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# The Art of Storytelling in the Classroom

**Connect with children's innate imagination and fantasy by teaching through the magical world of stories.**

**14 aprile 2014**

**Relatrice: Joanna Carter**



# We will explore...

**WHY** stories are essential to the language classroom

**WHAT** types of stories are available

**HOW** to exploit stories and storytelling to develop language

**Practical ideas and lesson plans**



# Why are stories an essential part of a child's language learning experience?



# Outside the language classroom.....

- all children completely familiar with stories and storytelling
- the formula '**Once upon a time.....**' exists in many languages and children know what follows
- initial understanding of world acquired from stories
- link between fantasy and reality helps make sense of everyday lives
- medium for learning values, behaviour, culture, history and society



# Inside the classroom stories are.....

- a child-friendly vehicle for learning
- motivating, entertaining, fun, engaging and relevant
- involving as child identifies with characters and situations
- a social experience
- a way to generate intrinsic motivation to learn another language



'Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go.'

Lynne Cameron





# Linguistic value of stories

Help develop...

- listening skills and strategies – listening for general meaning, guessing meaning, hypothesizing
- awareness of rhythm, intonation and pronunciation
- reading skills, writing skills and speaking skills
- knowledge of grammar, structures and vocabulary



# Holistic Approach

**Structures, grammar and vocabulary  
are seen and heard all together in  
complete, meaningful and relevant  
contexts**



# Types, styles and formats of stories

- Traditional stories and fairytales
- Authentic English storybooks
- Storyboards (printed or LIMBooks)
- Animated stories on DVD- Our Discovery Island and Top Secret
- Stories integrated into course books.



# Traditional fairytales

- Same story often exists in different cultures and languages
- Story and characters instantly recognisable to students
- Knowing story helps comprehension of language



Beauty and the Beast

Goldilocks and the Three Bears

LITTLE RED RIDING HOOD

Cinderella

*Puss in Boots*

Jack and the Magic Beanstalk

*Snow White and the Seven Dwarfs*

Rapunzel

The Three little Pigs

The Emperor's  
New Clothes

# Traditional Fairytales

**Tell the story yourself!**



# Why tell a fairytale yourself ?

- You already know the characters and story
- You can adapt and simplify the language to the class level and language needs
- Orally telling a story means students can interact and show they are listening and understanding



# How to tell a fairytale yourself

## Step 1 Pictures

- Choose a fairytale and find a version in your language and in English
- Choose the 'key' or important words from the story
- Find pictures to represent the 'key' words and scenes
- Use the pictures to help you tell the story





# Prediction Activity

## Before you tell the story to the class

Use the pictures and words to get the students to predict or guess the story

Teach them the 'key' words to help them understand the story



green forest



pretty house



kitchen



living room



bedroom



bowl



chair



bed

**Mummy Bear**



**Goldilocks**

**Daddy Bear**

**Baby Bear**

# How to tell a story yourself

## Step 2: Simplify the language

- **Once upon a time, there were three bears who lived in a pretty house in a dark and green**
- **forest.**
- **One morning, they decided to go for a walk before breakfast.**
- **A little girl with golden curly hair was walking in the forest, too. Her name was Goldilocks.**
- **Very soon, she came upon the pretty house.**
- **She knocked on the door and, when no one answered, she walked right in.**
  
- This is the story of three bears. They live in a pretty house in a green forest.
- One morning, they go for a walk.
- There is a small girl in the green forest. She's got curly blonde hair. She's Goldilocks.
- She sees the pretty house.
- She knocks on the door. No answer. She goes in.

# How to tell a story yourself

## Step 2: Simplify the language

### REPETITION

Goldilocks is in the kitchen. There are three **bowls** of porridge. There's a **big bowl**, a **medium-sized bowl** and a **small bowl**.

'I'm hungry!' says Goldilocks.

She eats from the **big bowl**. 'Too hot!'

She eats from the **medium-sized bowl**. 'Too cold!'

She eats from the **small bowl**. 'Too good! Yum. Yum'

# How to tell a story yourself

## Step 3: Invent Actions

VERBS: walk, see, eat, sit, lie, wake up, run

ADJECTIVES:

big

medium-sized

small

curly blonde (hair)

hungry

cold

hot

hard

soft

good

tired

afraid



# How to tell a story yourself

## Step 4: Involve the students

1. Make flashcards of 'key' words. Give to individual students or groups of students. When they hear their word in the story, they hold up the flashcard.
2. Teach students the actions for verbs and adjectives. When they hear the word in the story the whole class does the corresponding action.
3. Tell the story but stop before a 'key' word. Students finish the sentence.

