

# NEW CUTTING EDGE

## INTERMEDIATE

### Module 10 An amazing story

- 1 You are going to find out some more information about telling stories. Type in: <http://www.storyarts.org>. When the main page appears, Click on **STORYTELLING IN THE CLASSROOM**. Scroll down and click on **Retelling Folktales**.

- 2 You are going to find out information about becoming a storyteller. Scroll down and click on **Getting Started** to find a storyteller's vocabulary list. Who or what are these things?

**Plot:** \_\_\_\_\_

**Retell:** \_\_\_\_\_

**Version:** \_\_\_\_\_

**Character:** \_\_\_\_\_

**Narrator:** \_\_\_\_\_

- 3 Now to find advice on how to tell a story, scroll down to **First Steps to Retelling a Plot** and find one piece of advice for each part of the story:

**Beginning:** \_\_\_\_\_

**Middle:** \_\_\_\_\_

**End:** \_\_\_\_\_

- 4 To find out how to coach beginner storytellers, click on **coaching** in the **End** paragraph.

What should you always begin your comments with? \_\_\_\_\_

Click on **A Storytelling Skills Rubric** at the bottom of the page to find the six traits that an effective storyteller should demonstrate.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

- 5 Go back to the coaching page and click on **Self Assessment: The Inner Workings of the Storyteller's Art** at the bottom of the page. Now scroll down this page until you get to **Outer Criteria**. There are four criteria important to the person listening to the story listed here. Which do you think is the most important and why?

\_\_\_\_\_

- 6 Click on the yellow butterfly at the top of the page. Now scroll down and click on **Stories in a Nutshell...Concise Plots For the Retelling**. A list of stories from around the world will appear. Click on some of them till you find one you like. Can you retell this story to your partner?



### TEACHER'S NOTES:

#### Module 10 An amazing story

**Aim:** For students to find more information in English about telling stories. This webquest leads on from the theme of the module and can be used at the end of the module.

**Time:** Approximately 45 minutes.

**Materials:** Photocopies of the worksheet for each student.

- 1 Tell students they are going to find some more information about telling stories. Check that they have opened the correct page and have found the **Retelling Folktales** section.
- 2 To find out information about becoming a storyteller students scroll down and click on **Getting Started** to find a storyteller's vocabulary list. Students write down what each item on the list is.

**Plot:** The sequence of events from which a story, play, song, puppet show, song, etc. can be made

**Retell:** To restate in one's own words

**Version:** One of many possible presentations of the same plot

**Character:** People, animals, or other communicating entities in the tale

**Narrator:** The presenter of the tale

- 3 To find advice on how to tell a story, students scroll down to **First Steps to Retelling a Plot** and find one piece of advice for each part of the story.
- 4 Tell students that they are now going to find out how to coach beginner storytellers. Make sure that students have clicked on **coaching** in the **End** paragraph. Students find what comments should always begin with. (**A compliment**)

Students then click on **A Storytelling Skills Rubric** at the bottom of the page to find the six traits that an effective storyteller should demonstrate.

**1 Voice Mechanics**

**2 Face/Body/Gesture**

**3 Focus**

**4 Characterization**

**5 Use of Space**

**6 Pacing**

- 5 Students go back to the coaching page and click on **Self Assessment: The Inner Workings of the Storyteller's Art** at the bottom of the page. Students then scroll down the page until they find **Outer Criteria**. Students read the four criteria important to the person listening to the story listed and decide which is the most important and why.
- 6 Students then click on the yellow butterfly at the top of the page. When the page opens they scroll down and click on **Stories in a Nutshell...Concise Plots For the Retelling**. Students browse the stories from around the world until they find one they like. Students retell this story to their partners. If you like, you could ask students to retell their stories to the rest of the class, but make sure that they feel comfortable doing so.