

Topic: Stories to tell

Listening to and viewing a fable

Lesson concepts

- N** Language and social interactions — Different languages at home and school
- OA** Spelling — Letters of the alphabet represent sounds in spoken words
- OA** Spelling — High-frequency sight words, known words
- OA** Features of literary texts — Characters, events
- OA** Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand that language is used differently depending on the audience
- ▶ understand that spoken words can be written using letters of the alphabet
- ▶ understand how to identify similar and different features of texts and use these to retell a story
- ▶ understand how to talk about the meanings in texts listened to and viewed.

Resources

Digital

Video — The storyteller: *The boy who cried wolf* (1:39)

Video — The storyteller: *The fox and the grapes* (1:44)

Video — The storyteller: *The wolf and the crane* (1:55)

Website — *Storyline online* (SAG Foundation)

<http://www.storylineonline.net/> (suggested resource)

Find and prepare

Sheet — How entertaining is your storytelling?

Scrapbook

Pens and pencils

Lesson

Establish prior knowledge about fables and discuss their purpose and audience

- Discuss prior knowledge of fables.
- Ask students to share what they know about fables.

Focus questions

- Q: *Have you ever read or heard of a type of story called a fable?*
- Q: *What are the titles of some you know?*
- Q: *What are some of the things about a fable that are the same as a story?*
- Q: *What characteristics do fables have?*
- Q: *How are they different from a recount or a regular story?*
- Q: *Who would read or listen to a fable?*
- Q: *What is the purpose? Why would someone read or listen to a fable?*

- Listen to new information about what a fable is.

Say to students

- ‘ Fables are traditional stories or tales that often tell about a single event or happening. They are designed to teach a moral or lesson. They use words that describe carefully what the people or the characters are like. ,
Have you ever listened to or read a fable before? ’

Model writing a fable title

- Explain to students that before they listen to the fable they will help write its title.

Say to students

- ‘ Before we listen to a storyteller telling *The boy who cried wolf*, you are going to help me write the title of the fable. ,

- Talk about the purpose of the title.

Focus questions

- Q: *What does a title tell the reader?*
A. It tells the reader what the story will be about.
- Q: *What is the title of this fable?*
A. The boy who cried wolf.

- Model writing the title at the top of a clean page in the student's scrapbook.
- Talk aloud about what you are doing as you write and talk about:
 - how spoken words can be written down (one word spoken equals one word on the page)
 - the connection between some of the main letters and sounds you hear and the letter symbol
 - the use of a capital letter to start the title
 - writing in the correct direction with spaces between words.

Say to students

Because we are going to write a title, I need to make the first letter of the word in the title a capital.

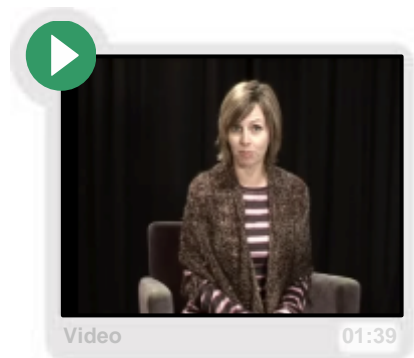
When we write a title, the first word in the title will have a capital letter. Watch as I copy the word 'the', but I will write the 't' as a capital (T).

When I have finished writing this word, I leave a space before I start the next word.

Now I'll write the word 'boy'. I can hear /b/ at the start of the word 'boy'. Do you know what letter makes the /b/ sound? This is how we write the letter 'b'.

Identify effective and entertaining storytelling behaviours

- Explain to students that they will:
 - view and listen to a storyteller tell the fable, *The boy who cried wolf*
 - listen for how the storyteller uses their voice, their body and their face to keep the audience entertained and interested
 - listen for some words that give a vivid description of what the characters are like or what is happening or going on in the story.
- Ask students to view and listen to the fable being told in the **Video — The storyteller: *The boy who cried wolf***.
- This video retells the traditional tale *The boy who cried wolf* while providing a model of engaging storytelling behaviours.



- Talk about how the ideas in the story are the same as or different from the students' experiences.
- Discuss the events and characters in the story and talk about story meaning.

Focus questions

Q: *Who are the characters in the story?*

A. The boy, the wolf, the townspeople

Q: *What happened in the story?*

A. The boy called 'wolf' too many times and in the end the people didn't believe him.

Q: *What do you think of the way the boy behaved?*

Q: *Why do you think the boy behaved like this?*

Q: *Does this story remind you of an experience you have had/read about/ or would like to share?*

Q: *What was the moral or the message?*

A. Always tell the truth.

Q: *How did the storyteller present herself?*

A. For example: Sitting in a chair with a simple costume

Q: *How did the storyteller speak? Was it clear and loud enough to hear?*

Q: *Was the story told with different volumes (loud, soft)?*

Q: *What effect did this have on the story telling?*

Q: *Did the storyteller use different voices for different characters?*

Q: *What did you notice about her face as she told the story?*

Q: *What sort of expression did she have in her voice?*

Q: *What are some of the words she used to describe the characters or what was happening?*

A. For example: Very important, all the villagers, a big shaggy wolf with enormous teeth, leapt out of the bushes

Review entertaining storytelling behaviours

- Ask students to think about how the other stories they have listened to were told.
- Recall those behaviours that are important to remember when telling stories to ensure the story was entertaining, informative and told well.
- Briefly discuss the importance of considering who the audience is when telling a story and how this will influence the way the story is told.

Develop, progress and consolidate

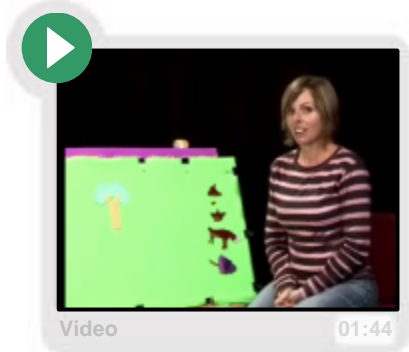
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- Prepare for play.
- Explain to students they will:
 - view and listen to other stories being told
 - play the role of storyteller critic.
- View or listen to other stories being told.



- View the videos:

- **The storyteller: *The fox and the grapes*.** This video retells the traditional tale *The fox and the grapes* while providing a model of engaging storytelling using a storyboard.



- **The storyteller: *The wolf and the crane*.** This video retells the traditional tale *The wolf and the crane* while providing a model of engaging storytelling behaviours using puppets.



- or other suitable resources, for example, the **Website — *Storyline online*** (SAG Foundation) <http://www.storylineonline.net/>
- View and discuss the **Sheet — [How entertaining is your storytelling?](#)**
- Read the words on the left side of the page and explain the smiley faces.

Say to students

‘One smiley face’ means that you understand what the task wanted, but you think you have to work a little harder at this part next time.

‘Two smiley faces’ means that you thought you did this part of the task quite well, but can think of something specific you could do to make it even better.

‘Three smiley faces’ means that you thought you did this part very, very well.

- Have students decide how well the story was told and decide what rating it should get for each of the storytelling behaviours listed.
- Ask students to discuss the results with someone else.