# How to tell a story yourself

## Step 4: Involve the students

This is the story of the three bears. There's a big \_\_\_\_\_

**BEAR**

He's \_\_\_\_\_.

**DADDY BEAR**

The three bears live in a \_\_\_\_\_.

**PRETTY HOUSE**

Here is a small girl. She's got \_\_\_\_\_.

**CURLY BLONDE HAIR**

She eats from the big bowl. 'Too \_\_\_\_\_!'

**HOT**



# STORYBOARDS AND CDS

- Good alternative to authentic storybooks
- Series of separate illustrations accompanied by a CD. Story is narrated by a mother tongue speaker.
- Pearson 11 Stories for Children
- Eight photocopiable illustrations
- Children follow the story on CD and while looking at the pictures.
- Illustrations on Top Secret LIM Book
- Storyboard is visible to everybody.



# The Lion and the Mouse

Promote listening strategies

Promote literacy skills

Springboard for discussion about friendship

Convivenza Civile



# The Mouse and the Lion- Key Vocabulary

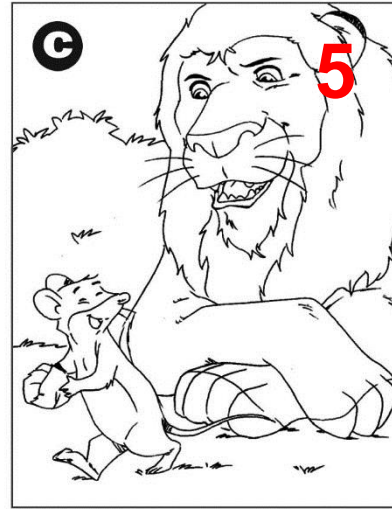


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weak





# VOCABULARY WORKSHEET

1 Scrivi le parole sotto i disegni.

a 	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                 hole king grass lion mouse jungle trap bush parrot tree             </div>	f 
b 		g 
c 		h 
d 		i 
e 		j 

2 Completa le frasi con le parole dell'esercizio sopra.

- a Larry the Lion is sleeping on the .....
- b Larry the Lion is the ..... of the jungle.
- c Monty runs to the ..... and looks inside.
- d Larry the ..... has got a big mouth.
- e Everybody in the ..... is afraid of Larry.
- f "I don't know," says Polly the .....
- g Larry is in the big ..... and he can't get out.
- h Monty looks in the ..... but Larry isn't there.
- i Monty the ..... isn't very strong.
- j Monty sees the ball behind a big .....

Scrivi  
le parole  
in ordine  
alfabetico



Name .....



## The Mouse and the Lion -Put the sentences in order.

- a) - Larry is big and strong. Monty is small but brave.
- b) -The ball goes into the jungle and Monty goes to get it.
- c) -Monty jumps into the hole and helps Larry.
- d) -Monty runs to get the ball and wakes up Larry.
- e) -Monty returns to the jungle. He wants to see his new friend.
- f) -One day Monty is playing football with his friends.
- g) Larry the lion and Monty the mouse live in the jungle. 1
- h) -Larry isn't really bad. He gives the ball to Monty.
- i) -He finds Larry in a trap in a hole.
- j) -He sees the ball. It's next to Larry.

Answers: 1 g, 2 a, 3 f, 4 b, 5 j, 6 d, 7 h, 8 e, 9 i, 10 c



# Student's make their own version of the story into a book

- Students make an 8 page empty book.
- Stick pictures of the story 'The lion and the Mouse' into book.
- Write a sentence under each picture.
- Colour pictures.
- Make a front cover.

**Discussion about the value of friendship as part of  
'Convivenza Civile'**



# Stories Intergrated into Course Book

Presented in episodes at end of each unit

Plot development in each episode

Cartoon strips and speech bubbles





# Stories Intergrated into Course Book

## Benefits:

- Language seen in a complete context
- Students interested , engaged and curious
- Illustrations aid comprehension of text
- Develop reading and listening strategies –summarising, predicting
- Useful to students with reading difficulties and dyslexia
- Raise awareness of rhythm , intonation and stress in spoken English



# Act out the story!



**Practice pronunciation, rhythm and intonation**



# Welcome

1



Listen, find and say.

Hello! My name's Ruby.



And my name's Sam. Do you like my skateboard?



I'm John. And this is my sister, Jenny. She likes films.



Look! It's Madley Kool.



2



Listen and answer.

# Who is Cleopatra? What is she going to do?





**1** Where's Madley? I don't know - but we can find him.

**2** Hello, cat. What's your name? She's Cleo. Cleopatra, actually.

**3** She likes sleeping and eating and sleeping! And lying in the sun.

**4** Goodbye, Cleo. We're looking for Madley Kool.

**5** You're looking for Madley Kool! I can help. I like watching and looking and listening. I'm Cleopatra, the detective cat!

