

Unit 3 Storytelling

Content Area: **21st Century Life & Careers**
Course(s): **Preschool Child Development**
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Standards

VEDC.9-12.9.4.12.E.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VEDC.9-12.9.4.12.E.8	Demonstrate knowledge of a variety of instructional models to enhance learner achievement.
VEDC.9-12.9.4.12.E.14	Evaluate and use information resources to accomplish specific occupational tasks.
VEDC.9-12.9.4.12.E.18	Apply active listening skills to obtain and clarify information.
VEDC.9-12.9.4.12.E.20	Listen to and speak with diverse individuals to enhance communication skills.
VEDC.9-12.9.4.12.E.23	Identify communication skills for interactive situations that enhance learning and that strengthen stakeholder commitment to the learning organization.
VEDC.9-12.9.4.12.E.25	Identify reading strategies within content areas that enhance learner achievement.
VEDC.9-12.9.4.12.E.52	Employ leadership skills to accomplish goals and objectives.
VEDC.9-12.9.4.12.E.54	Employ teamwork skills to achieve collective goals and use team members' talents effectively.

Essential Questions

1. How do teachers choose books to read to preschoolers?
2. What is the importance of storytelling?
3. Why use stories and books inside of a preschool setting?
4. How do a reader's style, technique, knowledge of book material and enthusiasm influences a child's interest in the story?

Content / Skills

CONTENT

1. Advantages and importance of storytelling
2. Importance of having illustrations when choosing books for children
3. The process of choosing books appropriate for children of different ages
4. There are two classifications of books and three categories of storybooks.
4. A variety of storytelling methods available when reading aloud to children

Reading stories to children

SKILLS

1. Discuss reasons for using stories in a classroom.
2. List examples of stories that are appropriate for various age groups.
3. Compare books that a teacher might read to children.
4. Name and describe various types of books.
5. Prepare and act out a motivation and closure for a story.
5. Prepare and read a story aloud to the class.
6. Provide examples of how children can learn concepts from listening to books.
5. List the four types of children's storybooks.
6. Explain a variety of storytelling methods.