



## WORKSHEET ITA-5

### Promoting reading through the Storytelling activities

Aims and objectives: improving reading and increasing creativity exploiting books

**Target Students: 10-11 years old**

### Activity 1\* **Storytelling and the Storyteller**

Anyone can be a storyteller as stories are everywhere “as long as there have been people, there have been stories”. Stories surround us every day as far as we tell something to a friend or to our family we are “storytelling”. Stories began with oral tradition and then later people began to write them down.

Therefore, a teacher can be a wonderful storyteller of course and storytelling is a powerful means to approaching reading for young learners.

Storytelling , of course, is not merely tell a story but there are different techniques to follow so that telling story can involve your audience and fulfil the aim we chose, that is promote interest in reading.

Before reading to your audience is better to make some tests focusing your attention on:

Choosing the book and the paragraph to be read or make a short summary to be read. Of course, narration cannot be too long and so it is better to focus the attention on short stories for storytelling or résumés of longer ones. It has to read several times in order to retain the main contents, the attitudes and tempers of the main characters, the action time and main happenings, having in mind a short summary of what has to be read.

The Voice: the tone of the voice has to be adaptive to the content of what we are reading, has to follow the rhythm of the narration. The moment we are reading, we have to enter the feelings of the character, with his/her attitude of the moment, the pace of the action. We can try to read the same paragraphs , slow, loud, soft, sadly, happily, and then decide which reflects better what we are reading...



The Movements: storytelling take much effectiveness from the use of gestures, moving arms and legs to stress the actions we are narrating, hands and facial expressions to convey the feelings we need to express. Practising facial mimic and gestures is important. So imagining different situations, we have to try to perform them.

Examples:

Walk across a room and imagine. I. e you are scared and you are crossing a dark street... how would you walk? Fast, nervously, which expression would you have in your face? Closed lips, wide-open eyes, etc. Alternatively, imagine i.e. you are in the countryside on a sunny day and are having a walk ... how would you move? Calmly walking, smiling, relaxed... etc.

Objects: Meaningful small objects can be a good support to tell a story , they are a tips to visualize the actions described, they can explain in a better way the attitudes and temper of the characters, the place where the action is taking place, also drawings can help, like small sample of scenarios to provide substance to narration.

Now it is time to perform as a storyteller.

It is important:

The Book: chose a book with a nice cover, for examples for younger children an image or popup book, and show it as long as you perform, show you turning the pages and turn your eyes alternatively from the pages to the audience in order to gain the attention, making strategic pauses to involve it.

As the Narration has to be always interesting, and body and voice are both involved in the performance. It is useful also to introduce the story to the audience “ Today I am going to tell you about...” involving the audience at times with questions “ Do you know who.....was?” or “Have you ever heard about.....?” or asking to perform some little actions a clap, a wonder expression, etc. etc. End your narration with a

Closure soliciting a reaction from the audience.. laugh, claps, etc.in order to realize if the narration has been effective or not!

It is important to keep in mind to:

- Move your body in the storytelling “V.” The storytelling “V” is when you shift where you’re facing when different characters speak. This helps the audience know who is talking. Aim your body one direction when you are one character, and then aim it another direction when you are a different character. Remember which way you faced for each character!
- Use hand movements and face movements (called “expressions”) to help tell the story.
- Use different voices for different characters.



- Speak faster, slower, higher, and lower.
- Make sure you speak loudly enough so that everyone can hear you.
- Say the words clearly, so that everyone can understand you. \*\*

### **Activity 2\*    Storytelling with students**

The activity one can be proposed to students.

Each students can choose his/her own short story to perform.

Read the book and then help them with charts like the ones proposed in WSheet 4 to build up a little summary focusing their attentions on main characters and their attitudes, feelings , main actions, times of narration,. Make them exercise with expressions recreating the feelings of the characters. It is important at the beginning to use a short part or to divide the narration through different students. Some can read and some can interact showing objects or they can do a pre - activity realizing drawings on the main characters or on the setting of the story that can be shown by their schoolmates as they are narrating. In this case we will have a collaborative performance. A part of the students will be the audience in turn to react and support reading. At the end of the activity, they will have to answer the following questions:

-What’s the title of the Story?

-What time is it set?

-Who are the main characters?

-What do they do?

-Describe their temper using these adjectives: mild, nervous, gay, sad, somber, etc.

- Did you like the story? Why?



***\*The Activities for the Pilot Course are to be planned in Native Language. The examples and exercises have been taken from activities carried on in English as a foreign language with students aged 12-13 level A1 (QCER) attending last two years of low secondary school.***

***\*\* Quotations from [mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/](https://mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/)***

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