



ELTA Online Training

Presented by the New Taipei City
English Education Resource Center

November 11, 2025

Storytime



Preparing for a storybook lesson.

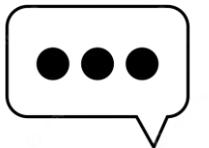




What memories come to mind when you think of the word, storybook?

Write in the chatbox

Chatbox

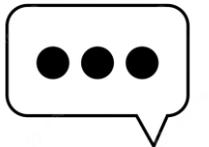


**How would you teach a storybook lesson.
Write a short description.**



Write in the chatbox

Chatbox



Storybooks are powerful tools.

They convey

- **culture**
- **history**
- **self-identity**
- **community etc.**

To get the most out of a storybook lesson
there are **4 things** you should do:



**STEP 1 >****Preview and Adapt****STEP 2 >****Choose key words or phrases****STEP 3 >****Create Pre- and Post-Story Activities****STEP 4 >****Practice the Story**

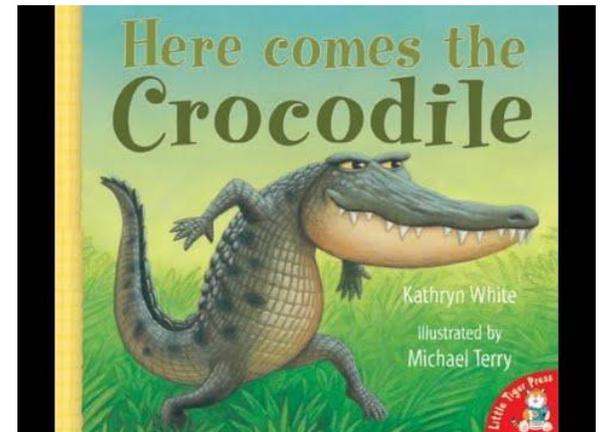
STEP 1 >

Preview and Adapt:

Preview and Adapt: Read the book to determine the words or phrases that may be challenging for students to understand.

Ask yourself:

How can I simplify the text?

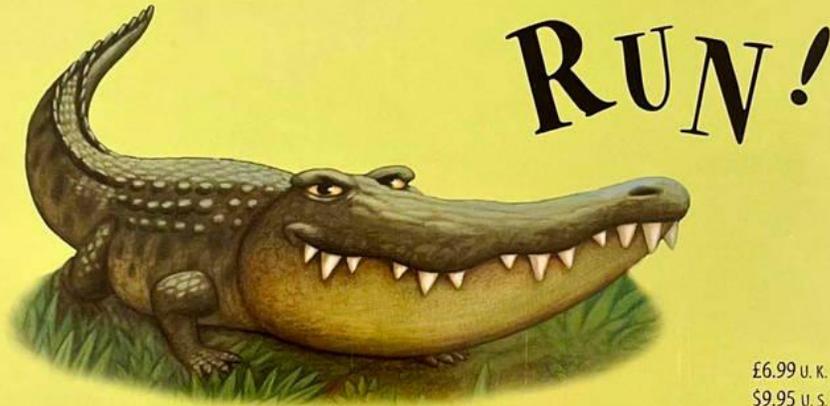




STEP 2 >

Choose key words or phrases:

Here comes the crocodile.
And he's sniffing and he's snarling,
and he's grumbling and he's growling,
and his great big tummy's rumbling . . .
Oh no! He's hungry.



