

TEACHING A CHILDREN'S SHORT STORY

(To be used in conjunction with the assessment developed for Standard 4B.I)

Performance Standard 5C.I

Working in small groups of three to five, students will prepare an analysis of a children's short story to be presented to their peers. They will assign individual tasks and develop an outline of the presentation (e.g., theme, plot, character, conflict, setting, critiques), research the story and present the results of their work to the class using handouts and/or visual aides accordingly:

Group

- *Organizing the presentation:* define each group member's responsibilities; present uniform coverage of each topic; eliminate overlap or gaps in the presentation; assign student presentations of equal length and responsibility.
- *Researching/Using evidence:* cite evidence to support analysis of the short story; document evidence; apply evidence to the speakers' points.

Individual

- *Designing visual aids/handouts:* design to be clear and easy to understand; tie the content of the visual aid/handout to the presentation; identify all sources of information.
- *Utilizing presentation technique:* appear natural and at ease; use proper public speaking technique; communicate points clearly and accurately; assure nonverbal clues communicate the correct message.

Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C),*** students should experience sufficient learning opportunities to develop the following:

- Match the method of inquiry to the question or problem.
- Use multiple, reliable sources to develop and support major ideas.
- Revise, edit and proofread.
- Design and present as an individual or group, a written, oral, video or multimedia project that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience and context;
 - Elaborates ideas through facts, details, description, analysis and narration;
 - Cites or credits sources appropriately; and uses self, peer or teacher feedback where appropriate.

Childcare classes build storytelling skills as part of preparing for interaction with children. Analysis of children's stories is important to understanding the story itself and the background and purpose of the writer. This aligns with the National Standards for Family and Consumer Sciences Education Standards 4.3 (Demonstrate integration of curriculum and instruction to meet children's development needs and interests) and 4.5 (Demonstrate techniques for positive collaborative relationships with children).

2. Have childcare students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with methods of analyzing literature (e.g., theme, plot, character).
4. The teacher will review available resources for researching literary critiques of authors' works.
5. Students will be familiar with good public speaking techniques (e.g., speaking rate, inflection, nonverbal clues).
6. The childcare students will be able to observe examples of good literary analysis and presentation techniques.
7. Each group of students will assign tasks, conduct research on the children's story, practice their presentation and prepare supporting visual aids/handouts.
8. Each group of students will be given 20-30 minutes to present their children's short story to the class.
9. Each student will participate in his/her assigned portion of the presentation.
10. Each group shall distribute a handout or incorporate a visual aid that cites sources of information and summarizes the main points of the presentation.
11. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two to three class periods

Resources

- Copies of short stories where applicable
- Resources to research authors, critical responses to the work, background, etc.
- Materials to develop visual aids/handouts
- Teaching A Children's Short Story Rubric

NOTE: Teacher should evaluate Columns 1 and 2 on group performance and Columns 3 and 4 on individual performance.

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NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points) Approaches standard (must receive 7 -10 total points)
 Meets standard (must receive 11 - 14 total points) Begins standard or absent (receives 4 - 6 total points)

	Group		Individual	
	Organization of Presentation	Research/ Use of Evidence	Visual Aids/ Handouts	Presentation Technique
4	<ul style="list-style-type: none"> Each group member has clearly defined responsibilities. Coverage of each topic is uniform, no overlap or gaps in the presentation. All student presentations are of equal length and responsibility. 	<ul style="list-style-type: none"> All students cite evidence to support their analysis of the short story. All evidence is properly documented. All evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is designed to be clear and easy to understand. The content of the visual aid/handout is consistently tied to the presentation. All sources of information used in the visual aid/handout are clearly and correctly identified. 	<ul style="list-style-type: none"> Presenter consistently appears natural and at ease, uses proper public speaking technique, communicates points clearly and accurately. All nonverbal clues consistently communicate the correct message.
3	<ul style="list-style-type: none"> Each group member has clearly defined responsibilities. Some minor overlap or gaps in topic coverage may occur. Most student presentations are of equal length and responsibility. 	<ul style="list-style-type: none"> Most students cite evidence to support their analysis of the short story. Most evidence is properly documented Most evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is usually designed to be clear and easy to understand. The content of the visual aid/handout is usually tied to the presentation. Most sources of information used in the visual aid/handout are clearly and correctly identified. 	<ul style="list-style-type: none"> Presenter usually appears natural and at ease, uses proper speaking technique, communicates most points clearly and accurately. Most nonverbal clues communicate the correct message.
2	<ul style="list-style-type: none"> Some group members have clearly defined responsibilities. Some significant gaps in topic coverage may occur. Some student presentations are significantly longer or shorter than others. 	<ul style="list-style-type: none"> Some students cite evidence in their presentation of the short story. Some evidence is properly documented. Some evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is sometimes designed to be clear and easy to understand. The content of the visual aid/handout is sometimes tied to the presentation. Some sources of information used in the visual aid/handout are correctly identified. 	<ul style="list-style-type: none"> Presenter sometimes appears natural and at ease, uses proper speaking technique, communicates some points clearly and accurately. Some nonverbal clues communicate the correct message.
1	<ul style="list-style-type: none"> Few or no students have clearly defined responsibilities. Significant omissions in topic coverage occur. Few or no student presentations are of equal length. Some presentations are absent. 	<ul style="list-style-type: none"> Few or no students cite evidence in their presentation of the short story. Little or no evidence is properly documented. Little or no evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is seldom/never designed to be clear and easy to understand. The content of the visual aid/handout is seldom/never tied to the presentation. Few or no sources of information used in the visual aid/handout are correctly identified. 	<ul style="list-style-type: none"> Presenter seldom or never appears natural and at ease, uses proper speaking technique, communicates few or no points accurately. Few or no nonverbal clues communicate the correct message.
Score				