

«Ένα σακί με ιστορίες»

ΑΠΟ ΤΗ ΛΕΞΗ ΣΤΗΝ ΙΣΤΟΡΙΑ

Λασκαρίδου Χρύσα
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- ▶ Children love stories
- ▶ More interactive and fascinating experience
- ▶ Captivates children's attention
- ▶ Stimulates their imagination
- ▶ Each child's interpretation of a story is unique

When children listen to stories they.....

- ▶ create a mental picture of what they are listening to
- ▶ visualise characters and objects
- ▶ imagine what is going to happen next
- ▶ relate to the characters and situations often according to their own experiences
- ▶ apply their own values to those found in a story

- ▶ Children have the ability to make sense of a situation, not because they have understood all the language but because they are able to 'read' the situation (including sounds, gestures, illustrations, etc)
- ▶ What will help children learn a foreign language is to focus not so much on the linguistic features of the language but more on the context in which the language is used.

- ▶ Natural approach to foreign language learning
- ▶ They are fun- not 'real' teaching
- ▶ Many types of stories
- ▶ Many approaches (reading the story out, telling the story, finding story out through activities such as a matching activity.
- ▶ Adapt the story to learners linguistic abilities

- ▶ Stories written by learners should not focus on grammar and accuracy but rather on fluency and how the new vocabulary and structures have been used

Techniques

- ▶ Make sure all children can see and hear you
- ▶ Don't spend too long on telling the story – they have a short concentration span
- ▶ Use your voice: vary the tone, pitch, tempo and volume
- ▶ Read clearly and use exaggerated voices for different characters and sound effects
- ▶ Use body language and facial expressions
- ▶ Use pauses and silence to add to the dramatic effect
- ▶ Use different voices for the different characters in order to help convey meaning

- ▶ Use the illustrations either by pointing to them or making comments. Encourage children to point to the illustrations
- ▶ Relate the story to the children's world and experiences.
- ▶ Elicit language and information
- ▶ Encourage children to take part in the story by giving them opportunities to repeat vocabulary and language chunks
- ▶ Check their understanding and watch their expressions and respond accordingly (if they seem not to understand rephrase that part of the story)

Activities

- ▶ Traditional comprehension questions
- ▶ Dramatisation
- ▶ Role play
- ▶ Description of main characters
- ▶ Oral reproduction of story
- ▶ Sequencing
- ▶ Book report
- ▶ Interviewing main characters
- ▶ Telling a version of the story
- ▶ Storytelling competition
- ▶ Writing a story

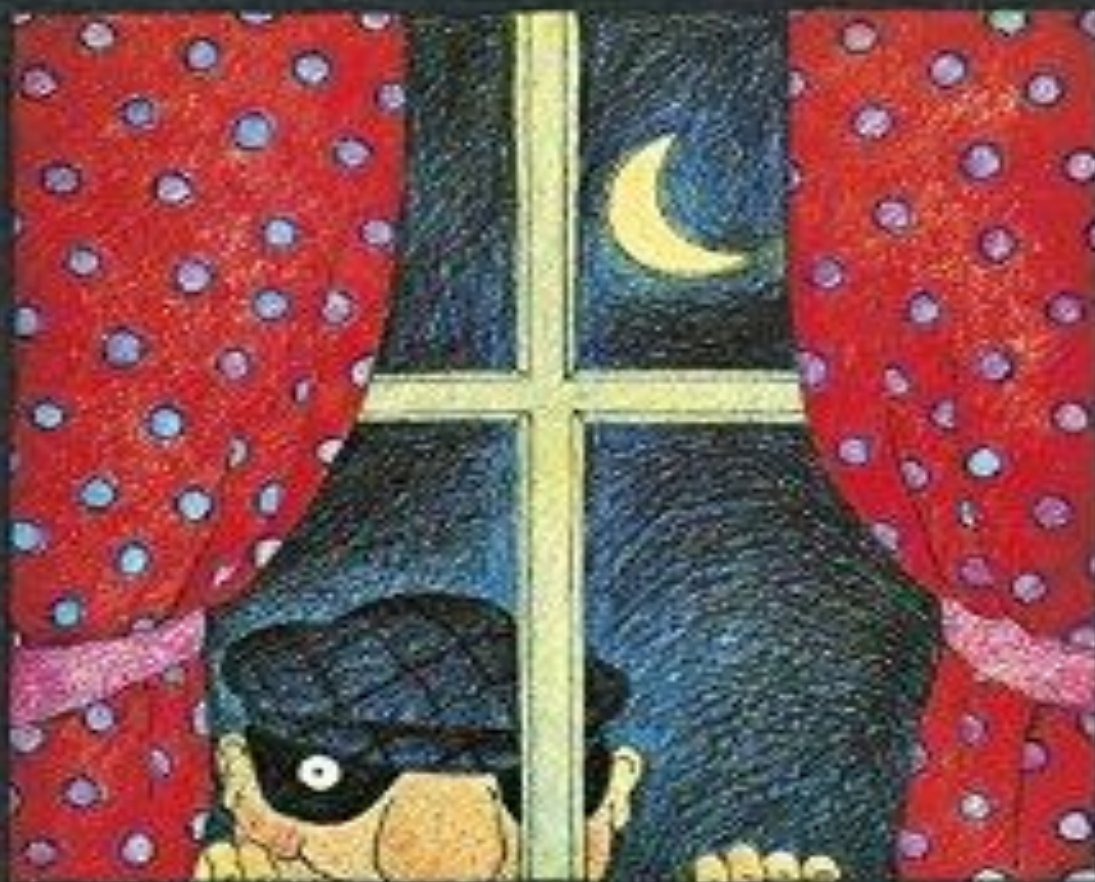
At first.....

