

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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Knowing as Young Learners: The Power of Stories

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Welcome

- Stories & Young Learners
- Gender & Early Literacy
- Photos in Booking Making as a Way of Knowing



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Before we begin...

...share your story with someone.

- Find someone sitting by you
- Take 1 minute each to share your story
- ...who you are?
or, how you got here today?...





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Stories...are a way of knowing... ...help us make sense of our world...

ORAL STORYTELLING Communication Skills

- Speaking
- Listening
- Non-verbal gestures
- **THINKING**



In EY Classrooms
other forms may
include...

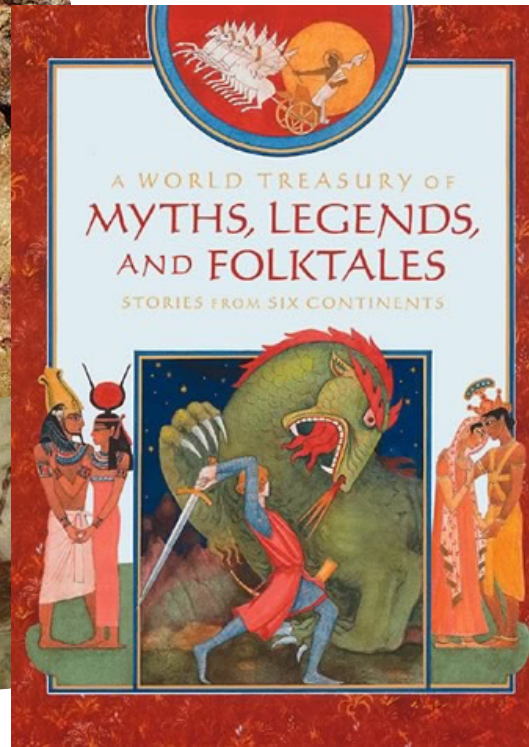
- Dancing
- Painting
- Constructing
- Sculpting
- Drawing
- Drama/Role Play
- Book making!
- Etc...



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Storytelling & recording stories

- part of human history & prehistory
- universal
- real or imaginary – way of knowing the world





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Let the stories begin...



PEEK-A-BOO

Ah, she's back.

explore, play,
finds answers

Where did she go?

brain ask?s

making sense of the world...a way of knowing

-Vivian Paley



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*...beginning of the child as his/
her own narrator...*

NARRATIVE DEVELOPMENT: relating the events of a story

Cognitive Development

Social Development

Emotional Development



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Stories & Play young learners in the classroom

- Tells us & peers about their thoughts and emotions

- About their creativity, thinking skills, & collaboration

- Ability to put thoughts & emotions into words and actions





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**“Nothing that happens in a classroom
is as interesting
for a child as what another child says.”**

-V. Paley



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Collecting children's stories

- Strengthens ability to ask & answer questions, enhancing early literacy skills

Connecting stories

- paves way for making friends
- later reading comprehension
 - connecting books to selves, other books & the world

Nurturing stories

- opportunities practice social, emotional & cognitive skills needed for collaboration, creativity & critical thinking



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Children's Stories & Play as Early Literacy Motivators & Activators

- Story Dictation
- Drawings
- Photos-Videos
- Book making



MakeBelieveArts
Re Imagine Learning

Vivian Paley



Matt Glover



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Gender & Early Literacy

“Research shows boys are having trouble reading...

...biological & sociological reasons...

But the good news is that research also shows that boys will read — if they are given reading that interests them.”

- Jon Scieszka
www.guysread.com





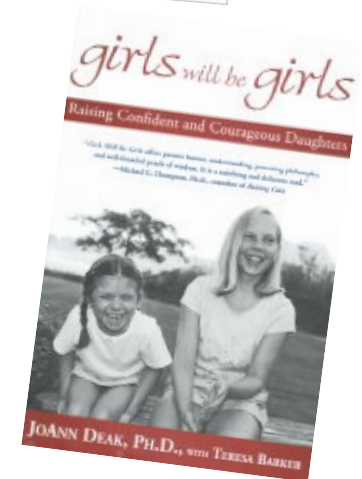
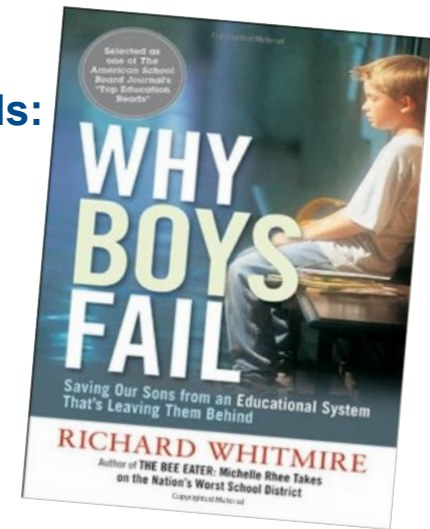
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Gender & Early Literacy