**6**

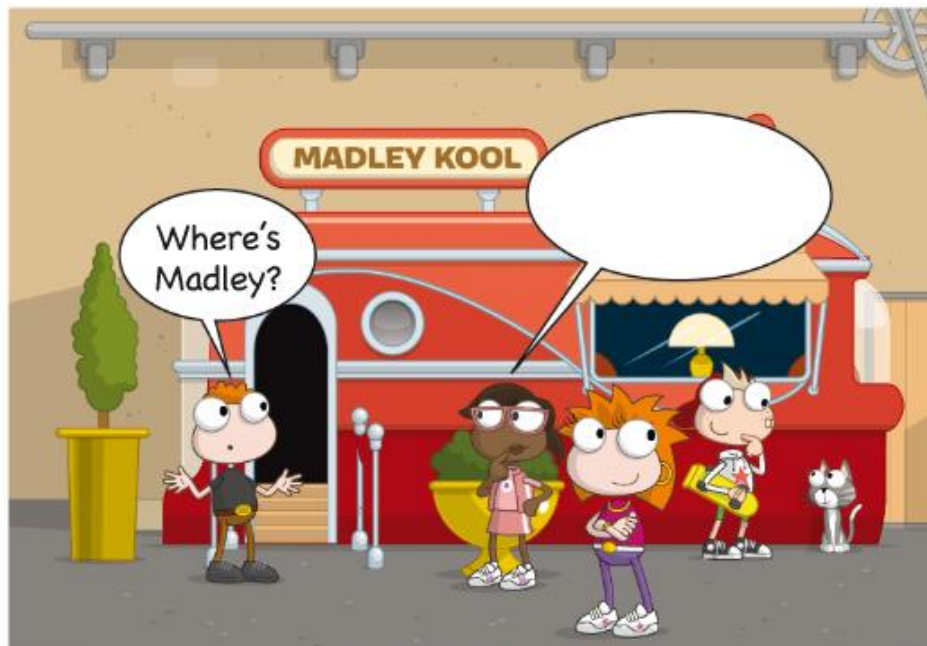


Now go to Film Studio Island.



# | Free time

Look at the story frame by frame. Use the back, forward and audio button.



Start again

HELP

SONGS & CHANTS ▲

FLASHCARDS

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POSTERS ▲

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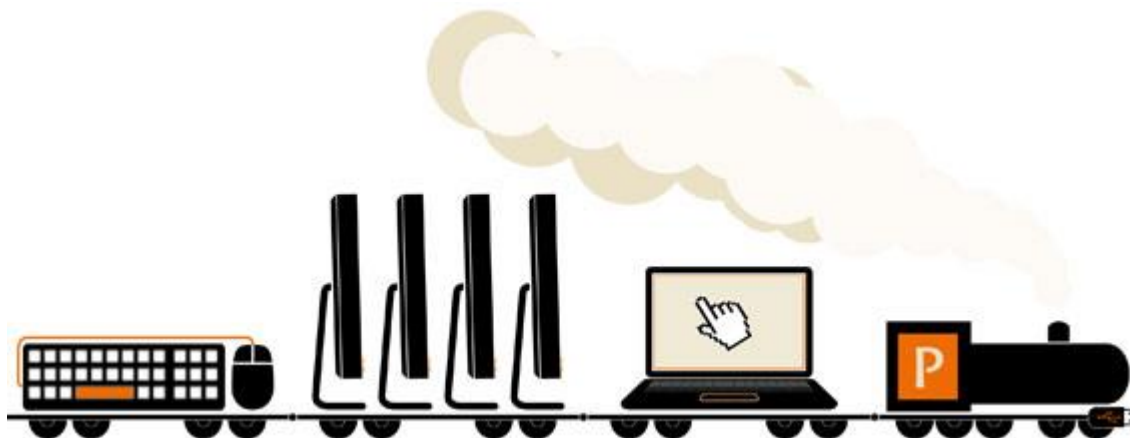
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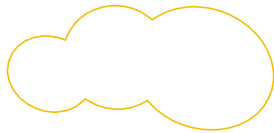


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- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete inoltre un'e-mail contenente le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



# Prossimi appuntamenti:



**08 maggio**  
**LEGGIMI ANCORA!**



**Relatore Gianni Trezzi**





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Al via il progetto «Smart Future» per gli allievi della 2A della scuola media Buonarroti di Roma.

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*Non si è mai*

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I problemi dell'educazione sono gli stessi in tutto il mondo.  
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#NotizieDalMondo

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