

Genre Jive



An Educator's Guide

Genre Jive offers K-5 students the opportunity to experience and explore a variety of different genre. Stories are selected from an extensive repertoire of folktales, fairy tales, fables, tall tales and myths. Every presentation is customized for the grade level(s) in attendance.

Relevant State Standards

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details

LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.

- TH.K.S.1.1** *Demonstrate appropriate audience behavior at a live performance.*
- TH.1.S.1.1** *Exhibit appropriate audience etiquette and response.*
- TH.2.S.1.1** *Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.*
- TH.3.S.1.1** *Demonstrate effective audience etiquette and constructive criticism for a live performance.*
- TH.4.S.1.1** *Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.*
- TH.5.S.1.1** *Describe the difference in responsibilities between being an audience member at live or recorded performances.*

Before the Show

Engage your students in a discussion of storytelling as an art and the history of “the oral tradition.”

- What’s the difference between storytelling and reading aloud?
- How do they think hearing a story will be different from reading from a book?
- How do we all tell stories? (Guess what happened at school today. I went on the best vacation ever this summer. I broke my arm!)
- Pay attention to how you feel and what you see in your imagination during the stories.

Discuss the concept of genre, perhaps comparing it to the many different types of music, movies or dance. What stories have they heard or read from different genre?

- Folk Tale: A story originating among a certain people (folk) that is passed on orally from generation to generation.
- Fairy Tale: A story, usually for children about magical creatures or events.
- Fable: A short story, typically with animals, that conveys a clear moral message
- Tall Tale: An exaggerated, unreliable story.
- Myth: A story usually about a being or hero, especially one concerned with deities, that explains a practice or phenomenon of nature.

Ask students if they’ve ever “performed” for an audience (reading aloud in class, as an example.) What did or would they want from their “audience?”

- Remember that seeing a live show is not like watching TV or a movie. The performer can see and hear you. Please don’t talk during the performance unless the storyteller invites you to participate. Please stay in your seats during the performance.
- **Teacher and chaperone behavior is critical as well** so please remember to silence your cell phone and refrain from using your phone or other electronic devices during the performance. Taking pictures or recording during the performance is not permitted without permission.

After the show: Activities & Discussion

- Choose one of the stories and draw a picture of a main character. Present your picture to the class, describe what the character did and why.
 - Would you want to be friends with any of the characters in the stories? Why or why not?
 - Describe one character from the stories that you especially liked or disliked. What did they say or do that made you feel that way? What qualities did they possess?
- Have students illustrate key events on individual blocks and then sequence those blocks into a “story quilt.” What was the main idea or central message of the story?
- Have students interview a character as though on the local news program, incorporating: WHO? WHAT? WHY? WHERE? WHEN?
- Retell one story in round robin fashion. Based on grade level:
 - What was the main idea or central message of the story?
 - How did each character contribute to that message?
- How were the stories alike and how were they different? (Example: overcoming adversity, persistence, determination)
- How did the storyteller use different voices to portray different characters? How did her voice affect what you thought of the character? Can you do that when you’re reading to yourself?
 - Have students use a different voice to express different emotions: fear, anger, surprise, delight (as in sentence, “I can’t believe this happened.”)
- Compare and contrast different versions of the Cinderella story
- How would the story change if it were told from another character’s point of view?
- What were you thinking as the story unfolded? Did you feel like the narrator or the characters or did you feel something different?
- Rewrite one story in a single paragraph focusing on the main idea of that story and how the story expressed that idea. (“This story is about...”)
- Match the stories to an appropriate genre. Compare and contrast the genre presented in the stories.

About Kaye Byrnes

Kaye Byrnes began her storytelling career in 1996, following two decades of working in corporate America. With an undergraduate degree in Theatre, she was always drawn to the performing arts and found her niche in storytelling.

Byrnes has developed a broad repertoire of stories, appropriate for audiences of all ages, pre-kindergarten children through senior citizens. This repertoire represents numerous genres, including:

- Folktales, fairy tales, fables, legends, myths
- Personal narrative
- Historical events and individuals
- Classic literature

She has performed in a wide-variety of venues throughout Florida and beyond:

In 2012 Byrnes recorded her first storytelling CD, embarking on an expansion of her work to a national audience.

Byrnes also delivers high quality workshops to educators, librarians and others interested in the art of storytelling. Her workshop offerings focus on general storytelling technique as well as the many applications of storytelling.

Byrnes has been a member of the Florida Storytelling Association since 1996, serving on the Board of Directors from 1999 through 2007 as Secretary, Treasurer, President-Elect and President. From 2012 through 2018, she served as Director of the annual Florida Storytelling Festival. The Florida Storytelling Association has awarded Byrnes both a Distinguished Service Award and a Lifetime Achievement Award in recognition of her time and talents.