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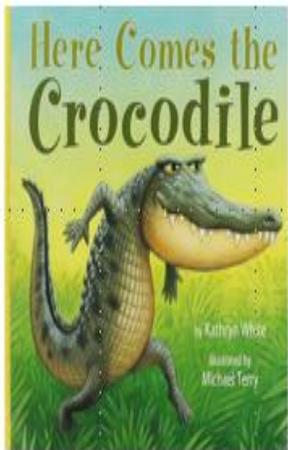
- Pick 5–6 key words (e.g., sniffing, snarling, grumbling, hungry)

STEP 3 >

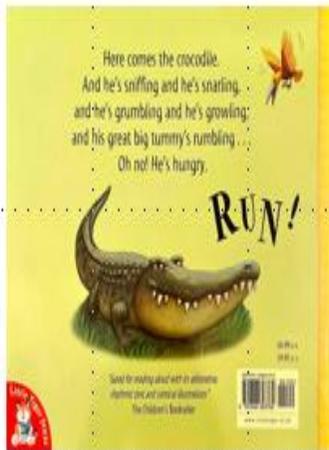
Create Pre- and Post-Story Activities:

- **Before:** Vocabulary games, predictions, picture talk.
- **After:** Sequencing pictures, drawing, role-play.

1



2



3



4





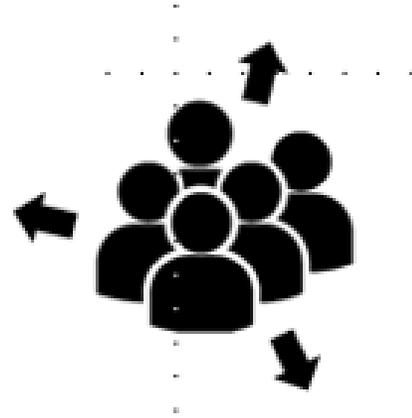
STEP 4 >

Practice the Story:

- body gestures
- tone – happy, sad, scared, excited
- facial expressions
- different voices

These will engage the students and make the story come alive.





Breakout Room



Group Discussions in Breakout Rooms



Breakout Rooms Tasks (15 minutes)



Instructions for all Breakout Groups :



Instructions

- . Work together to complete your group's task.
- . Choose one person to take notes and one person to share your ideas when you return to the main room.
- . Use the guided questions to facilitate your discussion.
- . Be ready to share your output for 1 to 2 minutes.



Each group will report about 1 Example.

Group 1 will report on Example 1

Group 2 will report on Example 2

Group 3 will report on Example 3

Group 4 will report on Example 4

Group 5 will report on Example 5

Group 6 will report on Example 6

**Do your
group's
example
first.**

Try to complete a few examples.

15 minutes



1

**Appoint a
Coordinator.**



2

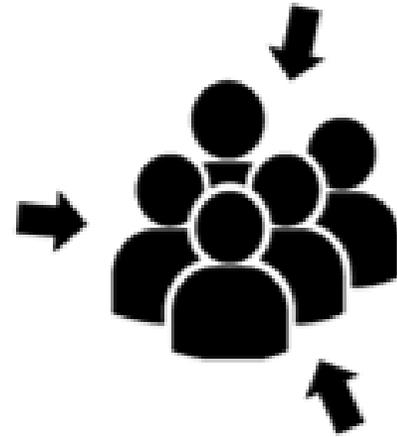
**Appoint a
Reporter.**



3

**Start your
Task.**





Return to the Main Room.



Groups report their findings
in the Main Room.

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6



Question and Answer
Session.

Breakout Room Tasks





Tasks Include:

- ✓ Preview the Book
- ✓ Adapt the Text
- ✓ Key Words and Phrases
- ✓ Pre-Story Activities
- ✓ Post-Story Activities
- ✓ Storytelling Practice

**Story Excerpt: “The Lion and the Mouse”**

One day, a big lion was sleeping. A little mouse ran over his face. The lion woke up and caught the mouse. “Please let me go,” said the mouse. “Maybe I can help you someday.” The lion laughed, but he let the mouse go. Later, the lion was in a net. He could not get out. The mouse came and chewed the net. The lion was free.

Group 1: Preview the Book

Task: Read the story and decide which grade level the story would be suitable for.

