



# Childcare Storytelling

Location: College of the Sequoias: Visalia

Chairperson:

Candy Cowings

College of the Sequoias: Visalia

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**CHECK IN: 9:00 am**

**CONTEST BEGINS: 9:15 am**

**Class:**

Storytelling/ Poem Presentation

**ELIGIBILITY:**

Eligibility is limited to individuals. No team entries will be allowed. Open to all students enrolled in a current Intro to Teaching course, Child Development, or equivalent or who feels he/she has the skills to compete in the competency areas. Refer to the General Information and Rules page.

**SCOPE OF CONTEST:**

1. Contestants will select or develop a story or poem, 3 to 7 minutes in length, suitable for a group of 3 to 5 preschool-age children and or students.
2. Contestants will be given a five-minute preparation period, in addition to the presentation time, to arrange materials and resources.
3. Contestants will have the option to use visuals or props such as flannel boards, puppets, or books.

**EQUIPMENT AND MATERIALS:**

To be supplied by chairperson:

- Location for the contest
- All materials for judging

To be supplied by contestant:

- A presentation developed according to the guidelines according to the scope of contest above.
- Visuals or props



## Childcare Storytelling

Back to the Basic Rubric

Semi-Anonymous ID: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Total Score: \_\_\_\_\_/30

Category	0	1	2	3	Judge's score
<b>Objectives and Standards</b>	Objectives and/or standards to match each major component of the story/poem are missing.	Some standards may be misidentified. Objectives are included and generally match most major components of the story/poem, or the objectives are included but they are not of high quality.	Objectives and standards are included to match major components of the story. Objectives may not be one of the following: specific, measurable, achievable, relevant, or tailored.	Objectives are included to match major components of the story/poem and are correctly aligned to the standards. Objectives are of high quality, specific, without ambiguous language, measurable, achievable within the scope of the lesson, relevant, and tailored to the lesson.	
<b>Duration</b>	Story/poem duration is 0-1 minute	Story/poem duration is 1-3 minutes	Story/poem duration is 3-5 minutes	Story/poem duration is 5-7 minutes	
<b>Procedure</b>	None of the following are true: <ul style="list-style-type: none"> <li>• Story/ poem is easily understood.</li> <li>• Story/poem clearly provides detailed timing for each step.</li> <li>• Story/poem provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.</li> </ul>	One-two of the following is/are true: <ul style="list-style-type: none"> <li>• Story/poem is easily understood.</li> <li>• Story/poem clearly provides detailed timing for each step.</li> <li>• Story/poem provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.</li> </ul>	Three-four of the following are true: <ul style="list-style-type: none"> <li>• Story/poem is easily understood.</li> <li>• Story/poem clearly provides detailed timing for each step.</li> <li>• Story/poem provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.</li> </ul>	All of the following are true: <ul style="list-style-type: none"> <li>• Story /poem is easily understood.</li> <li>• Story/poem clearly provides detailed timing for each step.</li> <li>• Story/poem provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.</li> </ul>	

<b>Hook Opening</b>	The process for the story/poetry introduction is limited or missing.	The story/poem was introduced by stating the instructional objective or focus, or the lesson was introduced by using a warmup or another device. Hook is included but may not be motivational or engaging.	A story/poem introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.	An engaging process for the story/poem introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.	
<b>Differentiation and Modification</b>	No modifications included.	Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems.	Include some modifications for diverse learners' special needs students, learning styles, English Language Learners, and other anticipated problems you may encounter and how to solve them.	Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them.	
<b>Originality</b>	Story/ poem is dated and likely to have been done by learners in another class.	The story/poem is interesting but is not a unique idea.	The story/poem is interesting, creative, challenging, and motivating, and puts a unique spin on an “old” activity.	The story/poem is very interesting, creative challenging, and motivating for learners. The story/ poem is not likely to have been done before by learners.	
<b>Engagement</b>	Students are unengaged throughout the story/poem	Students are actively engaged for small parts of the story/poem	Students are actively engaged through most of the story/poem	Students are actively engaged through fun, interesting practices throughout the entire story/poem	
<b>Voice Projection</b>	Presenter cannot be heard throughout the audience throughout	Presenter can be partially heard throughout the audience in partial duration of story/poem.	Presenter can be heard throughout the audience throughout the majority duration of story/poem.	Presenter can be heard throughout the audience throughout the duration of story/poem.	



<b>Fluency</b>	Presenter is not well prepared, stumbles and pauses throughout.	Presenter stumbles and pauses a few times.	Presenter is prepared but still makes a couple mistakes.	Presenter is well prepared, speaks confidently and only stumbles/pauses once or twice.	
<b>Appropriateness</b>	Story /poem is developmentally inappropriate for audience, props are not appropriate.	Some of the story /poem is developmentally appropriate for audience, props are semi appropriate.	Most of the story/poem is developmentally appropriate for audience, Props are mostly appropriate.	Story/poem is developmentally appropriate for audience, props are appropriate	