

Storytelling Lesson Plan

The art of storytelling and its history can be fascinating for kids. Get kids pumped about storytelling through this fun lesson plan.

Lesson Materials

To complete this lesson with your students, you need:

- fables to read to the students
- paper with space for words, sentences and picture

Lesson Objectives

After the completion of the lesson, students will:

- answer questions about the story and predict what will happen next
- offer their own examples of morals and lessons to the rest of the class
- draw pictures and write sentences demonstrating their understanding of the lesson

Fable Lesson Plan Introduction

Start by giving students a short history of fables and oral traditions. Then, read the fable example out loud to the students. Select a book that is not too challenging for the students at beginning levels but not too boring for the more advanced students.

1. Throughout the course of the reading, stop and ask questions such as:
 - What do you think will happen next?
 - What is this character like?
 - Can you tell me what happened so far in the story?
2. These questions serve to introduce students to the art of storytelling and the important aspects of listening and reading.

Teach Moral Concept and Discussion

Once the story is finished, introduce the concept of the moral of the story.

1. Ask students the following question:
 - What did you learn from listening to this story?
2. Allow several students to provide an answer.
3. Use this discussion to segway into a brief lecture on the moral of a story.
4. Provide a clear definition of the moral of a story.



Story Telling Lessons

Huangqi Zhang



Story Telling Lessons:

The Power of Story Rives Collins, Pamela J. Cooper, 1996-09 Previously titled Look What Happened to Frog this text helps students become storytellers and use storytelling as a teaching technique across the curriculum It encourages readers to find their own style of storytelling through exploring several different storytelling styles and helps readers encourage storytelling by children as a learning experience for the children *Story-telling Lessons* Henry E B 1867 Tralle, 2025-05-22 Story telling Lessons 1921 by Henry E Tralle offers a comprehensive guide to the art of effective storytelling Designed for educators public speakers and anyone seeking to enhance their communication skills this book provides practical lessons and techniques for crafting compelling narratives Tralle emphasizes the importance of engaging audiences through vivid language well structured plots and memorable characters The book covers a range of topics including selecting appropriate stories adapting narratives to different audiences and mastering the art of delivery With its clear and concise instructions Story telling Lessons remains a valuable resource for anyone looking to captivate and inspire through the power of storytelling This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant *Teaching as Story Telling* Kieran Egan, 1989-03-15 An eminently practical guide Teaching as Story Telling shows teachers how to integrate imagination and reason into the curriculum when planning classes in social studies language arts mathematics and science In his innovative book Kieran Egan refashions the ancient function of the storyteller with such clarity that any teacher can step into the role with confidence Not only does Egan s book make the reader look anew at what is too often taken for granted about the ways in which children learn it opens up a range of critical questions about our orientation to objectives and to either ors when it comes to the affective and the cognitive Back cover *Teaching Digital Storytelling* Sheila Marie Aird, Thomas P. Mackey, 2024-03-18 Everyone has a story to tell and this book will inspire and guide readers to teach and learn through the production of digital narratives This book presents the stories of educators who through digital storytelling inspire students from diverse communities to construct their empowering digital narratives Educators from a wide range of disciplines present innovative case studies of teaching digital storytelling through the lens of personal

narratives metaliteracy and information literacy They describe how teaching students to tell their personal digital stories prepares them as learners who are reflective while playing active learner roles such as producer publisher and collaborator As an innovative resource for teaching and learning with digital media this book Combines the theory and practice of digital storytelling with metaliteracy and the ACRL Framework for Information Literacy for Higher Education Explores how to inspire learners to share their original digital narratives Offers the opportunity to explore and address issues of race class and gender to give voice to these issues as part of the storytelling process Investigates the role of diversity equity and inclusion in writing and producing original digital narratives Examines novel approaches to collaborative digital storytelling and peer review Presents pioneering models for global digital storytelling among international learners online Describes empowering digital narratives constructed by students who found and shared their voices through this creative process Provides inventive models for teaching effective planning through well written scripts and visual storyboards Offers openly available resources such as rubrics assignment descriptions and digital technologies Showcases the application of metaliteracy OER in digital storytelling learning activities and courses Through this book faculty librarians school library media specialists and instructional designers will learn how to teach the theory and practice of digital storytelling This innovative resource will also empower students to reflect on their roles as digital storytellers and metaliterate learners in today s dynamic and evolving information environment

Children Tell Stories Martha Hamilton, Mitch Weiss, 2005 Presents concrete methods of incorporating storytelling by students of all ages into classroom practice to help teachers meet U S education standards of reading writing speaking listening viewing and visually representing Provided by publisher **Storyteller, Storyteacher** Marni Gillard, 1996 Marni Gillard has told stories to preschoolers middle schoolers and college students and elicited their tales in return She s heard triumph and trauma tales from prison inmates senior citizens and both preservice and veteran teachers She s witnessed repeatedly that we teach ourselves how to live by telling our stories In this book she shares the lessons she s learned about child centered teaching and telling Storyteller Storyteacher includes The important difference between reading aloud and storytelling How children can learn from the natural storytellers in their lives How to retrieve early memories How to choose the right story to tell Strategies and reasons for the use of visualization A perspective on performance anxiety and reluctant tellers How less competent readers and writers find a safe and success strewn path to literacy through oracy How oral stories help build community from the first day of school His book speaks to the soul of the experienced but often weary teacher and shines a light of encouragement on the path before the beginning teacher It honors the important work of parenting and of listening to children in and out of school It invites us all to look to our stories for lessons about educating our children and ourselves