Instructions:

- Read the story excerpt as a group.
 - Discuss which grade level the story would be suitable for.
 - Support your reasoning.
-
- **Sentence Starters:**
 - “We chose this story for grade _____.”
 - “Some words that might be hard for low level students are _____.”
 - “We don’t think it would be suitable for grade _____ because _____”

Story Excerpt : “The Lion and the Mouse”

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Group 2: Adapt the Text

Task: Simplify one part of the story to suit beginner-level learners.

Instructions:

- Choose two sentences from the excerpt that might be difficult.
- Rewrite it using simpler words or shorter sentence structures.
- **Example:**
 - Original: “The lion woke up and caught the mouse.”
 - Adapted: “The lion opened his eyes. He grabbed the mouse.”
- **Fill-in Task:**
 - Original sentence: “ ____.”
 - Adapted version: “ ____.”
 - “We changed it because ____.”

Story Excerpt : “The Lion and the Mouse”

One day, a big lion was sleeping. A little mouse ran over his face. The lion woke up and caught the mouse. “Please let me go,” said the mouse. “Maybe I can help you someday.” The lion laughed, but he let the mouse go. Later, the lion was in a net. He could not get out. The mouse came and chewed the net. The lion was free.

Group 3: Language Structure Focus

Task: Choose one phrase structure and write three examples. Suggest a gesture or visual to teach it.

Instructions:

1. Choose **one sentence pattern** (like: “I can ____.” or “He is ____.”)
2. Write 3 example sentences using this pattern.
3. Think of one action or picture you can use to help students understand it.

Example:

- Sentence pattern: “I can ____.”
- 3 examples:
 - I can run.
 - I can jump.
 - I can swim.
- Gesture or picture: Show a picture of someone running, jumping, or swimming — or act it out with your hands and body.

**Story Excerpt : “The Lion and the Mouse”**

One day, a big lion was sleeping. A little mouse ran over his face. The lion woke up and caught the mouse. “Please let me go,” said the mouse. “Maybe I can help you someday.” The lion laughed, but he let the mouse go. Later, the lion was in a net. He could not get out. The mouse came and chewed the net. The lion was free.

Group 4: Pre-Story Activities

Task: Brainstorm two warm-up activities to introduce the story.

Instructions:

- Choose **2 activities** that prepare learners for the story (e.g. animal flashcards, miming, matching pictures).
- Keep them simple, visual, and interactive.

Sentence Starters:

- Activity 1: _____
- It helps learners because: _____
- Activity 2: _____
- It helps learners because: _____

**Story Excerpt: “The Lion and the Mouse”**

One day, a big lion was sleeping. A little mouse ran over his face. The lion woke up and caught the mouse. “Please let me go,” said the mouse. “Maybe I can help you someday.” The lion laughed, but he let the mouse go. Later, the lion was in a net. He could not get out. The mouse came and chewed the net. The lion was free.

Group 5: Post-Story Activities

Task: Design a fun activity to reinforce the story after it’s told.

Instructions:

- Come up with **two activities** (e.g. draw the lion and mouse, act out the story, make a comic strip).
- Explain how it will help students remember the story.

Fill-in Task:

- “After the story, students will _____.”
- “This will help them remember the story because _____.”

**Story Excerpt: “The Lion and the Mouse”**

One day, a big lion was sleeping. A little mouse ran over his face. The lion woke up and caught the mouse. “Please let me go,” said the mouse. “Maybe I can help you someday.” The lion laughed, but he let the mouse go. Later, the lion was in a net. He could not get out. The mouse came and chewed the net. The lion was free.

Group 6: Storytelling Practice

Task: Share ideas on how a teacher can rehearse the story.

Instructions:

- Suggest two rehearsal techniques (e.g. record your voice, practice with a mirror, plan gestures).
- Discuss why practice is useful, especially for pacing and expression.

Q&A Prompt:

- Method 1: _____
- Method 2: _____
- Rehearsal helps because: _____

**The following are possible responses to the tasks in the groups.
These are merely suggestions.**

You can use the suggested ideas to get started, but feel free to change or add to them so they fit your students and your lesson goals. The main aim is to bring the story to life—through actions, pictures, speaking, or making it feel personal.