Get them motivated and excited before telling the story by

- ▶ asking questions about the cover page, illustrations, author etc
- ▶ guessing what the story is about
- ▶ use props for the storytelling (cut-out characters
- ▶ decide in advance which language items you want to concentrate on
- ▶ talk about the structure of a story



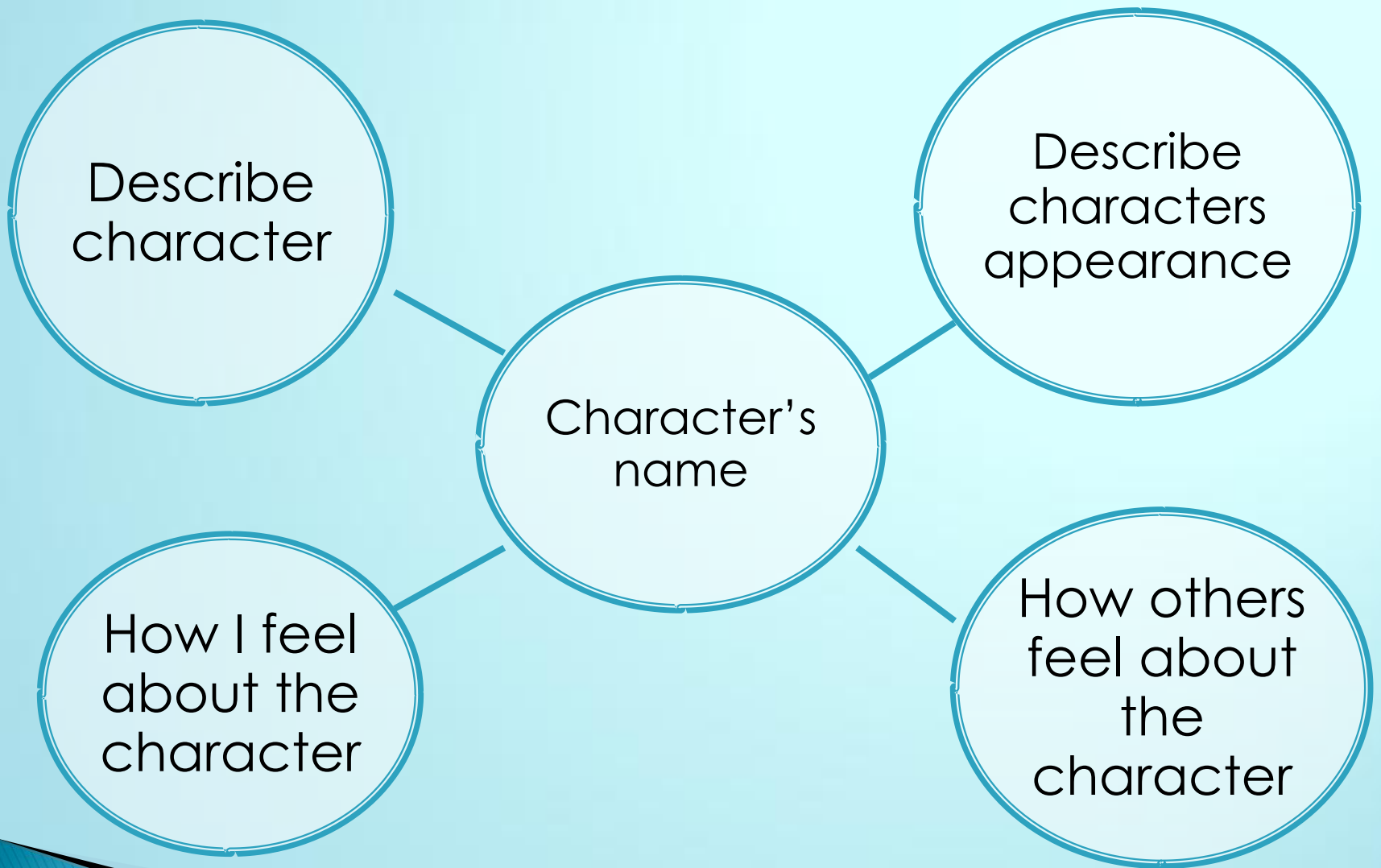
Burglar Bill



Janet & Allan Ahlberg



Character map



Goldilocks

- ▶ Read story aloud using voices etc

Goldilocks and the Three Bears

Who is the main character?

Where is it set?

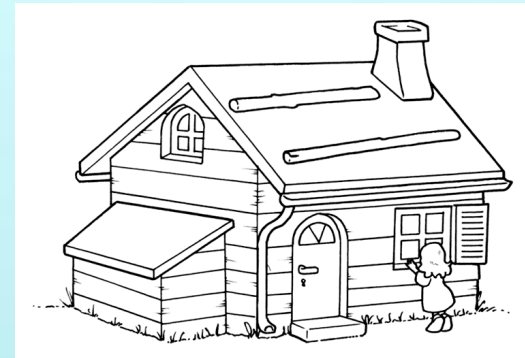
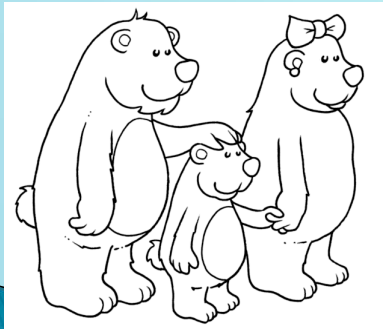