Interactive Collaborative Learning Michael E. Auer, David Guralnick, James Uhomoibhi, 2016-12-31 This book presents the proceedings of the 19th International Conference on Interactive Collaborative Learning held 21-23 September 2016 at Clayton Hotel in Belfast UK We are currently witnessing a

significant transformation in the development of education The impact of globalisation on all areas of human life the exponential acceleration of developments in both technology and the global markets and the growing need for flexibility and agility are essential and challenging elements of this process that have to be addressed in general but especially in the context of engineering education To face these topical and very real challenges higher education is called upon to find innovative responses Since being founded in 1998 this conference has consistently been devoted to finding new approaches to learning with a focus on collaborative learning Today the ICL conferences have established themselves as a vital forum for the exchange of information on key trends and findings and of practical lessons learned while developing and testing elements of new technologies and pedagogies in learning

Self-help English Lessons Julia Helen Wohlfarth, John J. Mahoney, 1922 Language Lessons John Benjamin Wisely, Sarah Elizabeth Griswold, 1906 *The Bible Study Union Lessons*, 1914

Teaching and Learning with ICT in the Primary School Sarah Younie, Marilyn Leask, Kevin Burden, 2014-09-15 The new edition of *Teaching and Learning with ICT in the Primary School* introduces practising and student teachers to the range of ways in which ICT can be used to support and extend teaching and learning opportunities in their classrooms Fully updated and expanded with brand new chapters reflecting the abundant changes in the field since the first edition was published it offers practical guidance underpinned by the latest research and teaching in the field It is illustrated throughout with case studies and examples together with a glossary explaining key terms It focuses on how technology based practices can support the teaching of individual subjects as well as a range of teaching and learning styles Key topics covered include Support reading and writing with ICT Enhancing mathematics with technology ICT in the foundation subjects Computer programming Creativity and ICT ICT and sustainability Linking home and school Digital technologies for special educational needs Mobile technologies Gaming and virtual worlds Assessment E Safety Written for all training primary teachers as well as more experienced teachers and ICT coordinators looking for guidance on the latest innovative practice *Teaching and Learning with ICT in the Primary School* 2nd edition offers advice and ideas for creative engaging and successful teaching and learning

Methods of Teaching English in First & Second Grades Julia Helen Wohlfarth, Fernando V. Bermejo, 1928

Home Lessons in Religion Samuel Wells Stagg, Mary Boyd Stagg, 1923

How to Teach English Zenos Edmund Scott, Randolph Thatcher Congdon, Harriet E. Peet, Laura Frazee, 1929

STORY-TELLING LESSONS HENRY EDWARD. TRALLE, 2018 *Story-telling Lessons* Henry Edward Tralle, 1921

Teaching as Story Telling Kieran Egan, 1989-01-23 An eminently practical guide *Teaching as Story Telling* shows teachers how to integrate imagination and reason into the curriculum when planning classes in social studies language arts mathematics and science In his innovative book Kieran Egan refashions the ancient function of the storyteller with such clarity that any teacher can step into the role with confidence Not only does Egan's book make the reader look anew at what is too often taken for granted about the ways in which children learn it opens up a range of critical questions about our

orientation to objectives and to either ors when it comes to the affective and the cognitive Back cover **Teaching Mathematics Creatively** Linda Pound, Trisha Lee, 2015-04-24 This new and updated edition of Teaching Mathematics Creatively offers a range of strategies to enable trainee and practising teachers to take an innovative playful and creative approach to maths teaching It promotes creativity as a key element of practice and offers ideas to involve your students and develop knowledge understanding and enjoyment Exploring fresh approaches this text explains the role of play in bringing mathematics alive for children and teachers alike It identifies the power of story telling in supporting mathematical thinking examines cross curricular teaching and allows you to plan for teaching creatively Imaginative ideas underpinned by the latest research and theory include Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Giant maths how much food do you include on a giant shopping list Stimulating and accessible with contemporary and cutting edge practice at the forefront Teaching Mathematics Creatively includes a wealth of innovative ideas to enthuse teachers and enrich maths teaching This book is an essential purchase for any professional who wishes to embed creative approaches to teaching in their classroom **Intermediate Language Lessons** Emma Serl, 1914 Report of Superintendent of Schools, City of Fort Wayne, Indiana ,1907

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web during this phase chromosomes line up in the middle mitosis worksheet the diagram below shows six cells in various phases of the cell cycle note the cells are not arranged in the order in which mitosis occurs and one of the phases of mitosis

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