

## TELL ME ABOUT THIS CHILDREN'S STORY

(To be used in conjunction with the assessment developed for Standard 5C.I)

### Performance Standard 4B.I

Students will be divided into small groups and will prepare and present orally an analysis of a short story for children with sufficient detail accordingly:

- *Utilizing appearance and nonverbal clues:* appear confident and at ease; use nonverbal clues effectively to reinforce the message; integrate visual aid(s)/technology smoothly with the presentation.
- *Utilizing speaking style, voice, language use:* pronounce words clearly and distinctly; show no sign of strain or tension in the voice; speak in complete sentences; use word choice appropriate to the message.
- *Demonstrating group interaction, roles and duties:* demonstrate a defined, balanced role in the presentation.
- *Presenting content of the story (student):* organize content in a logical manner; present content clearly; integrate content smoothly into the short story presentation.

### Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, students should experience sufficient learning opportunities to develop the following:

- Communicate effectively the intended message.
- Use effective verbal and nonverbal feedback (response) strategies to adjust message.
- Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice).
- Use language that is clear, audible and appropriate.
- Use appropriate grammar, word choice and pacing.
- Demonstrate effective use of visual aids and available technology.
- Rehearse presentations to overcome communication anxiety and apprehension.
- Recognize and assume differing roles within a group.

Childcare workers need storytelling skills to interact with children. Analysis of children's stories is important to understanding the story itself and the background and purpose of the writer. This assessment aligns with the National Standards for Family and Consumer Sciences Education Standards 4.3 (Demonstrate integration of curriculum and instruction to meet children's developmental 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. Each student will be familiar with the fundamentals of literary analysis.
4. Each student will have practiced literary analysis of a short story for children prior to the assessment.
5. Assign students randomly to groups of no more than five students. Each group will analyze and present the short story for children assigned to them.
6. Students will research the components of literary analysis and prepare the assignment.
7. Each group will have up to 30 minutes to present the results of their story analysis to the class, using good oral presentation techniques and appropriate handouts and/or visual aids.
8. As each student finishes speaking, the teacher will score the presentation using the group evaluation sheet.
9. 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

- 20 – 30 minutes per group

### Resources

- Copy of short stories for children
- Literary research resources
- Supplies for visual aids preparation
- Technology as appropriate to develop the presentation
- Tell Me about This Children's Story Group Evaluation Sheet
- Tell Me about This Children's Story Rubric

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## Group Evaluation Sheet

<b>STUDENT NAME(S)</b>	<b>Appearance/ Nonverbal Clues</b>	<b>Style, Voice, Usage</b>	<b>Group Interaction and Roles</b>	<b>Content &amp; Presentation</b>	<b>Total Score</b>
1.					
2.					
3.					
4.					
5.					

**COMMENTS:**

## TELL ME ABOUT THIS CHILDREN'S STORY

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 (receives 4 - 6 total points)

	<b>Appearance and Nonverbal Clues</b>	<b>Speaking Style, Voice, Language Use</b>	<b>Group Interaction, Roles and Duties</b>	<b>Content and Presentation of the Story</b>
<b>4</b>	<ul style="list-style-type: none"> <li>The student always appears confident and at ease.</li> <li>Nonverbal clues are used effectively to reinforce the message.</li> <li>Visual aid(s)/technology integrates smoothly with the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student pronounces all words clearly and distinctly.</li> <li>The voice shows no sign of strain or tension.</li> <li>The student speaks in complete sentences.</li> <li>Word choice is always appropriate to the message.</li> </ul>	<ul style="list-style-type: none"> <li>Each member of the group consistently demonstrates a clearly defined, balanced role in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student's segment of the presentation is consistently logically organized.</li> <li>Presentation is consistently clear and easy to understand.</li> <li>Segment is consistently smoothly integrated into the short story presentation.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>The student usually appears confident and at ease.</li> <li>Nonverbal clues are usually used effectively to reinforce the message.</li> <li>Visual aid(s)/technology usually integrates smoothly with the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student pronounces most words clearly and distinctly.</li> <li>The student usually speaks without signs of strain or tension.</li> <li>The student usually speaks in complete sentences.</li> <li>Word choice is usually appropriate to the message.</li> </ul>	<ul style="list-style-type: none"> <li>Each member of the group usually demonstrates a clearly defined, balanced role in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student's segment of the presentation is usually logically organized.</li> <li>Presentation is usually clear and easy to understand.</li> <li>Segment is usually smoothly integrated into the short story presentation.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>The student occasionally appears confident and at ease.</li> <li>Nonverbal clues are occasionally used effectively to reinforce the message.</li> <li>Visual aid(s)/technology, when present, occasionally integrate smoothly with the presentation.</li> <li>OR</li> <li>Visual aid/technology absent.</li> </ul>	<ul style="list-style-type: none"> <li>The student pronounces many words clearly and distinctly. Some mispronunciation or garbling of words occurs.</li> <li>The voice occasionally shows signs of strain or tension.</li> <li>The student occasionally speaks in complete sentences. Some fragments or garbled sentences occur.</li> <li>Word choice is occasionally appropriate to the message.</li> </ul>	<ul style="list-style-type: none"> <li>Each member of the group occasionally demonstrates a clearly defined, balanced role in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student's segment of the presentation is occasionally logically organized.</li> <li>Presentation is occasionally clear and easy to understand.</li> <li>Segment is not integrated into the short story presentation; little attempt is made to connect it to the other areas of responsibility.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The student seldom or never appears confident and at ease.</li> <li>Nonverbal clues are seldom or never used to reinforce the message.</li> <li>Visual aid/technology does not integrate smoothly with the presentation.</li> <li>OR</li> <li>Visual aid/technology absent.</li> </ul>	<ul style="list-style-type: none"> <li>The student pronounces few words clearly and distinctly. Significant mumbling or garbling of words occurs.</li> <li>The student seldom speaks without signs of strain or tension.</li> <li>The student seldom speaks in complete sentences. Significant fragments occur.</li> <li>Word choice is seldom or never appropriate to the message.</li> </ul>	<ul style="list-style-type: none"> <li>Each member of the group seldom/never demonstrates a clearly defined, balanced role in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student's segment of the presentation lacks logical development.</li> <li>Presentation is unclear and not easy to understand.</li> <li>Segment stands alone; no attempt is made to connect it to the other areas of responsibility.</li> </ul>
<b>Score</b>				