



*Once upon a time...
Storytelling in the Classroom*

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All those years ago...

When you were a child, who used to tell you stories? What can you remember about this?

Two stories: How are they different?

The Prince and the Princess:

- Higher level of language
- Humour
- Re-told
- No reference to a book
- Speaking and listening activity

The North Wind and the Sun:

- Pre-ambles work on basic vocabulary and concepts
- The language is simplified so that everything can be understood
- The story is read and re-read
- Aim is literacy development

Screentime vs Booktime

Video vs Storybooks

A good children's TV series can:

- Tell a good story
- Use images and video to do so
- Repeat language chunks

Storytelling using appropriate graded readers can:

- Tell a good story
- Use images (and sometimes video) to do so
- Repeat language chunks
- Be used to stimulate imagination
- Be used to build literacy and confidence with reading

Reading to Very Young Learners

What was I trying to achieve?

How could I improve? 😊

Aims:

Focus them on the page!

Practising language

Could do better:

Talk about the situation before reading.

Use the cover to build up interest.

Build up interest with the book closed.

Choosing the right storybook

What makes a storybook suitable for a class of Young Learners?

- Highly predictable
- Familiar to the home culture
- High percentage of known vocabulary
- Include repetitive and predictable patterns

(Curtain and Dahlberg, 2010)

Planning Storytelling

Before the story:

- Choosing the right storybook
- Planning how to tell the story (see below)
- Predictive activities
- Vocabulary games/songs

While telling the story:

- Puppets
- Using video
- Dramatic pauses for effect
- Allow time for questions and prediction
- Theatrics

After the story:

- Group retelling
- Storyboarding
- "Correct the teacher"
- Roleplaying
- Creating a new story or new ending

Relating the story to the local context

Burmese Hare

Can you have one as a pet?

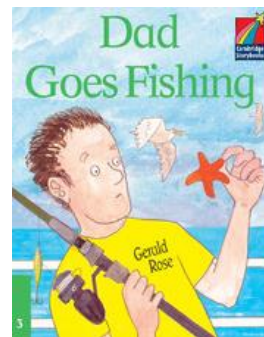
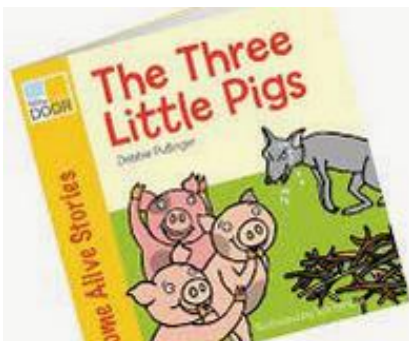
Probably yes – their population may be increasing due to logging

Have you seen a hare? Do you have a pet? Is it similar or different to a hare?



From Theory to Practice

1. Consider a story you remember (see some examples below from Cambridge University Press, or think of a storybook you already have at your school).
2. Can you think of **three reasons** why it could help your primary students? How could you apply some of the techniques we have used today with another storybook?



Some useful websites:

Free Websites:

<https://www.online-tech-tips.com/cool-websites/7-websites-with-free-online-books-for-kids/>

Paid Websites:

Cambridge Reading Adventures – 140 titles across 11 book bands:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/resource-list/cambridge-primary-english/cambridge-reading-adventures-cup/>

PM Readers – the most extensive levelled reading programme (Aus/NZ):

<https://cengage.com.au/primary/browse-series/pm>

PM Readers Mobile App: <https://app.pmecollection.com.au/>

Oxford Reading Tree - a very extensive levelled reading programme (UK):

<https://global.oup.com/education/content/primary/series/oxford-reading-tree/?region=international>

Epic – a very extensive selection of e-books (US) : <https://www.getepic.com/>

Raz Kids – an excellent site for building up children’s literacy (US): <https://www.raz-kids.com/>

Webinars – All the major publishers (Cambridge University Press, Oxford University Press, Macmillan, Scholastic, National Geographic Learning, etc.) offer free online webinars – information on their websites.

Thank you!

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