Possible responses.

Group 1: Look at the Story

Task: Read the summary of the story and decide if there's any words or ideas that might be difficult for students to understand.

Group 1 – Preview the Book

Task Objective: Identify if the story fits low-level learners and which elements may need modification.

Prompted Responses:

- *We chose this story because it is about: Helping others and being kind. It's simple and has animals, which students enjoy.*
- *Some words that might be difficult: Chewed, net, free.*
- *One sentence that may be confusing: "The lion laughed, but he let the mouse go."*
- *Why it needs adapting: It mixes two actions and the word "let" can be abstract for beginners.*

Sample Group Responses

"We chose this story because it is about..."

- "...a small mouse helping a big lion."
- "...a lion who lets a mouse go free, and later the mouse helps him."
- "...being kind and helping others, even if they are small."

"Some words that might be hard for our students are..."

- "...'roared,' 'pleaded,' and 'snapped.'"
- "...'trapped,' 'net,' and 'gnawed.'"
- "...'mercy,' 'crept,' and 'tangled.'"

"We think the sentence ' _____ ' is too difficult because _____."

- "The lion roared and raised his paw' is too difficult because students may not know what 'roared' or 'raised his paw' means."
- "The mouse pleaded for mercy' is too difficult because 'pleaded' and 'mercy' are not common words for beginners."
- "The lion was trapped in a hunter's net' is too difficult because 'trapped' and 'net' might need pictures or actions to explain."



Possible responses.

Group 2: Make the Story Easier

Task: Choose one part of the story and make it easier for beginner students to understand.

Group 2 – Adapt the Text

Task Objective: Simplify a challenging sentence using beginner-friendly vocabulary.

Prompted Responses:

- *Original sentence:*
“The mouse came and chewed the net.”
- *Simplified version:*
“The mouse bit the rope.”
- *We changed it because:*
“Chewed” and “net” are harder than “bit” and “rope.”

Response 1

- **Original sentence:** “The mouse pleaded for mercy.”
- **Adapted version:** “The mouse asked the lion to let him go.”
- **We changed it because:** “‘Pleaded’ and ‘mercy’ are hard words. ‘Asked’ and ‘let him go’ are easier to understand.”

Response 2

- **Original sentence:** “The lion was trapped in a hunter’s net.”
- **Adapted version:** “The lion was stuck in a big rope.”
- **We changed it because:** “‘Trapped’ and ‘hunter’s net’ might confuse students. ‘Stuck’ and ‘big rope’ are simpler.”

Response 3

- **Original sentence:** “The mouse gnawed through the ropes.”
- **Adapted version:** “The mouse chewed the ropes.”
- **We changed it because:** “‘Gnawed’ is not a common word. ‘Chewed’ is easier and more familiar.”

Response 4

- **Original sentence:** “The lion roared and raised his paw.”
- **Adapted version:** “The lion made a loud sound and lifted his foot.”
- **We changed it because:** “‘Roared’ and ‘paw’ might be new words. ‘Loud sound’ and ‘foot’ are easier.”



Possible responses.

Group 3: Find Important Words

Task: Look at a part of the story and choose words that help tell the story. Match each word with a simple meaning or action.

Group 3– Language Structure Focus

Task Objective: Focus on a useful sentence pattern.

- *Target phrase:*
“Please let me go.”
- *Example Sentences:*
 1. “Please help me.”
 2. “Please sit down.”
 3. “Please open your book.”
- *Gesture suggestion:*
Use open hands and polite tone for “please,” mime each action.

Word 1: “Roared”

- **Sentence Starter:** “The word ‘roared’ means made a loud sound. We can show it by opening our mouth wide and saying ‘RAAAR!’”
- **Word Fill:** “Roared” means (made a loud sound / smiled / whispered).