What researchers 'generally' agree on comparing boys and girls:

- boys speech develops more slowly compared to girls (evens out by ages 4-5)
- boys take longer to learn to read than girls
- boys read less and are less enthusiastic about it
- boys have more trouble understanding narrative texts than girls
- boys become better at absorbing informational texts than girls

Whitmire explains, an extra emphasis on literacy in the early years sets many male learners back from the get-go...and boys are at a developmental disadvantage when it comes to early literacy challenges.





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Recent neuroscience research...

- different regions of the brain develop in different sequences in different sexes, eg. language

http://www.nassp.org/tabid/3788/default.aspx?topic=closing_the_achievement_gap_teaching_to_gender_differences
<http://www.sciencedaily.com/releases/2008/03/080303120346.htm>



Biological reason:

boys born with smaller language centers in brain, & larger spatial centers

Sociological reason:

parents talk differently to boys and girls; parents tend to use longer sentences, and more open-ended questions with girls



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Moving on...

Moving boys stories, way of knowing language & literacy

Stories in Play



Exploring Stories
in Books



Recording Stories
& 'Retelling'

- Story dictation
- Drawings
- Bookmaking
illustrations?
photos?

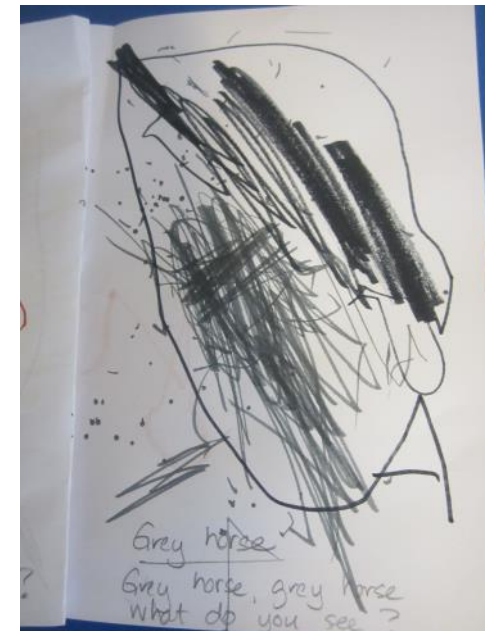


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Book Making: Drawings & Dictation

