

Storytelling

By Ivy Kuo (郭靄儀)

Wulin Elementary School (武林國小)

Do you like stories?

Yes, I do!

Reasons to use stories in class

1. They are fun.
2. They teach moral values, problem solving, thinking strategies.
3. They develop imagination.
4. They are social experiences.

5. They can be repeated many times.
6. They can be used to teach grammar, vocabulary and pronunciation.
7. They can be used to practice listening, reading and writing.
8. They can be used to teach other subjects, such as maths, art and music.

(Amanda's handout)

Types of Stories

1. Traditional stories : *Snowwhite, Cinderella, etc.*
2. Fables: *The Fox and the Crow, The Lion and the Mouse, The North Wind and the Sun, etc.*
3. Stories with a moral:
The Lion and the Mouse-Even the smallest may find a way to help.
4. Funny stories: *We Are Going on a Bear Hunt, Silly Sally, etc.*

5. Rhyming stories: *Brown Bear, Brown Bear, what do you see?*

6. Stories which help children understand feelings: *The Giving Tree*

7. Stories from other cultures: *Handa's Surprise*

How to choose stories

1. We choose stories from graded readers, story websites on the internet or picture books.
2. We choose stories which have interesting, appealing and memorable content.
3. We choose stories which are illustrated, that the visuals are clear and attractive and will support children's understanding.
4. The language level of the story needs to be appropriate.

5. The content fits in at least partially with our syllabus.
6. The sentence pattern of the story is repetitive and cumulative.
7. It is important to vary the kinds of stories we use.

How to set up a storytelling atmosphere

1. Preparing a cue for storytelling, like a witch hat, a wig, or a mask
2. Applying a song to introduce a story
3. Putting on an apron with the title or some characters
4. Introducing characters in a special way

5. Asking the “disruptive” student to be the assistant, to turn page or make sound effects
6. Involving a lot of gestures, sounds in storytelling
7. Inviting the kinaesthetic student to be a story statue.

Some skills to deliver stories

See

1. With props , pictures and facial expressions the stories become more authentic.
2. Children can draw the pictures the teacher uses in the storytelling, and retell the story by using the pictures..
3. Show a map with the overall scene and ask the students to draw a line through the map showing the direction of character movement.

Hear

1. Use our voice. Vary the pitch and the speed. Shout, whisper. Make sounds.

(whisper) One night, the man went into his neighbour's garden to steal some of the vegetables.

(shout) The old woman heard him, opened the door, and shouted, 'Who's that?'

2. Use sound effects.

- * They were very tired.(yawn).
- * The ghost started laughing(make a scary laugh)...then it disappeared.
- * The owl was in the tree (whoot, whoot, whoot).

Move

1. For kinaesthetic students, we can give them chance to move.
2. While we are delivering the story, *The Very Busy Spider*, we ask the students to do the same movement as a spider.
3. We also teach the students to sing and dance after we tell the story *The Wheels on the Bus*.

Involve

1. Ask them questions.
2. Make them predict.
3. Make the students repeat or read together with us.
4. Make the students mime.

Follow up

1. Tell a story then encourage students to make comments or speak out what they think about the character.

Mary's Story

Mary is pregnant by Simon but frightened to tell him. She goes to William for advice. He says she must force Simon to marry her. She pays £ 1 to Michael to row her across the river. She goes to Simon's house.

Simon does not want marriage. She goes to Fred, her oldest friend, and tells him about her relationship with Simon. Fred is angry and throws her out. Michael will not row her across the river because she has no money. She tries to swim across the river and drowns. (Ian Chitty's handout)

Who is the most to blame for Mary's death?

1. Is it Simon, the man who made her pregnant but doesn't want marriage?
2. Is it William, the man who told her to force Simon to marry her?
3. Is it Fred, her oldest friend, who throws her out?
4. Is it Michael, the man who won't row her across the river because she has no money?
5. Is it Mary herself, who can't manage her problem?

Everyone may have his or her opinion.
Encourage the students to say something.

2. Tell a story and try to revise the story into readers' theater. Instruct the student to perform it.

THE GRUFFALO



26 5:44AM

Summary

The story was written in rhyme and the content was quite interesting.

A smart mouse met with a fox, a snake, and an owl one by one. They were hungry and wanted to eat it. Mouse survived by telling the three animals another big giant scary animal, Gruffalo, was coming to eat them. The three animals ran away.

Unfortunately, the Gruffalo showed up.

How could the little thing cop with the challenge?

Mouse told Gruffalo, “I’m the scariest creature in this wood. Just walk behind me and soon you’ll see.” Gruffalo went after Mouse and saw every animal ran away as soon as they saw Mouse.

Finally Gruffalo fled away like wind and Mouse enjoyed its yummy nuts in the peaceful deep dark wood.

The Gruffalo

A little mouse took a stroll through the deep dark **wood**..

A fox saw the mouse and the mouse looked **good**.

“Where are you going to, little brown **mouse**?

Come and have lunch in my underground **house**.”

“It’s terribly kind of you, Fox, but no — I’m going to have lunch with a gruffalo.”

“A gruffalo? What’s a gruffalo?”

“A gruffalo! Why, didn’t you know?”

“He has terrible tusks, and terrible **claws**,
And terrible teeth in his terrible **jaws**.”

“Where are you meeting him?”

“Here, by these **rocks**,
and his favorite food is **roasted fox.**”

“Roasted fox! I’ m off!”

The fox said,

“Goodbye, little mouse,

And away he sped.

“Silly old fox! Doesn’t he know, there’s no such thing as a gruffalo?”

Readers' Theater

Part 1-1

All: O-Woo O-Woo, S-S-, Whoot- Whoot-

N: A mouse took a stroll through the deep dark **wood**.

A wolf saw the mouse and the mouse looked **good**.

W: Where are you going to, little brown **mouse**?
Come and have lunch in my underground **house**.

M: It's terribly kind of you, Wolf, but

no — I'm going to have lunch with a gruffalo.

W: A gruffalo? What's a gruffalo?

M: A gruffalo! Why, didn't you know?

He has terrible tusks, and terrible **claws**,

And terrible teeth in his terrible **jaws**.

W: Where are you meeting him?

M: Here, by these **rocks**,

and his favorite food is **roasted wolf.(fox)**

W: Roasted wolf! I' m off!

W: Goodbye, little mouse.

N: The wolf sped away.

M: Silly old wolf! Doesn't he know, there's no such thing as a gruffalo?



"Good?" said the "D... 1... 1"

Storytelling is fun and efficient.

Just try it!

Students would say, "Hurray!"

Thanks to

The New Taipei City Government

&

The Staff of English Center at Jhuwei Elementary

for

The gorgeous and inspiring training

Thank you for listening.