



"Tell me a Story"
Primary Grades Education Program
Teacher's Guide



Welcome to Jakers!

The “Tell me a Story” Primary Grades Education Program has been carefully designed to support the value and breadth of storytelling as a key part of your literacy program, in a fun and imaginative way. This resource creates a range of teaching and learning opportunities for all children, including those with special educational needs. The animated series **Jakers!** that airs on **PBS KIDS** has been receiving rave reviews for its refreshing innocence.

Before we begin...

The **Jakers!** plotlines unfold as a grandfathers’ stories of his childhood, told to his grandchildren, that follows his adventures when he was eight years old. **Grandpa Piggley Winks**, with his best friends Dannan the duck and Ferny the bull on Raloo Farm in 1950’s Ireland, and “Jakers” is Piggley’s often used Irish expression of amazement and delight.

This timeless practice of storytelling is used to fire children’s imagination, allowing them to encounter a new situation and encouraging them to consider a solution to Piggley’s problems. The animated format is immediately accessible to the whole class at their own level and provides many opportunities to use and extend language skills. Grandpa Piggley’s exciting childhood stories teach his three modern-day ‘grandpigs’ vital lessons in life.

This resource can add a rich and varied context across different aspects of the curriculum and using this resource should help you build on childrens’ strengths, interests and experiences to develop their capacity to learn in a variety of ways.

It enables children to think creatively and critically, encouraging key skills such as problem solving and cooperation. The issues presented in the episodes on your DVD (if you have one), and the abridged version of **‘Picture Perfect’** involve social and moral dilemmas, that require your pupils to increase their understanding of different situations and helps to promote their spiritual, emotional and cultural development, through four core themes of adventure, friendship, imagination and problem solving.

Written in association with practicing teachers, educational and storytelling professionals this resource allows children to ‘play’ with language and explore their own expressiveness and will demonstrate key aspects of:

- Narrative patterns and structures
- Physicality of language – rhyme, rhythm, and alliteration
- Word choice and modification
- Interpretation and improvisation
- Listening and concentration skills
- Visualization and imaginative skills
- Appreciation of the oral use of language
- Awareness of historical and global cultures



The Value of Storytelling:

- Stories allow children to understand how some values and characteristics are common to all cultures.
- Stories allow children into worlds of which they have no direct experience.
- Stories provide insights into traditions and values different from their own.
- Stories teach children empathy.
- Stories reveal insights into universal life experiences and children learn how very different people share similar experiences and how human nature can transcend culture.

We hope that you and the children enjoy using this resource and have fun when listening, telling, creating, and exploring the ancient art of storytelling.

Stimulus Material

The stimulus materials contained within this resource aim to expose children to a range of literacy activities, and actively encourage children to 'read aloud', believing that developing language skills are the foundation to future learning. We aim to provide children with opportunities to extend their language and communication skills regardless of ability, and work collaboratively with their home environment.

DVD

The DVD is a visual stimulus containing three carefully selected episodes from **Jakers!** that illustrate '**key principles**' of storytelling as well as gently introducing the characters, their profiles, relationships, locations and settings. If you do not have the DVD, **Jakers!** can be viewed on **PBS KIDS**. (Check local listings) - educational record rights are for one year from broadcast.

Episode - Picture Perfect

Problem Solving

We have used **Picture Perfect** as a prime example to illustrate how a DVD or TV broadcast can be incorporated as a complete unit of work.

This episode offers key learning messages through humor about the '**value of friendship**' and the '**art of problem solving**', providing an opportunity for children to relate/incorporate their own experiences using this story. Also included is a section on predictive problem solving and a degree of repetition, in terms of retelling a story that will aid **sequencing** and **memory** when the children come to recall the story and create their own.

Letter Home

Strong partnerships between home and school are essential at the earlier grades, for maximizing student success. We have therefore included in this resource a template letter home which provides an opportunity for you to attach any one of the student activities as an extension to the work you are doing in the classroom.

Poster

A "Storyteller of the Week" poster has been included in this resource as an integral part of your storytelling activities. It can be used in a variety of ways. Either to include photos of the students in your class who have worked well or to introduce an adult storyteller who may be a family member or a member of the school community, principal, school secretary, school nurse etc. The icons depicted on the poster are included to develop a students understanding of the structure, sequencing and content of a story.

Pupil Activities and Schemes of Work

Pupil activities and suggested schemes of work contained in this resource are built around the four core themes of:

- Problem Solving
- Imagination
- Adventure
- Friendship

In addition, we have included a range of general cross-curricula ideas that are non-episode specific but communicate key aspects of storytelling and are based on children working independently or in small groups.



Using the Resource in the Classroom

Whole Class / Shared Reading

Picture Perfect

A Complete Unit of Work

Episode Running Time: 20 minutes

Using **'Picture Perfect'** as a core stimulus this unit of work has been progressively planned over a set period of time, and is therefore illustrative and can be amended according to time available, and age and level of the children involved, and integrated into the timetable as appropriate.

Consider different types of texts the children have used recently (storybooks, information books/leaflets, websites, big books, poems etc) and then show them the DVD (if you have one) and ask what type of text it is. Children should use their own expressive language to describe 'a watching story' or 'a talking book' and so on.