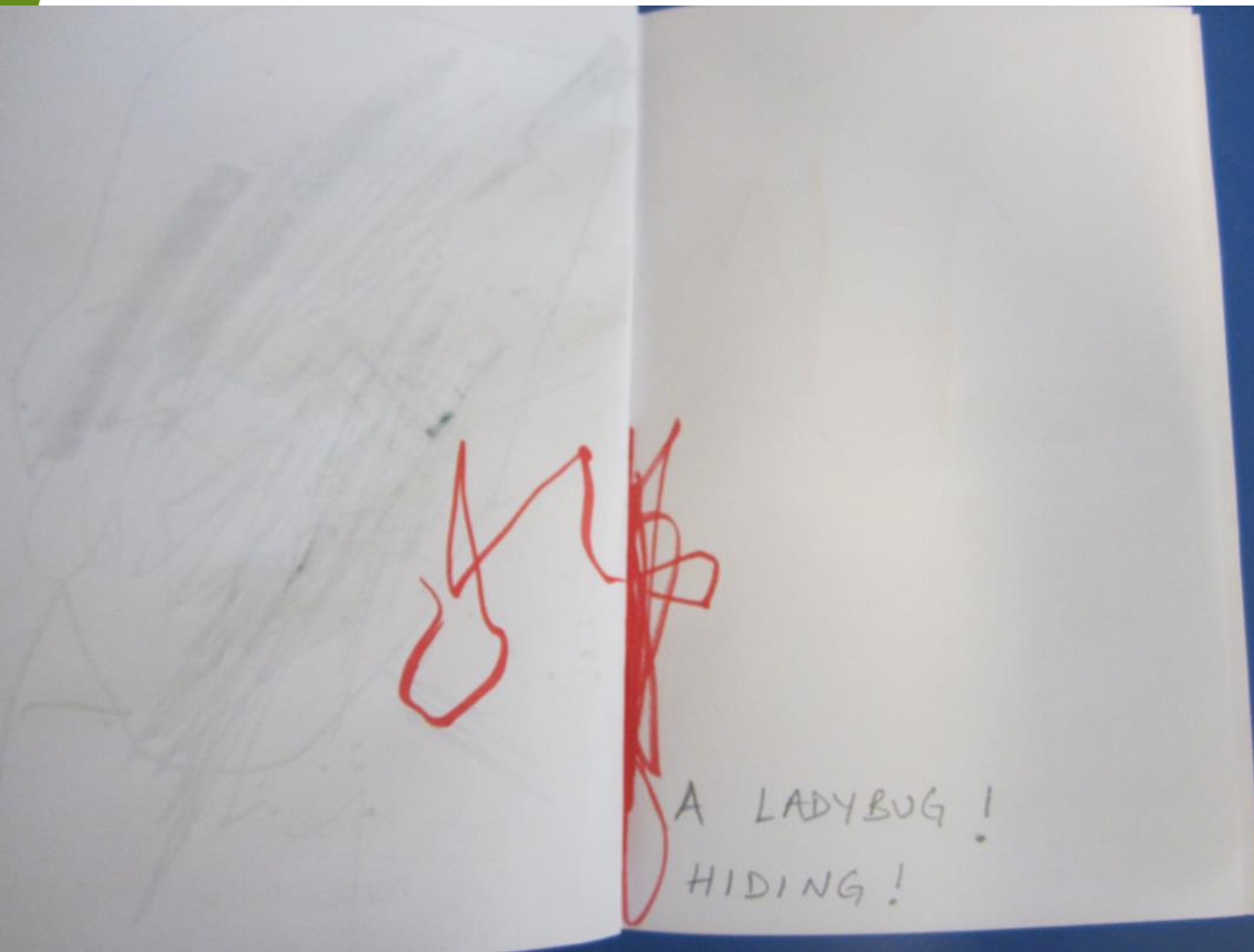


At first,
inspirational sources
many times are
familiar Pattern Books

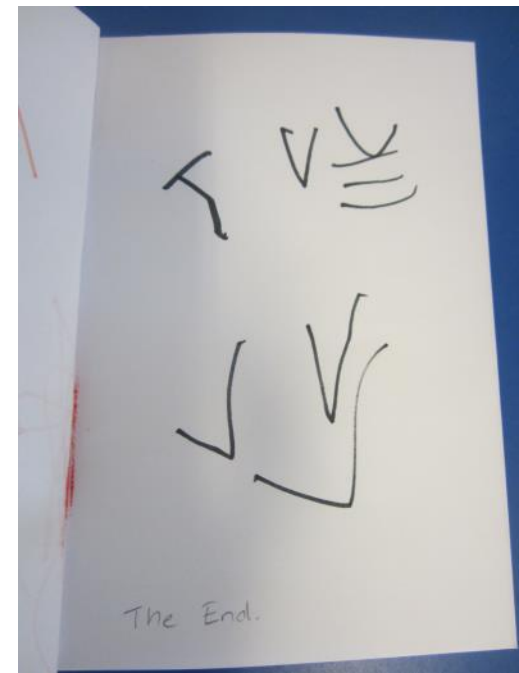




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Narrative tells us about his way of knowing story, how he uses words to convey meaning & explore emotions

