

# Reading With My Ears!



## An Educator's Guide

Reading With My Ears! provides K-5 students the opportunity to immerse themselves in the imaginative visualization of stories. Stories are carefully selected from quality children's literature and students are encouraged to seek out and read similar tales.

## **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.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.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.

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 and Discussion

- Draw a picture of a main character that includes the setting and a major event within the story. Present the picture and describe what’s been included.
- Chose one story and have each student illustrate a key event. Sequence the illustrations into a “story quilt.” Use the story quilt to retell the story. What was the main idea or central message of the story?
- Retell each story in round robin fashion. What was the main idea or central message of each story? How did each character contribute to that message?
- Would you be friends with any of the characters? Why or why not? What did they do that made you like or dislike them?
- 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 traditional Cinderella story.

- Have students report on the story as though on the local news program:
  - WHAT happened? WHO was involved? WHERE and WHEN did it happen? WHY is it important?
- How would the story change if characters had behaved differently?
- What were you thinking as the story unfolded? Did you feel like the narrator, one of 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....”)
- For each story, discuss the main idea or theme. How were the stories alike and how were they different? (Example: overcoming adversity, persistence, determination)
- Retell one story from another characters point of view.

## 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 genre, 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.