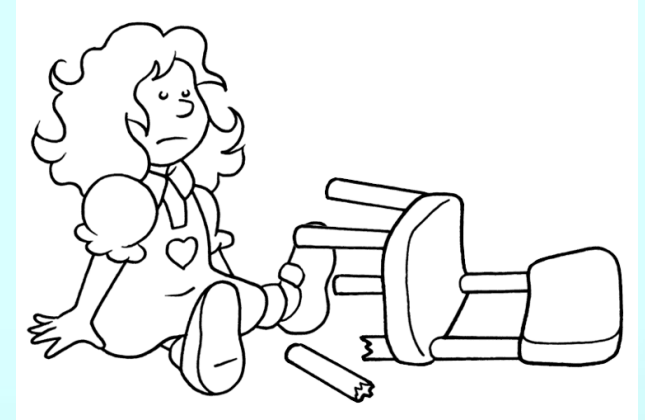
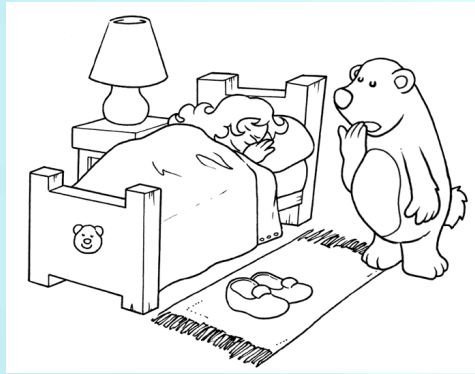
What happens first?

What happens next?

What happens last?



Story sequencing



Wanted poster

WANTED



If you have seen(name).....,
please call

Crime:

Last seen at

Reward €

Treasure hunt -Sequencing

1. Write the a **known** story on different cards. Cards are hidden in various places in the classroom/school yard etc.
 2. Groups of pupils must find the cards and assemble them in the correct order. You can provide a treasure map with clues or add a clue to each card leading to the next.
- The TREASURE is finding the WHOLE story.