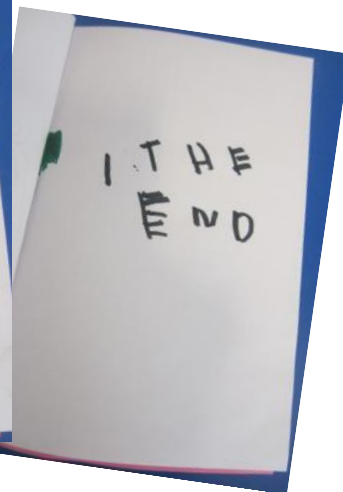
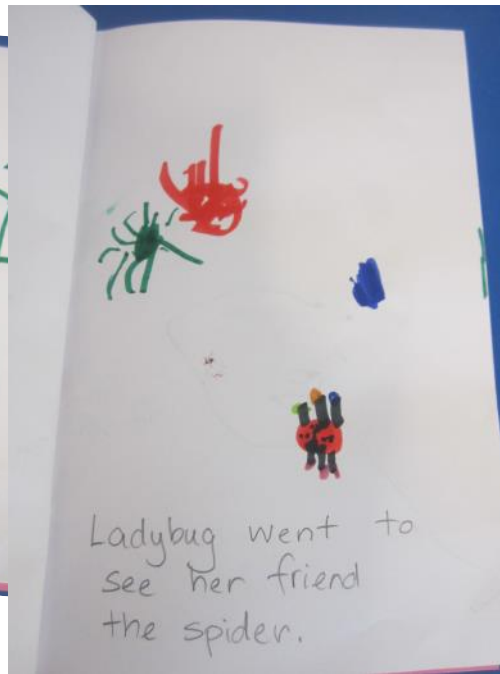
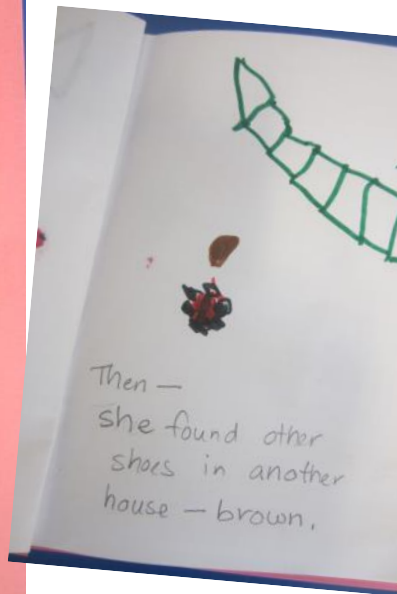
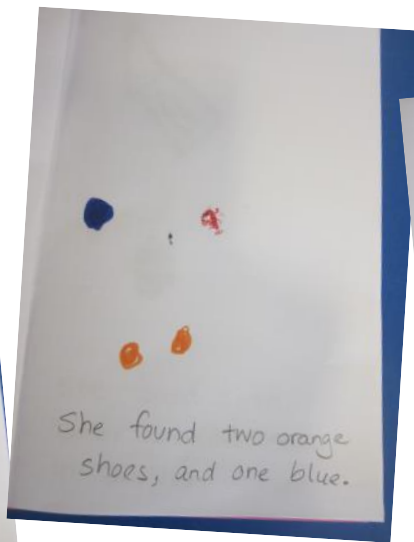
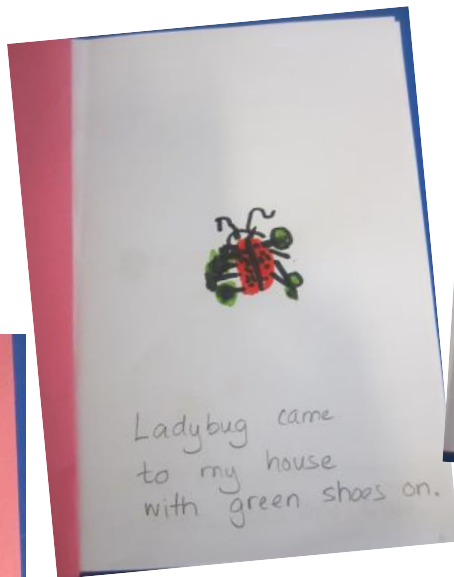
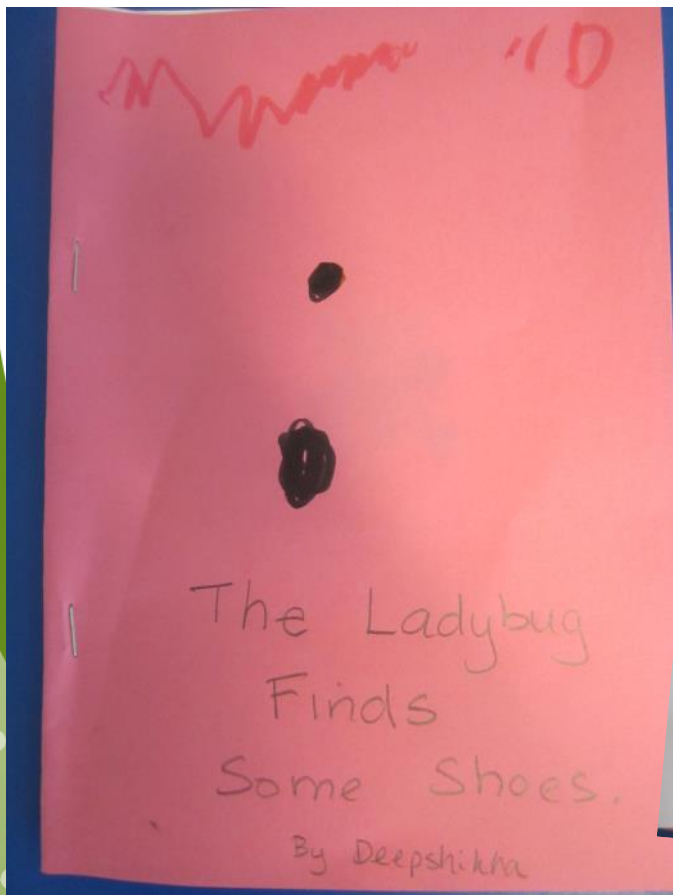


