboration with a teacher, will be asked to think about how they would like to role play the story (in week 4) and any ideas they have in regards to setting up the scene, costumes and how it should be carried out. With assistance from a teacher, the child will come up with a list of ideas for their role play. Following this, the teachers will collate all the ideas, present them to the group and discuss.

**Evaluation strategies:**
In order to evaluate the teaching and students learning in this session we will use the following strategies:
- Questioning of students to ascertain their understandings and knowledge around the story and its ideas
- Photos- As an indicator of the effectiveness of resources and children’s engagement in the activities
- Checklist- To ensure we have gotten through everything we set out to do
- Observations- An indicator of the success of the session and enjoyment of the children
- Personal/group reflection- Did the students enjoy the story in a song style? How effective was the role play?

<table>
<thead>
<tr>
<th><strong>Tell Tales’ Storytelling Program</strong></th>
<th><strong>Session Plan</strong></th>
<th><strong>Theme:</strong> STUDENT INDEPENDENT ROLE-PLAY</th>
<th><strong>Session:</strong> 4</th>
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<tbody>
<tr>
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<td>- Use the creative arts, such as</td>
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<td>drama, movement and story-telling, to express ideas and make meaning</td>
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<td>- Make performing arts works that</td>
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<td>express and communicate</td>
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<td><strong>Learning Experiences:</strong></td>
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<tr>
<td>- Allowing student’s the opportunity to role-play the story independently provides the opportunity for verbal and non-verbal communication and understandings, as well as further comprehension.</td>
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<tr>
<td><strong>Resources, roles and responsibilities:</strong></td>
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<tr>
<td>- Costumes for role-play (Jackie)</td>
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<td>- Hats (children made)</td>
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<td>- Coloured paper</td>
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<td>- Barrier Game (Emma)</td>
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<td>- Stapler</td>
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<tr>
<td><strong>Other:</strong></td>
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**Implementation Plan:**

**Introduction:**
At the beginning of the session, teachers will run through the role-play with the students to ensure that they will be able to act out the story successfully. Following this, teachers will assist the children with getting into their roles and assisting them in any other way if required.

**Activity:**
Children will be given the opportunity to make their own version of the book with each of the events drawn on each page. This will be the child’s own interpretation of the story, and teachers will be available to scribe for the students as to what is happening in each picture.

**Early Finishers:**
Children will be provided with a barrier game to play with a partner.

**Evaluation strategies:**
In order to evaluate the teaching and students learning in this session we will use the following strategies:
- Successful role-play by the students
- Photos
- Checklist
- Observations- How did the student’s go in terms of acting out parts of the story? Did they enjoy it? Were they confident?
- Personal/group reflection- Was the children’s role play successful? Did we provide enough scaffolding?