Story circle

- ▶ One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops etc until the tale comes to a resolution.
- ▶ The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening (on radio programme)

Puzzle tale: putting the pieces together

- ▶ Cut up a story into sections or scenes.
- ▶ Give one section to each pupil who prepares to retell that small piece of the story, thus assembling the story.
- ▶ The point is to have the performance flowing as if one person was telling it.
- ▶ Can do it again by changing the parts given
- ▶ They can rewrite it in their own words

Read a story- guess the title



It was dreadfully cold; it was snowing fast, and was almost dark, as evening came on—the last evening of the year.

In the cold and the darkness, there went along the street a poor little girl, bareheaded and with naked feet.

When she left home she had slippers on, it is true; but they were much too large for her feet,—slippers that her mother had used until then, and the poor little girl lost them in running across the street when two carriages were passing terribly fast.

THE LITTLE MATCH GIRL by Hans Christian Andersen

Plot Structure Scenarios

Selecting character(s)

- ▶ girl/boy, animal, man/woman, idea, spirit, machine, thing, plant

Selecting setting

- ▶ farm, village, city, outer space, mountain, forest, arctic, ocean, desert

Selecting time

- ▶ olden days, modern times, today, future

Problem

- ▶ *In trouble*: caught stealing, told a lie, knows a secret, been captured, lost something, is jealous/ afraid, is in need etc

Character traits

- ▶ Courageous, imaginative, kind, generous, clever, strong, mean, jealous.

Journey undertaken to obtain solution

End

- ▶ Lives well, offers wisdom etc

How the Grinch stole Christmas

Which doesn't rhyme with Mr. Grinch?



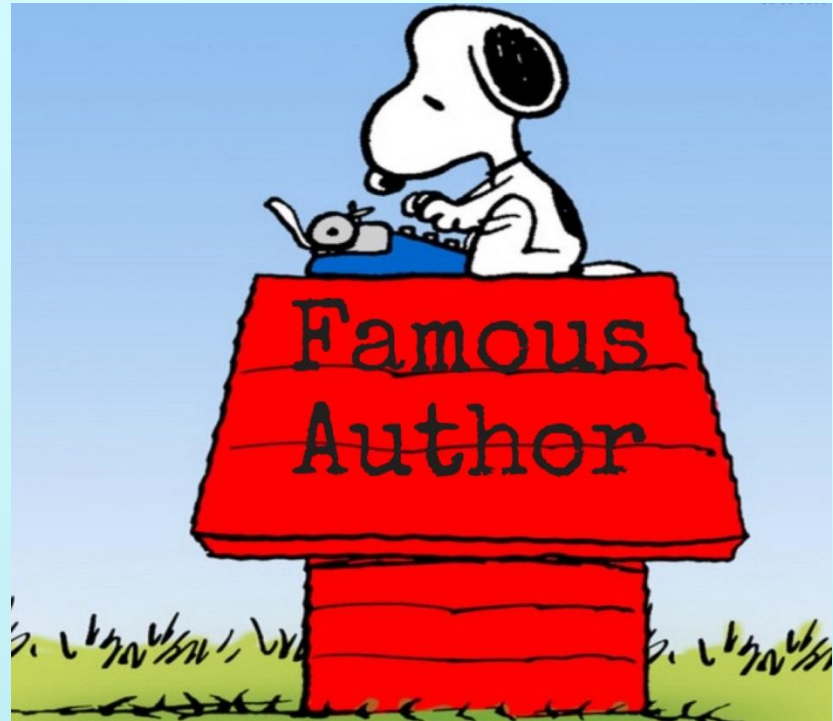
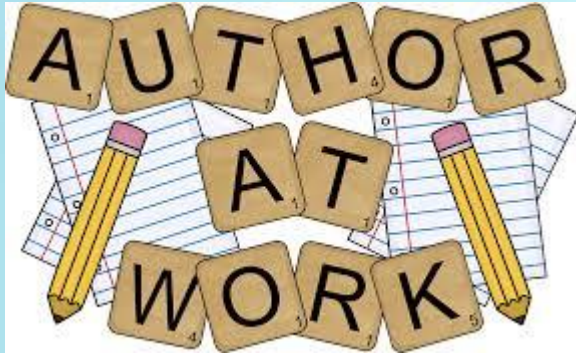
1. **season**

a. reason b. treason c. midseason d. recess

1. **right**

a. rich b. bright c. tight d. write





HAVE STORYFUN!!!

