**Welcome Teacher Researcher: Your job is to observe, ask questions and be curious about the learning in front of you.**

> "We are storytelling creatures and as children we acquire language to tell those stories that we have inside us."
>
> -- Jerome Bruner

**What is happening here?**
This year McKay focused on Literacy, with Brianna Adams, and diving into SEL and CSL with Ellen Reid. Janet Trahey has been exploring digital literacy more extensively. Along with digital literacy, Janet has been building on science, and social studies curriculum around the Salmon and the Fraser River. Collectively we were inspired to ask:

**BIG IDEAS:**
Language and story can be a source of creativity and joy.
Stories and other texts help us learn about ourselves, our families, and our communities.
Stories can be understood from different perspectives

**Assessment Opportunity:** Formative assessment and nudging the learning along, through thoughtful questions that provoke thinking. Students may choose to record the story for the day on an iPad. Teacher may choose to record audio or video of student conversation. Collect student work if they choose to write and respond and discuss with learner before the next day so they can build on it. Assessment in this scenario is in real time and seizes the moment to encourage forward momentum and risk taking.

\* Assessment is informal, formative and ongoing. This is responsive to student work and activity and forms student and teacher next steps.

**What to assess:** *Curricular Competencies*
- Use sources of information and prior knowledge to make meaning
- Make connections between ideas from a variety of sources and prior knowledge to build understanding
- Recognize the structure and elements of story Exchange ideas and perspectives to build shared understanding
- Create stories and other texts to deepen awareness of self, family, and community
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding word knowledge
- Use oral storytelling processes

**Self Reflection**: Name, Notice and Nurture Core Competencies throughout and provide opportunity for self reflection regardless of mode.

**Guiding Question:**
**How might we use storytelling, along with curricular knowledge and digital tools to deepen student learning. What if we invited them to build a story, share a story over a week long story inquiry?**

Students will be encouraged to consider aspects of SEL, components of story (character, setting, problem, solution) while developing stories in the landscape.

Scaffolds:
- materials meet the needs of all learners (some learners may choose to play and tell oral stories for longer, before writing. Oral storytelling is equally as valuable in this context.
- Language will be generated and displayed on chart paper and on the board. Learners will be encouraged to use vocabulary to help with the telling of their stories
- 'Drops' of instruction are important in guiding the work of each day and focusing the work. Criteria for character, setting and story can be explored at this point. Modelling is important for both whole class and small groups throughout the process
- Students will be encouraged to share stories with peers and guidance/ criteria will be given in terms of how to give appropriate feedback
- ELL and Students that attend resource will be in the room and given the choice in terms of how to work with the story materials and build a story (supports will be provided if needed)
- Writing materials, iPads, chart paper will be available for learners to choose from
- Criteria will be set for each day
- Anchor books, and direct instruction will help guide and inspire the learning

**Day 1: Play**
- Students walk into a sensory experience. Sound, projection, materials. Students will be met at the door with some instructions: "Please be mindful of materials, each person gets 1-2 animals and your job is to explore what stories might live in this space?" "What do you notice?" "What do you wonder?"
- It will get loud and it will feel hectic - this is play, although when it disrupts other's stories one may need to intervene. Tone is important in creating a calm inviting and safe place to play and tell stories. Teachers circulate, asking questions about the learners' stories and how they might add to them.
- We may stop part way and remind them or have them consider the language that lives on the Fraser River.

*Anchor Book: The River* (One teacher reads and the other writes 'key words' on the chart paper. We notice language as we read).

**Day 2: Character Development**
- Today we hone in on character development.
- Who are these characters? What are their strengths and weaknesses?

- What qualities do they bring?
- What connection do they have to this place?

*Anchor Book: Sometimes I Feel Like a Fox/ They all Saw a Cat*

Capture the characters you've developed and identify their qualities. How might their qualities and personalities help or hinder them in this environment

### Day 3: Setting Development
- Today we hone in on words and language to describe what this place looks, sounds and feels like?
- How do seasons impact this place and what season is it in your story?
- Start considering how your character (and their traits) would interact with this place?
- Why are they here?

*Anchor Text: What Happens When You're Away, Under the Pond? Under the Forest*

### Day 4/5: Intersection Characters and Place
- Students explore and begin to see what happens when their story elements intersect.
- How does this place with this specific character (traits, fears, gifts… ) come together and what stories might take place?
- Who else might be in your story?
- Students are invited/ encouraged to write, record, draw, document their story in a way that makes sense to them. Choice is important here.

*Anchor Text: Salmon for Simon, Snail on the Whale of the Humpback Whale*

# Teacher Researcher Observer: Welcome to a story on the Fraser River!

What do you notice about the space?

## What pedagogical choices do you notice?

**What do you notice about the positions of the teachers?**

What do you notice about the precision of language and the economy of words?

What do you notice about engagement?

What do you notice about behaviour?

**Where do you see language?**

**How has direct instruction been used to scaffold learning?**

**Record three questions you heard?**

What SEL lives in this space?

How might this experience lend itself to assessing student learning?