



Tell Me A Story

Overview: *Students learn and experience the elements of storytelling.*

Theme: Storytelling
Concept: Expression

Grade Level: 2nd - 5th
Time needed for lesson: (3) 45 minute classes

Essential Questions: Will students be able to identify the elements of storytelling and successfully tell a story?

Preparation for Lesson: Show the class videos of storytellers, invite storytellers to your school, and most important, try telling a story yourself. Ask students to retell stories they've heard you or another storyteller tell.

Lesson Activities:

Introduction

1. Teacher tells a story to the class. Be sure to put expression in your voice and on your face!
2. After telling the story, review by asking "What happened first?" And, "What happened next?" Make a brief outline on the board. (You may do this in picture form).
3. Discuss and identify character, theme plot and setting.

Choosing the Story

1. Select a pool of stories for younger students and those who have never told a story. (Consult with your school's librarian).
2. Try to have at least 50 stories for a class of 25 students. Each student should tell a different story. Using a sign-up sheet helps avoid duplication of stories.
3. Ask the students to outline their story in words or picture form.
4. Pair up the students and ask them to retell their stories.



Telling the Story

1. **Voice:** is a storyteller's most important tool and it must be filled with expression. Ask the students to say, "I lost my homework" in a voice that is sad, happy, frustrated, furious, boasting, nervous, sleepy, etc.

The speed at which students speak should vary throughout the story.

The pitch of the teller's voice is an excellent tool for indicating different emotions and for portraying different characters in a story. Try saying: "Someone's been eating my porridge" in Papa Bear's, Mama Bear's and Baby Bear's voice.

2. **Facial expression:** Good facial expression is necessary for a well-told story. Demonstrate this by telling part of a story that the students have heard you tell before - this time without using your voice. You might show part of a movie with the sound turned off.
3. **Gestures and movements:** Keep the telling simple and do what comes naturally. Try these exercises to learn how to use their body to communicate feelings.
Ask the students to "say" these sentences without speaking: "Watch out!" "I'm so cold." "Come on in!" "I'm not sure of the answer." "I am so mad!!" "I'm so sorry."

4. **Beginnings and endings:** Storytellers must have eye contact with the listeners. Ask students to practice introducing themselves. The introduction might include the title of the story, its country of origin and its author's name. The introduction should not be long.



Endings are equally important. Students must learn how to respond to an audience when the story is finished, for example, accepting applause gracefully.

Extension of Lesson:

Organize a performance for other students and/or friends and family. The more opportunities children have to tell their stories, the more they can be comfortable and confident when they speak in front of groups.

Materials Needed:

Videos of storytellers, (or the real thing), age appropriate books, drawing materials: paper, markers, paint, etc.

Vocabulary: Storytelling, character, theme, plot, setting, voice, facial expression, gestures, movements, beginnings, endings.

Benchmarks:

Language Arts:

The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

- Compare different endings to stories and identify the reasons and the impact of the different endings.

The student will develop and expand knowledge of words and word meanings to increase vocabulary.

The student will interact with the words and concepts in a text to construct an appropriate meaning.

The student will listen for information and for pleasure.

- Listen to directions and questions and respond appropriately.
- Listen and respond to teacher-read stories.

The student will express ideas and opinions in group or individual situations.

- Engage the audience with appropriate words, facial expressions, gestures, and eye contact.

Whole Child

Thinking/Cognition: Language skills are improved, storytelling stimulates inventive thinking and listening skills.

Feelings/Emotions: Learning to tell a story builds confidence and poise.

Doing/Physical: The students may outline their story by drawing pictures. Facial and body expressions are often used.

Creating/Intuition: Students essentially create their own characters through interpretation.

Assessment:

An excellent way to assess storytelling is by listening to the students tell a story! This can be done individually, small groups or perform for a large group.

The teacher may want to videotape the learning process as well as the actual storytelling. Students and teacher will be able to assess this way.



The End