

Storytelling Unit

Day 1:

Journal: What was your favorite story as a child? Was it a book? Was it a story one of your family members told you? Summarize the story.

Discussion: What is storytelling?

- Unless the storyteller can convey the images of the story to listeners it is just reciting words. This is the art of creating moving images in the mind for the audience.
- Have you ever read a book and then gone to see a movie? Did it live up to what your imagination had created?

PowerPoint: Storytelling

REACT Game: Teacher reads a phrase and the student must visualize themselves in that situation and react with facial expressions and movements (they can use dialogue only if it is appropriate)

- A train is moving at sixty miles an hour towards your car, which is stalled on the tracks...
- Your mother has just walked into the kitchen as you are taking forbidden cookies from the cookie jar...
- You are home with your baby sister, who is upstairs. A fire starts in the kitchen...
- You open a box at Christmastime and in it is a gift you've been wanting for a long time...
- A stranger appears at your door looking very upset. She is carrying your dog, who isn't moving...
- You open your lunch sack and out crawls a green snake...
- A friend dares you to walk through a graveyard. You look over your left shoulder and see something rising up out of the ground...
- You leave school at the end of the day and see the class bully riding away on your bike...
- You have just looked inside your history book for the answer to a question on a test. You look up and your teacher is standing over you...
- Your least favorite teacher absentmindedly walks into a door...
- You are home and have been trying to solve a math problem for an hour...

Day 2

Journal: If you could be any animal, what animal would you be? They need to answer the following questions.:

- Name of the animal?
- What kind of voice would your animal have?
- How would your animal move?
- What are the characteristics of your animal?
- What other animal/animals is your animal afraid of?
- What animals would your animal like to play with?
- What would your animal's home look like?

Story time: Have the students gather around you like they did in elementary school. Read them a book of your choosing. A favorite children's book, an Aesop's Fable, or any familiar fairy tale is a good choice.

Discuss: Why is characterization important while storytelling?

- Each character needs to be distinct among the others to make them clearer in the audience's mind.
- How can you create distinctions? Face, voice, and body movements.

Red Riding Hood: Have a student act out a one man/woman version of Little Red Riding Hood. Fill in any holes that the student may have left out. Students will then choose a character from the story of Little Red Riding Hood (Little Red Riding Hood, The Wolf, The Granny, or The Woodsman) They will then split into groups based on the character that they have chosen. They will answer the following questions about the character:

- Traits: What kind of person is he/she?
- Motivation: What motivates this character throughout the story?
- Purpose: What is the role of the character throughout the story?
- Physical Appearance: Age, height, weight, clothes, unusual traits, etc?
- Voice and Speech: What does this character sound like?

Students will in their small groups create a story where their characters encounter a new problem or adventure. They will perform these in class. (Ex: Red Riding Hood goes to the store and runs into The Wolf the week after, Grandma goes to get her drivers license)

Day 3

Story time: Continue Story Time with a new book every day.

Discuss: How can a storyteller use their body to convey the story? How can this be an important part in the storytelling process?

Twisted Up Fairy Tales: Students will get in small groups and reenact a fairytale or folktale with a different situation. They will need to focus on making all of their gestures big and using their whole bodies to help to convey the stories. Examples:

- Little Red Riding Hood: The Wolf was a vegetarian.
- Three Little Pigs: The wolf had asthma
- Hansel and Gretel: The Witch was kind and nice and was on a health kick.
- Cinderella: The Prince ended up being a lazy bum.

Day 4

Story time: Today I share one of Rudyard Kipling's *Just So Stories*. One of my favorites to share is "How the Rhinoceros Got His Skin." Students will then give feedback on the story. What made it interesting? How can you use your body, voice, and movements to help you tell these stories?

Just So Stories: Students will then get a chance to create their own Just So Story for their favorite animal. Go over the grading rubric with them (attached). It doesn't have to be memorized but you do need to make eye contact with the audience.

Day 5

Warm Up: Student will get a chance to read through their story very quickly.

Just So Story Performances: The students will all get a chance to perform their stories for the class. Before beginning remind them of the rubric that you will be grading them with.

Day 6

Warm Up: Students will warm up with tongue twisters. You can get a copy of my tongue twister favorites on my store.

Review: Review with the students some of the key elements of storytelling discussed last week.

Poemlogue Project: Explain the poemlogue project to the students. Share with them the expectations and what they will be graded on, the rubric (attached). I then allow students to sign up on a piece of paper for their order. I randomly draw students names from a hat to offer a fair chance to everyone.

Poemlogue Selection Process: I always use the classic drawing of names to do this process. I have the whole class sit in a circle and read all the poems and then they get put into the middle of the circle and when I draw names they get to pick a poem out of the middle of the circle. Have students pick their order that they perform in when they pick their poem. I have a sign up sheet.

Day 7

Warm Up: Students will warm up with tongue twisters. You can get a copy of my tongue twister favorites on my store.

Journal: Have the students create a Haiku that has to do with their poem. Haikus are short poems that are 3 lines long, 5 syllables on the first line, 7 syllables on the second line, and 5 syllables on the third line.

Discussion: Discuss with the students different ways that you can memorize poems.

Rehearsal: Have the students write out their poem 10 times in their journal. After they have done that they will get up a practice on their own.

Day 8

Warm Up: Students will warm up with tongue twisters. You can get a copy of my tongue twister favorites on my store.

Journal: Have the students create a short tongue twister that has to do with their poem.

Discussion: Discuss any difficulties that students might be having with their poems.

Rehearsal: Students can work on their own rehearsing for the first 10 minutes and then after that they can partner up with another student and work together.

Day 9

Warm Up: Students will warm up with tongue twisters. You can get a copy of my tongue twister favorites on my store.

Performances: Begin the poem performances.

Day 10

Warm Up: Students will warm up with tongue twisters. You can get a copy of my tongue twister favorites on my store.

Performances: Finish the performances.