Wordless books
vs. books with text



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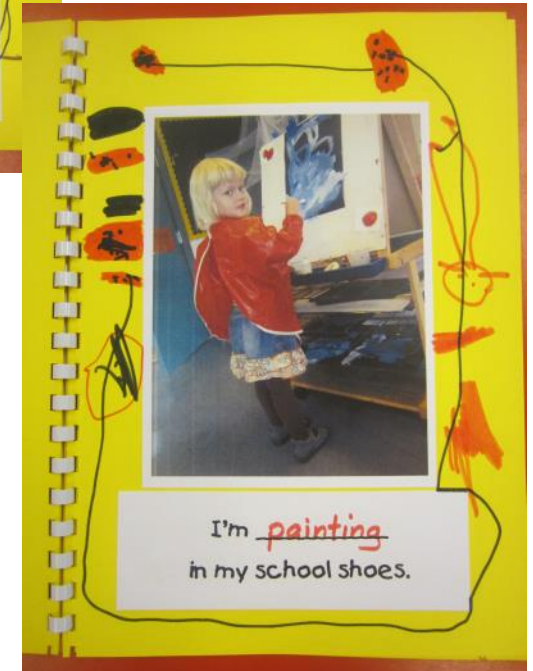
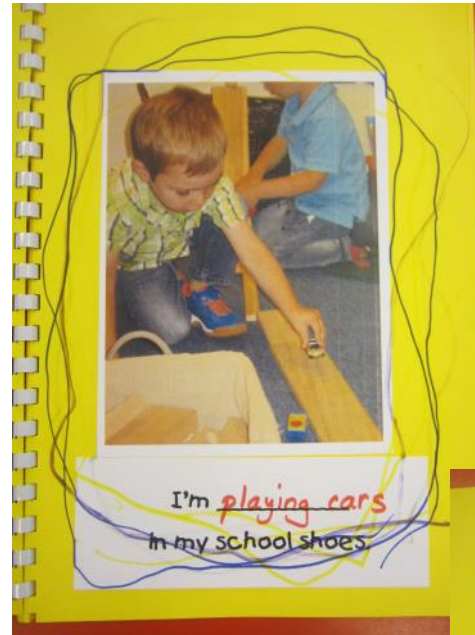
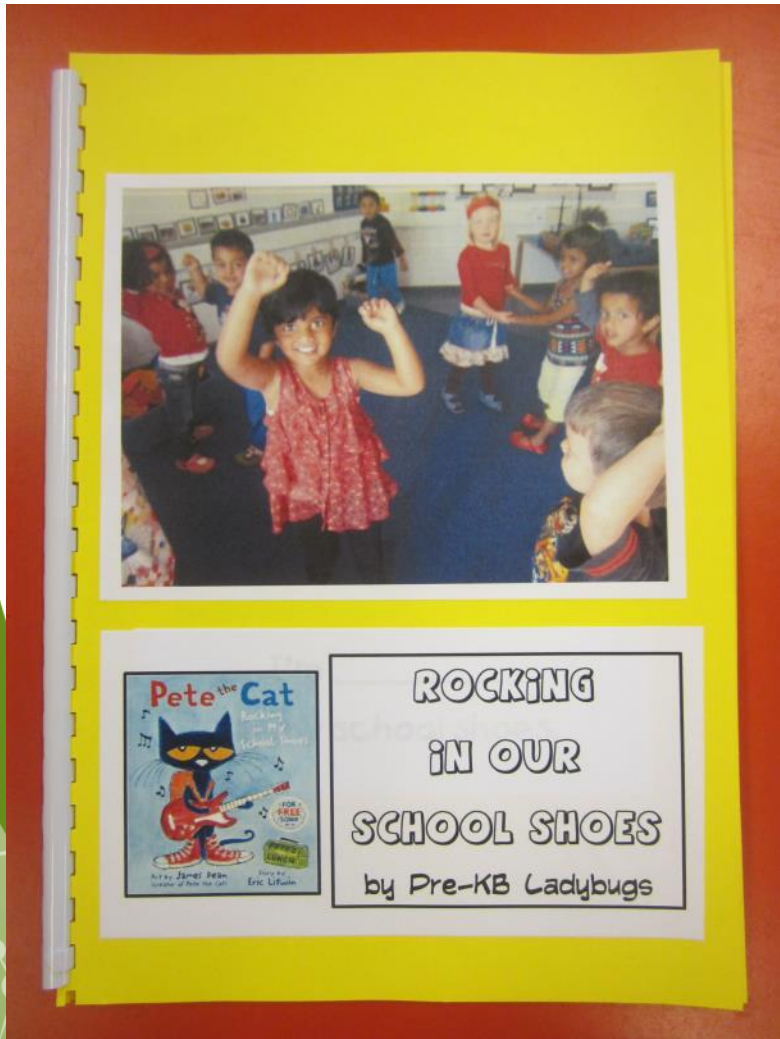
Similarities & Differences





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Scaffolding with class books...





