

Reconstructing a Story Using Images

Category: Children's Literature

ORGANISATION OF THE EXERCISE

Duration: 3 sessions of 45 minutes

Arrangement: Group of 8 children

Age: 5 to 6 years old

Materials: Several sets of 3–4 images illustrating a simple story, blank cards to draw the missing part of the story

Objective(s): Describing and understanding images; reconstructing a story; imagining a continuation or intermediate event; being able to illustrate or act out all or part of the story; recognizing the structure of a story: beginning, middle, end.

CONDUCT OF THE EXERCISE

Motivation for the Exercise:

"Children, I have a problem. I had four images to tell a story, and now one of the images has disappeared. I don't even remember what was on it! Can you help me put the images back in order and figure out what was on the image that I lost?"

Exercise:

1st session:

The educator shows four images: one of a little girl running and crying, another where she is heading toward a hen and her chicks, another where she is leaning toward the chicks, and a blank image (representing the missing image). The children observe and describe each image. The educator prompts them with questions to encourage detailed descriptions:

- Who is the little girl heading toward?
- What do you think she wants to do?
- What does the hen think when she sees the little girl?
- What do the chicks think? (The educator may point out the question mark above the chick's head and explain it.)
- What does the little girl think when she sees the chicks? (Pointing out the expression on her face)
- Why is the little girl crying and running?

The educator asks the children to choose the image that shows the beginning of the story. "What happens next?" The educator asks the children to choose the second image, then the last one. "Earlier, you told me that the little girl was crying because... (recap the children's suggestions)."

On the blank card, a child or the educator draws the missing part of the story. "Where do we place this image?" Let the children propose and place the image. Once everyone agrees on the sequence and what could have happened, the educator sticks the images on the board in order and tells the expanded story.

If a suggestion is valid, it should be accepted. For example, if a rooster charges at the little girl to defend the chicks, or if the little girl's grandmother gets angry because she shouldn't approach the chicks... in such cases, the educator will narrate all the possible versions of the story.

2nd session:

The educator says, "Hooray, I found the lost image! Look at what it is..." Were the children's solutions close? They compare their version with the original and choose the story they prefer.

The educator continues, "Since you are very good at this, we're going to do the exercise again. I'll give you four images, but one will be a blank card. You need to find its place (first, last, etc.) and draw the missing picture."

The educator distributes a set of images (including one blank card) to teams of two children each. Each team proposes a sequence, tells a story, and suggests a solution for the missing card.

The educator provides an easier set of 3 cards to children who are struggling and assists them as needed.

When all teams are finished, each presents their work, tells their story, and displays the images on the board in sequence. The other children give their opinions on the result. Are the images correctly ordered? Is the story understandable (beginning, middle, end)?

Assessment of Learning:

This assessment takes place during a third session, in which the children work independently to reconstruct the story by sorting the images and imagining the content of the missing one. The educator can reuse the same set of images for children who need more support and provide new ones for those who are more advanced. The children will then narrate their story to the group, and those who wish to may act out the scene. The children should be able to complete this task independently.