Word 2: “Crept”

- **Sentence Starter:** “The word ‘crept’ means moved slowly and quietly. We can show it by tiptoeing.”
- **Word Fill:** “Crept” means (walked slowly / jumped / ran).

Word 3: “Trapped”

- **Sentence Starter:** “The word ‘trapped’ means stuck and can’t get out. We can show it by putting our hands together like a cage.”
- **Word Fill:** “Trapped” means (stuck / smiled / ran).

Word 4: “Grateful”

- **Sentence Starter:** “The word ‘grateful’ means happy and thankful. We can show it by smiling and saying ‘thank you.’”
- **Word Fill:** “Grateful” means (thankful / angry / sleepy).



Possible responses.

Group 4: Before the Story Starts

Task: Think of fun activities to do before reading the story. These activities should help students get ready and excited.

Group 4 – Pre-Story Activities

Task Objective: Design two warm-up activities that prepare students.

- *Activity 1:*
Animal flashcards: students name or match lion and mouse.
 - *Helps with:*
Getting familiar with characters.
- *Activity 2:*
Charades: act out sleep, run, catch.
 - *Helps with:*
Understanding key verbs visually.

“Before the story, we can play a game called...”

- “...‘Guess the Animal Sound.’”
- “...‘Tiny and Big’ where students match small and big animals.”
- “...‘Jungle Freeze Dance’ with animal moves.”

“We can ask students to make sounds like...”

- “...a lion roaring.”
- “...a mouse squeaking.”
- “...a net shaking in the wind.”

“We can show pictures of...”

- “...a jungle with trees and animals.”
- “...a hunter’s net.”
- “...the mouse helping the lion.”

Word Fill Examples:

- A good warm-up activity is (animal sounds / jungle dance / lion guessing game).
- We can use (pictures / puppets / music) to introduce the mouse and the lion.

Possible responses.

Group 5: After the Story

Task: Think of fun and easy activities students can do after hearing the story. These activities help students remember and enjoy the story.

Group 5 – Post-Story Activities

Task Objective: Design a reinforcement task.

- *Activity:*
Draw the lion in the net and the mouse chewing the rope.
- *Helps with:*
Retelling and sequencing the story visually.

“After the story, students can draw...”

- “...the lion sleeping under a tree.”
- “...the mouse chewing the rope.”
- “...the net that trapped the lion.”

“We can ask students to act out the part where...”

- “...the lion catches the mouse.”
- “...the mouse helps the lion escape.”
- “...the mouse walks slowly and quietly.”

“Students can talk about how the lion...”

- “...was kind to the mouse.”
- “...got stuck in the net.”
- “...learned that small friends can help.”

Word Fill Examples:

- A fun activity is (drawing / acting / matching pictures).
- Students can retell the story using (puppets / actions / simple words).



Possible responses.

Group 6: Practice Telling the Story

Task: Choose parts of the story and practice saying it with actions and voices. Try to make it fun and interesting for students.

Group 6 – Storytelling Practice

Task Objective: Share rehearsal ideas and their value.

- *Method 1:*
Record your voice to check pacing and clarity.
- *Method 2:*
Practice in front of a mirror using gestures.
- *Rehearsal helps because:*
It builds fluency, confidence, and non-verbal expression.

“We say ‘Here comes the lion!’ like this:”

- “...with a big loud voice and wide eyes.”
- “...slowly and deeply, like a big animal.”
- “...with a strong voice and a big stomp.”

“We move our hands like _____ when we say ‘snapped.’”

- “...claws grabbing something.”
- “...a fast clap to show the lion catching the mouse.”
- “...a strong grip like holding a rope.”

“We make a sound like _____ when the lion roars.”

- “...‘RAAAR!’ with a deep voice.”
- “...a big shout with hands in the air.”
- “...a strong ‘Grrr!’ sound.”

Word Fill Examples:

- We speak (loudly / slowly / softly) when the lion comes.
- We use (faces / hands / sounds) to make the story fun.