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It begins with a story, and taking pictures...





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Then selecting and sorting pictures...





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Followed by lots of design planning & then gluing!





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Then more sequencing ...

12 pages!





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BABY TIGER

IS

MISSING

By

Erik

Shru

Liam

Adding words...

dictation & reflection

empowering all voices



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Play, story making, and book making become a shared learning experience... ...of creativity, language & collaboration.



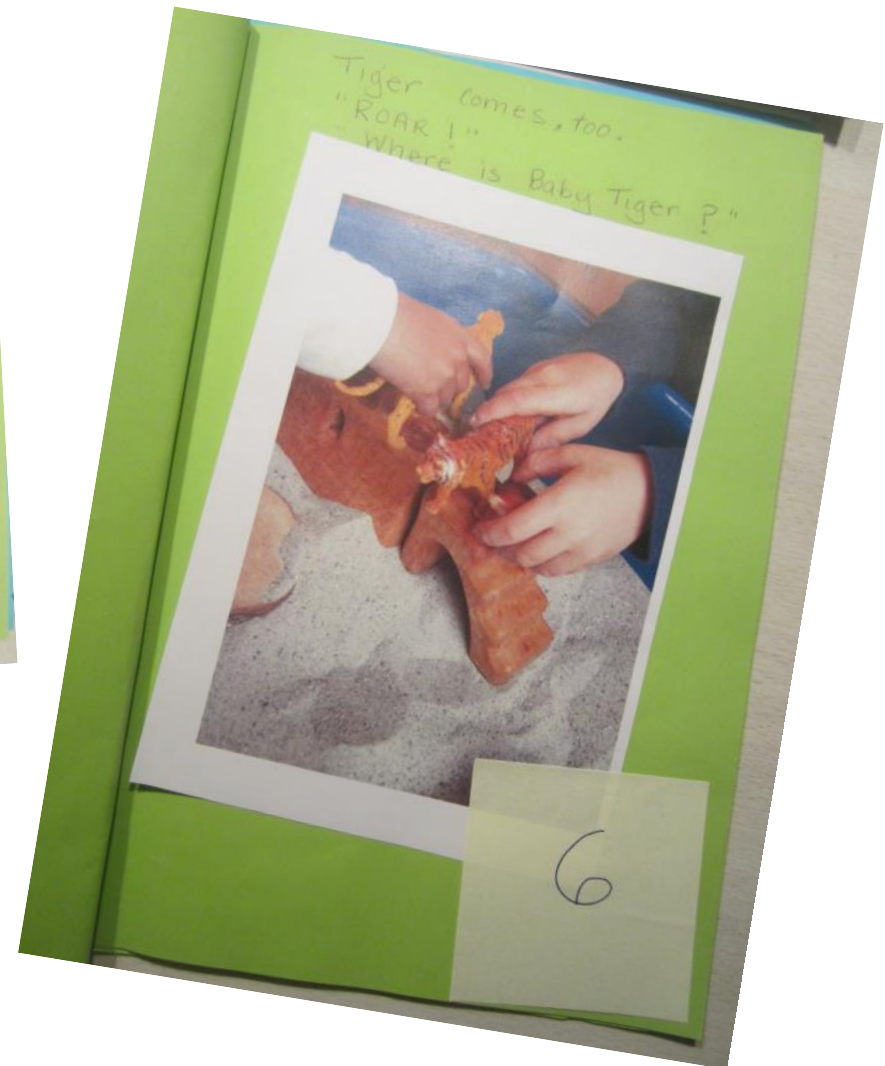


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The text provides another kind of anchor and extension to having their voice heard, regardless the kind of learner...



...the next step in the Vygotsky ladder of language development.





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7
They go to
look for Baby Tiger.



8
"Are you here?"



9
"Are you here
Baby Tiger?"
Then all dig.

