



AECES

ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS (SINGAPORE)

Sound, story and human interactions: Literacy Development through the Spoken Arts II (9 hours)

A Workshop for Teachers of Kindergarten Children

Overview

This hands-on nine-hour workshop is designed to support teachers of young children (aged 4-6 years) to use the spoken arts in developing literacy. In this course we will go deeper into methods for presenting the qualities of literature that meet the language needs of the developing child. We will continue our work with poetry, story-games, finger plays and storytelling to increase our effectiveness in engaging children in the foundational processes of literacy development.

Teachers will create another set of artistically presented experiences of the spoken word that invite children to enter deeply into the world of language. The course will allow teachers to practice techniques that create fresh and interesting experiences for their students. Teacher enthusiasm and engagement in the details of language invite young children to imitate deeply. We will work on techniques for developing the spoken word to capture children's interest and stimulate imitation. Through interest and imitation they are empowered to concentrate, develop a rich vocabulary, and understand on an unconscious level the structure of many kinds literature. Above all, children should come away with joy and delight in language.

Objectives

- Review building blocks of early literacy through reading and discussing Chapter 10 "*Why Hannah Talks and Alyssa Doesn't*" of Nurture Shock (2009, Bronson, P.) and create a group written document relating beginning spoken arts skills to early literacy skills.
- Relate the sound and image quality of language to the act of making meaning.
- Investigate effective teaching techniques for listening and speaking that are developmentally appropriate for kindergarten aged children.
- Experience the flow of movement in the spoken word. Develop a repertoire of movement - sound and movement picture gestures that reinforce meaning in children's nursery rhymes and folk poetry.
- Experience story creating, storytelling and story-games in telling traditional and current children's literature.
- Learn how to provide an appropriate environment for the development of intensive listening and comprehension.
- Develop and implement a lesson plan teaching a poem or story through the spoken arts of storytelling, sound story, finger games or story-games.

Session 1: Exploring storytelling, movement and puppetry as a support for literacy skills

Theoretical Framework for supporting literacy through the spoken arts:

Language and the importance of human interaction Nurture Shock

Literacy development comes alive through spoken arts using:

- Sound and movement in relationship to sounds and letters.
 - Practicing clear speech that moves.
 - Connecting to importance and beauty of speaking.
 - Remembering sounds or poems that have particular deep meaning for each of us.
- Sound to image through:
 - Nursery Rhymes as examples of repetitive language play.

Venue of Training:

AECES@Hougang, Blk 18 Hougang Ave 3 #01-159 Singapore 530018 Tel: 6281 4989 Fax: 6281 4328

AECES@Commonwealth, One Commonwealth, 1 Commonwealth Lane #03-28 Singapore 149544

Tel: 64722768 Fax: 64735612 Website: www.aeces.org

- Images that carry the meaning in particular sounds: for example the *slithering snake*.
- Story games that bring images of the story to life.
- Development of an effective storytelling voice.
- Development of concentration and quiet.
- Engaging students in listening.

Sound play - rhymes, songs, and poems

- Early language play between mothers and infants.
- Early gesture language games for infants and very young children.
- Examining the language play in traditional English nursery rhymes.
- Searching for similar traditional language play examples in Tamil and Chinese and Malay.
- Creating our own finger or gesture games for very young children.

Once upon a time... the power of story

- Choosing stories for young children across cultures.
- Review of literacy foundations that young children can learn through stories.
- Effective storytelling techniques including:
 - inner picturing by the teacher,
 - balancing rhythm and meaning,
 - creating the words anew each time
 - sound and meaning connected to movement.
- Story games, what are they?
- Repetitive group response in stories (Gingerbread Man)

Effective teaching techniques

- Practice effective speaking in storytelling.
- Needle felt a puppet for part of a group created puppet play
- Create a story game.
- Create movements and gestures to support the spoken words in a nursery rhyme.
- Create a mood of expectant listening in the classroom.

Lesson Plan Development

- Review the lesson plan format
- Identify the sample lessons we did in the workshop that used storytelling, meaningful gesture, story-games and sound stories to teach a specific literacy skill or concept.
- Brainstorm one to two *lesson plan* ideas that the teacher can implement at their site.
- Development of *lesson plans* to be implemented with students during the next month before the follow-up session.

Session 2: How did it go!

Fine tuning – review of participant lessons

- Presentation of lesson and classroom student response.
- Group discussion and celebration of successes and problem solving.
- Share out of what teachers learned in this process and how they might incorporate this work in their classrooms in the future.

Who is it for: Teachers who currently teach 4 to 6 years old children?

Methodology: Participants will be expected to move and actively participate. They are advised to wear comfortable clothes for doing artwork and movement.

Venue of Training:

AECES@Hougang, Blk 18 Hougang Ave 3 #01-159 Singapore 530018 Tel: 6281 4989 Fax: 6281 4328

AECES@Commonwealth, One Commonwealth, 1 Commonwealth Lane #03-28 Singapore 149544

Tel: 64722768 Fax: 64735612 Website: www.aeces.org

Trainer Profile

Katherine Gaffey Lehman is an early childhood teacher and Waldorf Educator with extensive teaching experience in kindergarten through seventh grade. She has a Masters of Waldorf Education specializing in literacy development in Waldorf Education from Rudolf Steiner College in Fair Oaks, California, USA. Katherine also has a Masters Degree in Arts in the Curriculum from California State University, Sacramento, USA. Katherine has had over 40 years of training in movement and dance with children and adults. She has 20 years of training and implementation of storytelling, puppetry and story-games in her classrooms. She is dedicated to the integration of arts into cognitive education for young children. She teaches workshops for parents, teachers and children in Waldorf Education. Katherine has mentored teachers and schools in the USA, Singapore, Nepal and India for the last ten years.

Date and Time: To be confirmed

Venue: AECES @ Commonwealth

Workshop Fee: \$270.00 + 7% GST

Registration Fee: \$20.00 + 7% GST (waived for AECES members)

Venue of Training:

AECES@Hougang, Blk 18 Hougang Ave 3 #01-159 Singapore 530018 Tel: 6281 4989 Fax: 6281 4328

AECES@Commonwealth, One Commonwealth, 1 Commonwealth Lane #03-28 Singapore 149544

Tel: 64722768 Fax: 64735612 Website: www.aeces.org