You may wish to use the following as discussion points:

How do you know the three children want to listen?

How do you think Ferny feels when he rips his pants?

What would you do if you ripped your pants at school?

What does Piggley promise to do?

What does this tell you about Piggley and Ferny's friendship?

What do you think Piggley should have done with the photo?

What do we learn about Piggley when he is trying to get the photo back?

Can you think of words to describe Piggley?

Why do you think Ferny decides to join Piggley in the mud?

What lessons have Piggley and Ferny learned from this?

What other ways could Piggley have shown he was sorry?



Picture Perfect

Abridged Story Version

Grandpa Piggley's seven-year-old twin 'grandpigs' are playing in the garden with their cars and Mom is trying to get them ready for a family photograph. This reminds Grandpa Piggley of an occasion when he nearly lost his best friend Ferny. Sean, Seamus and Meg all want to hear the story so they all sit down and listen...

A package has arrived for Piggley from Uncle Squiffy which contains a camera. Piggley can't wait to show his friends. They spend the morning exploring Raloo Farm, taking lots of pictures.

Ferny asks Piggley to take a picture of him for his Dad and as he is trying to squeeze through a gate. Ferny's trousers rip, showing his undies - and Piggley uses his last photo to capture this amusing situation. Ferny is very upset and makes Piggley promise to rip it up. Piggley swears on the Raloo Oath that he will tear up the photo once developed.

When he sees the picture however, Piggley thinks it's so funny he wants to show Dannan before he tears it up but

as Dannan comes up behind Piggley on the bridge, Piggley drops the photo and it lands by the river next to a grumpy old goat.

Despite failed attempts to get the picture back, Piggley sees the goat start to eat the picture so heads off to tell Ferny the picture has been destroyed. Unfortunately the goat spits out the picture and Hector catches it on his fishing line and then shows the rest of his gang.

Piggley and Ferny can't believe what has happened and Ferny goes home feeling very sad and let down by his best friend. Piggley keeps saying sorry but when Ferny shuts the door in his face he realizes he needs to think of some other way to show Ferny he is sorry.

Piggley's first plan involves sticking his own face over Ferny's on the photo and sending it to be printed in the local newspaper but Piggley's face falls off and the original picture of Ferny is printed on the front page of the Raloo Herald.

Ferny is devastated and tells his father he can't go out because everyone is laughing at him. Don Toro explains there are two kinds of laughter: one when people laugh at you and the other when people laugh with you, Ferny is nevertheless adamant that Piggley is no longer his friend and Don Toro tries to make Ferny realize that Piggley made a mistake for which he is very sorry.

Piggley and Dannan parade along the street with a huge balloon of Ferny while singing a sorry song but the balloon blows away and gets caught on a building so it looks as if Ferny's trousers have ripped again. Hector and his gang start laughing at Piggley as he gets dragged around after the balloon and ends up in a puddle of mud. Ferny decides to support his friend who's being laughed at and runs over to the muddy puddle and jumps in with Piggley where they laugh together and Piggley is forgiven.

Whole Class Guided Activity: Group and Independent Work

The following activities are generic and could easily be adapted to use with any Jakers! episode.

You may wish to split the children into groups with each group working on one of the activities each day, or all undertake the same activity and use the extension activities as needed.

Day 1

After watching the DVD/Broadcast or reading the abridged version of 'Picture Perfect' discuss specific parts of the story: briefly recap the story so far and chart what has happened - describe the sequence of key events.

- 🐷 Consider what will happen next
- 🐷 What would you do?
- 🐷 How will Piggley win back Ferny's trust?

Activity 1: Role-play

Using the retell from the guided activity invite the children to retell the story (or story so far) in small groups using appropriate props and costumes from around the classroom. Musical instruments could also be made available to add a soundtrack to their role-play. Encourage the children to remember how their character was feeling.

Extension: Role-play

More able children can predict and act out the end of the story or change the ending so that Ferny does not forgive Piggley. Alternatively, they could add an extra scene where Piggley tries something else.

Plenary

Consider what they think Piggley will do next. Focus on friendship and how Piggley and Ferny are both feeling.

Day 2

Continue recording key events. Review what was wrong with Piggley's plans and consider alternative ways to show friends you are sorry.

If possible display the key events on a timeline in the classroom so that the children can refer to it for structure and sequence.

Activity 2: Hand/Stick Puppets

Make simple hand puppets (or stick puppets) of Piggley and Ferny using images which are available from pbskids.org/jakers or make your own. Start by coloring the image and think of as many words as possible to describe that character. Use the puppets to help with role-play.

Extension: Hand/Stick Puppets

Instead of just describing the character consider how your character is feeling and write his feelings.

Plenary

Discuss story telling techniques – how is storytelling different from writing a story?



Day 3

Recap the whole story. Ask a group to present their version of the story through role-play (see Activity 1) and discuss how the children chose to represent each character – they will probably focus on one aspect such as the voice, the waddle or a specific prop.