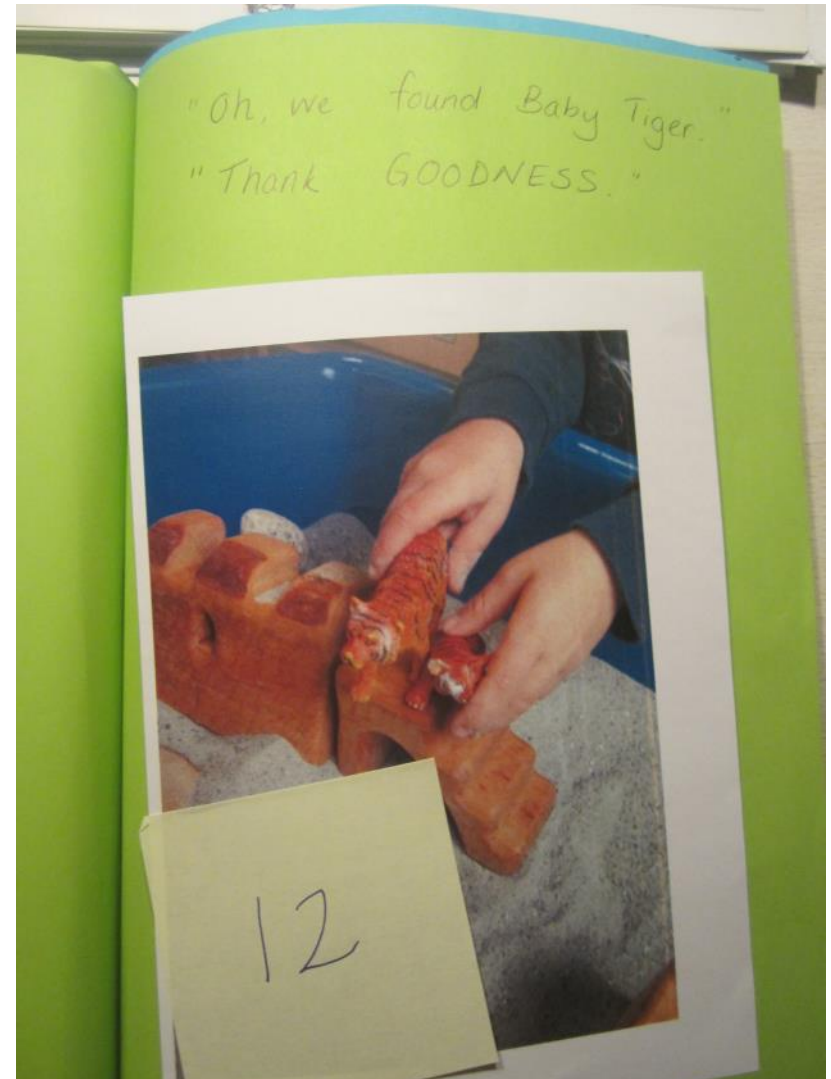
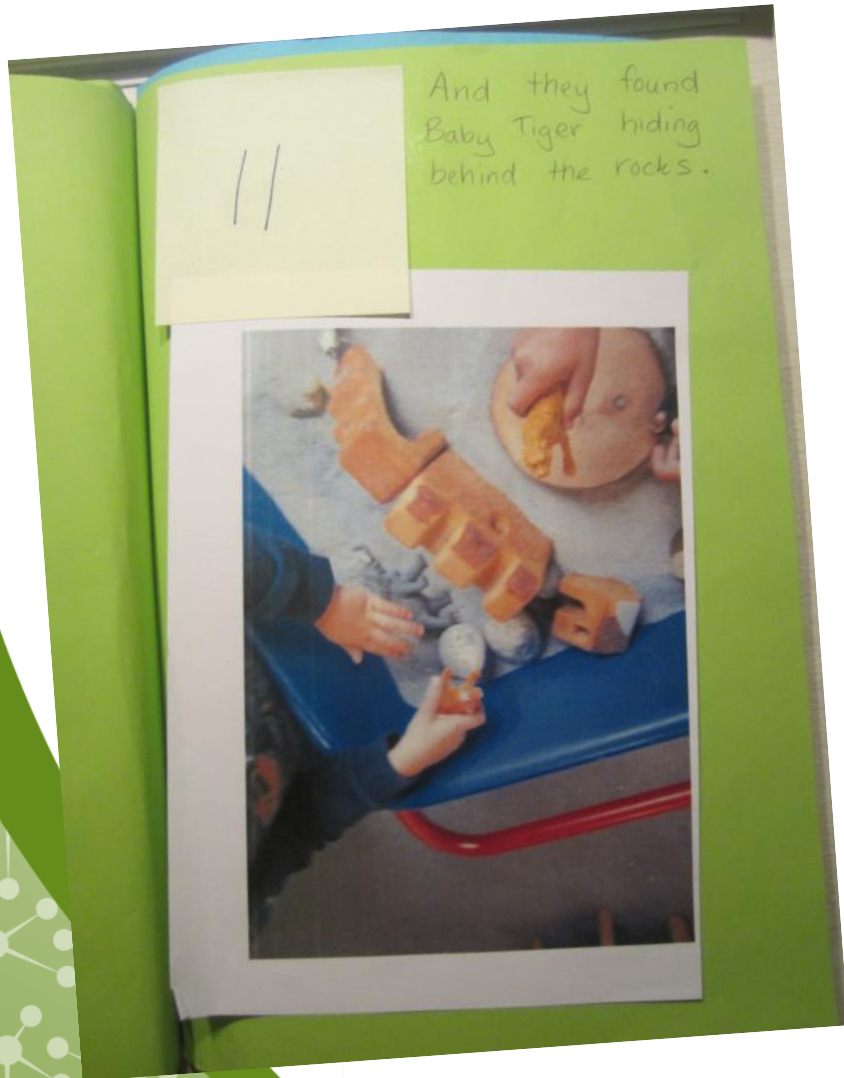


