

Kamloops Thompson Teachers Association

ProD Day, February 21, 2003

Clinic: Bringing Literacy to Life

with Rosemary Phillips (author/singer/songwriter/storyteller)

Summary and Evaluation

There were a total of 18 teachers participating - for Grades K-3. The first group had 10 participants and the second, 8.

Presentation Summary

The presentation involved the reading of the story “One Seed” followed by dramatisation and participation in the story through sound effects and by characters (five Seeds). The song was sung twice, also with participation, first with illustrations then actions.

Those attending were then invited to write a story on the theme “My Morning”, and create drawings, along with lyrics for a song to the tune of “Twinkle, Twinkle Little Star”. Those who felt comfortable with performing were asked to read the story and then sing the song. So the group was divided into writers, drawers, poets and performers.

Sheets of newsprint were taped up around the room and participants wrote six sentences, one at a time, each dependent upon the previous sentence to continue on the theme. Each sentence was then accompanied by a drawing, nothing fancy, just fun. While this was happening, volunteers worked with lyrics for a song. The final product was then performed and Rosemary and a volunteers took photographs (video would be more appropriate but such equipment was not available this day). The reading of the story and the singing of the song were also tape-recorded. The following are the written stories and songs. Photos will be attached.

Group One – “My Morning”

My dog jumped up on my bed.

Seconds later its warm sloppy tongue slapped on my sleepy cheek.

I looked at him and he laughed at me.

I had big bits of kibble stuck to my face. Yuk.

That was it... the race was on.

Who gets the shower or the coffee first?

Group One – The Song “My Morning”

Every morning as I sleep

My dog jumps up to lick my cheek

It wiggles and squiggles over me

Oh that dog breath - so ghastly

Up we jump and off we go

Shampoo, shower head to toe.

Group Two – “My Morning”

I awoke this morning to the sound of birds singing.
The bird was sitting in the birdbath and singing happily.
The cat was watching and stretching.
It leapt eagerly onto the birdbath.
The birdbath toppled over.
The bird flapped his wings and flew away.

Group Two – The Song “My Morning”

I awoke this morning to hear
The bird in the bird bath very near
The cat was watching and stretching away
The bird was not having a very good day
The birdbath fell with an awful crash
The bird flew away in a frightened flash.

The following is a summary of the discussion with both groups about how this method of involving the arts in bringing a story to life can be used, with the idea of taking existing stories, and also creating their own.

- Grade 2 can make books
- Grade 1 needs more help
- Stories can be created this way for assembly, or one class presenting to another
- Children need to be guided through the first few lines then can go from there
- Focus on the process – of developing the story, the drawings, the song and performing.
- Older kids can do the whole process
- In Kindergarten to use about six to a group
- Can use small groups
- Can be as a whole class project so all the children are going in the same direction
- Need direction because it could be scary with what some children may come up with
- Lead the groups to a midway point then let them go off in different directions to make variations on the theme
- Take photos of the group (and video) as they are creating and performing.
- It becomes a complete group effort.
- If got groups, can have one person do writing, one drawings, one the song, one to sing, one to perform, one to take pictures.
- As a whole class exercise, better for primary.

This process can be used for other subjects, not just literature

Evaluation of Clinic

Out of a possible 5.0

Educational Value	4.33	Group participation	4.63
Relevant to school curriculum	4.44	Interaction with participants	4.69
Informative and meaningful	4.31	Visual/audio aids	4.56
Useful information/experience	4.31	Level of artistry	4.73
Kept interest	4.44		

Would you recommend the presentation to other teachers? Yes-15 No-0 no response-2
Would you consider using this approach in your own classroom? Yes-16 No-0 No response-1

What did you like about the presentation?

Interesting, meaningful activities.
Relevance, comfort level – presenter was very real and had excellent rapport with participants.
Involvement by everyone!
The participation.
User friendly.
Integration across curriculum.
Participant involvement.
Kept moving – exciting – fun – enervating.
Very comfortable! Rosemary got us all interacting in a non-threatening environment.
The discussion of how to implement these ideas in the classroom.
New ideas for book.
A very useful idea for my class.
Explained a process to use involving drama, music.
The story “One Seed” was great – would love to do it with my class.
Rosemary brings enthusiasm and life to literature. A great process.
It was very interesting, refreshing to see a story come alive.
Energy and enthusiasm of speaker. Personal story.

What could be done to improve the presentation?

Include more than one story/song/etc.
Perhaps examples from IRP.
It was great as it was.
Nothing.
Would have been helpful to have more people attending – for participation and more ideas.
It was an excellent presentation.

Do you have any suggestions for similar presentation?

Perhaps topics connecting to Primary IRP... like seeds.. would be well received.
Excellent!
Exploring use of video in connection with this would be an interesting target.
Perhaps could have had another story or two to use.
This presentation works better for older students, i.e. Grade 4 on...
Use other familiar books and show what could be done.

Thanks go to all those who participated and added to the joy of the clinic.