Activity 3: Favorite Part

Discuss in small groups which part of the story the children enjoyed the most and why (try and encourage the children to choose a different part if possible), then invite them to paint their favorite part. Then get them to write a sentence to explain what is happening in their picture. As a group they can present their pictures to the rest of the class and talk about their favorite parts. If you get enough different parts chosen you could use the paintings/drawings to form a story board display.

Extension: Favorite Part

Explain why it is your favorite part.

Plenary

Invite the children to share their paintings/drawings showing their favorite part of the story and explain why. Consider good listening.

Day 4

Ask children what they think the message in this story is. Discuss occasions when they have fallen out with friends and how it makes them feel.

🐸 Do they think Piggley is a good friend?

🐸 Consider what is forgiveness

🐸 How could you show a friend you are sorry if you have made a mistake?

Activity 4: Interview

Ask the children to imagine Piggley and Ferny are visiting their class for the day. What would they like to ask them? Try and encourage questions related to the story but wider ranging questions would also be suitable for more able children to answer. In small groups take turns to ask and answer the questions. Some questions will be factual about what actually took place but hopefully there will also be questions that require the children to consider how the characters were feeling and what they were thinking.

Extension: Interview

Try to ask and answer questions that require more inference and prediction.

Plenary

Allow the role-play group to act out their version of **Picture Perfect**. Children ask questions, teacher acts as Piggley.

Day 5

Replay or retell the part of the episode/story when Grandpa Piggley starts to tell his story and discuss the atmosphere he creates. Consider aspects such as the tone of his voice and how he draws his audience in. Ask the children what they think is important when someone is telling them a story. Discuss storytelling techniques such as those in Activity 5 below.

Activity 5: Class Retell

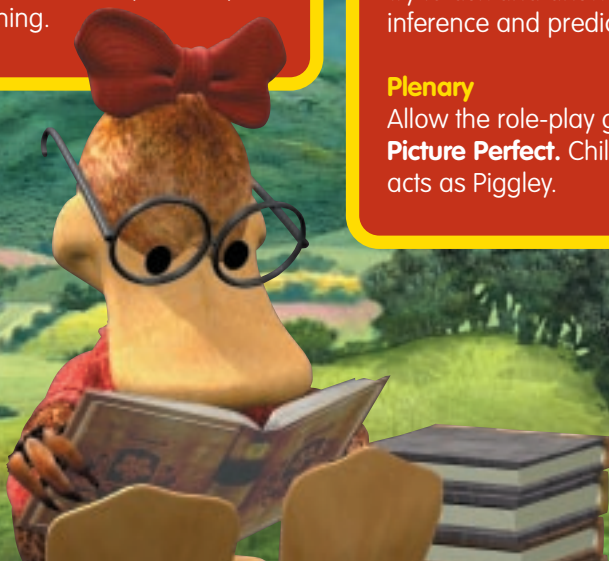
Using either the included printed story or your own class retell produced in scenes on separate sheets, children prepare their own small piece of the story. The group can then perform the whole story with emphasis on expression and oral storytelling techniques – eye contact, facial expressions, voice changes, dramatic gestures and body language. Children can swap scenes and repeat the activity – discuss how differently children tell the same sections.

Extension: Class Retell

Provide the printed story in cut up sections and get the children to reorder and then retell in their own words.

Plenary

Consider important elements of storytelling and the value of friendship.



More Fun and Adventure with Piggley...

Character Work

Activity 1

Character profiles - make a passport for your favorite character using the template provided. Stick a picture of your character on the front page and then describe their appearance and behavior. (Activity Sheet 1)

Activity 2

Character feelings - choose either Piggley or his dad and draw a picture of him in the middle of your page. Around the outside write down all the feelings your character has.

Activity 3

Settings brainstorm - discuss all the different places stories can be set and how this would affect the adventures of Piggley Winks. Take each different setting you thought of and choose two or three words to describe each one. Complete worksheet on settings. Think about what sort of story would take place in each setting (exploring genre). (Activity Sheet 2)

Activity 4

Junk modelling - design a device to catch sheep using old boxes, plastic bottles, pipe cleaners and collage materials.

Activity 5

Reward poster - design a reward poster for Piggley - what details do you need to include? A picture, when he was last seen, his appearance and likely behaviour, who to contact, what the reward is. (Activity Sheet 3)

Activity 6

Coloring fun - a fine motor skills activity that can be as simple as basic coloring or turned into a montage. (Activity Sheet 4)

Curriculum References

During K1 through to K5, with specific references to K1-3 students learn essential literacy skills and the interdependence of:

- Speaking & listening
- Reading & writing
- Speaking for information & understanding
- Speaking for response & expression
- Speaking for critical analysis & evaluation
- Speaking for social interaction

Children need to learn to use language in a range of imaginative ways, expressing their ideas and feelings. The Program of Study for English contained within this resource seeks to support a balanced literacy approach for students aiming to improve their ability to:

- Interact with others
- Engage in meaningful and authentic oral language use
- Be supportive of others through listening
- Be aware of story structure
- Be able to retell a familiar story in the correct sequence using a variety of storytelling techniques
- Be able to describe characters and predict how they might behave in different situations
- Use their own imagination working collectively and individually to create their own story

Visit: pbskids.org/jakers



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