10
"Treasure!"
"But where is Baby Tiger?"



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A story may change when retelling from pictures or 'rereading' it by themselves, but then it just takes on new meaning.





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Next stage...

THE TURTLE
LITTLE



REFE ALEXIS



There
was a
little
TURTLE
who lived
in a
BOX

1

Encouraging boys to write words in meaningful ways, and read.



He swam in the

WQTER

5



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And
he
climbed
on
the
ROCKS

3



He snapped at a
MOSAQUITO



He
snapped
at
a
FLEA

5



He
snapped
at
my
FINGER

But he didn't catch
me

6



He
snapped
at my
fingers.
too...
but he
didn't

catch ME

7

THE END THE END



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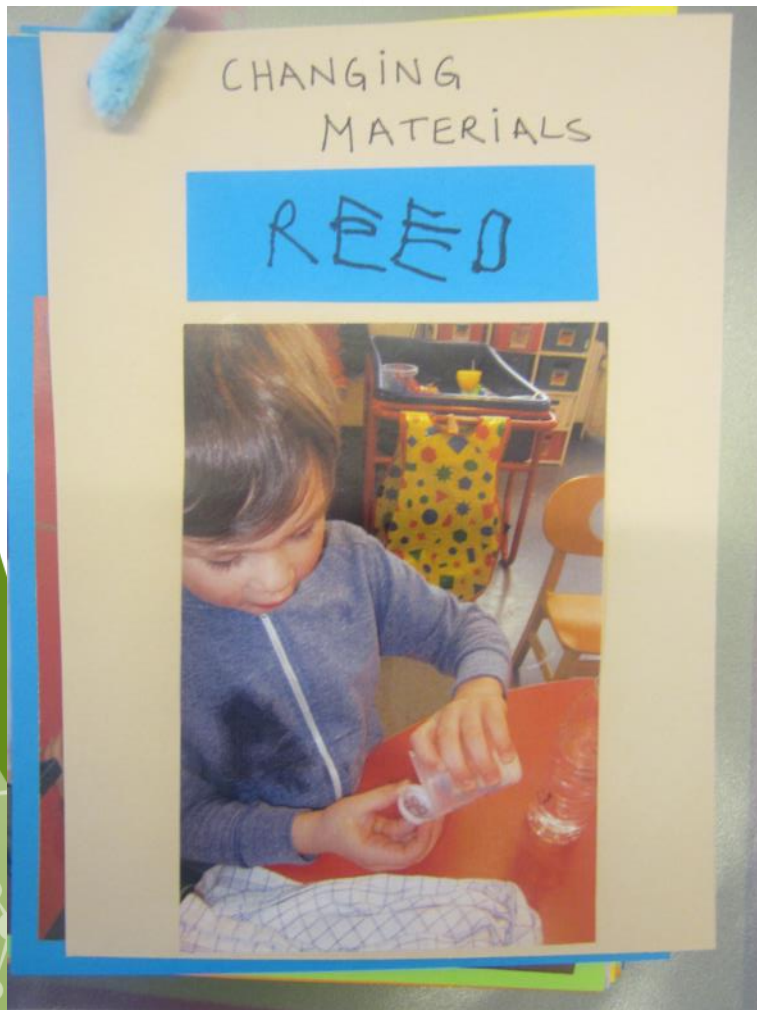
Narrative texts-Fantasy





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Informational texts-reality





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