

GRADO EN MAESTRO/A DE EDUCACIÓN PRIMARIA



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DEVELOPING LINGUISTIC SKILLS THROUGH STORYTELLING IN THE EFL CLASSROOM.

FINAL DEGREE PROJECT

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ABSTRACT: This project is aimed to demonstrate the importance of *storytelling* and its contribution when developing the five linguistic skills in the English foreign language classroom (EFL) during elementary education. These skills are: speaking, reading, listening and writing and oral interaction.

Stories play an important role in education as they enormously improve reading, listening, comprehension and other skills. Also, stories are motivating and fun and above all they can help develop positive attitudes towards the foreign language and language learning. They can even create a desire to continue learning.

Children learn and create their mother tongue not by sitting at their desks doing pencil and paper tasks or drilling structures out of context they do it but by interacting with and manipulating language with a community of learners in a meaningful way. A second language should be learnt as the mother tongue and storytelling is the best way of achieving this.

During my internship I had the opportunity to observe how teachers used stories with a main purpose: entertainment. Also, they didn't carry out activities in order to develop the five skills when they could have done. The teacher normally tells or even reads the story while pupils are sat on their chairs listening. Obviously this is not the best way of carrying out storytelling in the EFL classroom. Therefore, an educational intervention has been designed putting into practice an alternative, participate and motivating methodology that attends pupils' needs and interests developing the already-mentioned five linguistic skills through storytelling.

First of all I will start with a legal framework comparing how English is considered in different educational laws, afterwards a theoretical basis of storytelling is provided for a further comprehension of project and then I will finally propose a didactic sequence demonstrating that the five linguistic skills can be developed all at once through stories.

KEYWORDS: *Storytelling*, skills, elementary education, EFL classroom, listening, reading, writing, speaking, comprehension, oral interaction.

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INTRODUCTION

This project is the result of the learning acquired throughout the primary education degree taken place at Malaga's University. I also consider this Project a final test in which all my knowledge is put to use.

The final degree project appears in the *Real Decreto 1393/2007 de 29 de octubre de 2007, artículo 12* and states that: "*los alumnos de los grados deberán realizar un trabajo final y este estará comprendido entre 6 y 30 créditos*". It also mentions that it should be related with our formative period at university and our internships. Taking this into account, I have focused my project on how to develop linguistic skills through storytelling.

In the article "Storytelling as a method of EFL teaching" the author Mauro Dujmovic (2006) affirms that nowadays in many classes young children copy words and phrases they do not understand and then in a chorus read them to the teacher. In his opinion carefully chosen children's literature allows children to develop their receptive language in an entertaining, meaningful context and naturally invites them to repeat many of the predictable words and phrases, which they gradually take ownership of and add to their receptive and productive language.

Why have I chosen storytelling? I decided to choose this topic because it achieved good results in the EFL classroom during my internship and I considered it interesting as it is a different way of teaching English to students. I agree with Mauro Dujmovic because young learners learn English in a non meaningful way. In exchange, stories are motivating and fun, they exercise imagination, listening to a story is a shared social experience and so on but what is most important: pupils learn English through English. It is a way of confirming that language is something you actually learn and use "for real".

Nonetheless, during my internship I had the opportunity to observe how many teachers just used storytelling in the classroom for entertainment losing out on all the benefits that stories can provide in an EFL classroom. Teachers only carried out different textbook activities to teach English.

Throughout this project I intend to demonstrate that storytelling is a different and motivating way of acquiring a second language developing all five skills through a story and different activities related to it. Therefore, an educational intervention has been designed to prove this as I have already mentioned in several occasions.

Having said this, the already mentioned project has been divided into eight sections.

In the first chapter, I will compare the importance given to English teaching in different educational laws. Afterwards, in the second chapter, different storytelling concepts will be provided and I also will explain the background to storytelling and its role in the EFL classroom. Chapter III is really the core of this project and mainly focuses on how storytelling can develop the four basic skills: listening, speaking, reading and writing. Later on, in chapter IV I will explain how storytelling is carried out in the classroom. Then I will pass on to chapter V which contains the practical side of this project. A didactic sequence is provided based on the use of storytelling. In chapter VI I will finish with a conclusion where I give my opinion about traditional storytelling and how it improves using different kind of techniques. Finally in chapter VII will appear all the sources I have used to elaborate this project and in chapter VIII the different resources to create my educational intervention.

I. TEACHING ENGLISH IN ELEMENTARY EDUCATION.LEGAL FRAMEWORK.

In this chapter I will compare the importance given to the English subject and how is treated in different educational laws. This educational frame is composed by: LOE, LEA, LOMCE and REAL DECRETO 1513/2006. I also will make a special mention to the CEFRL as it takes into account what foreign language pupils should learn and acquire in order to become communicatively efficient.

LOE: LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación.

It mentions the importance of becoming efficiently communicative in at least one foreign language and states that elementary education will contribute to developing the capacities which enable children to:

“Acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations”.

LEA: LEY 17/2007, de 10 de diciembre, de Educación de Andalucía

This education law has a whole article exclusively related to foreign languages in elementary education.

This article states:

Artículo 53. Las lenguas extranjeras. La enseñanza de las lenguas extranjeras recibirá una especial atención en esta etapa educativa. A tales efectos, la Administración educativa impulsará, entre otras, las siguientes medidas:

- *Incorporar el idioma extranjero en el primer ciclo de la etapa con una dedicación horaria adecuada.*
- *Facilitar la impartición de determinadas materias del currículo en una lengua extranjera.*
- *Disminuir el número de alumnos y alumnas por aula en el tercer ciclo, de acuerdo con lo que a tales efectos se determine.*

- *Favorecer la renovación de los aspectos metodológicos de las lenguas extranjeras, introduciendo métodos activos y participativos orientados hacia la comunicación oral.*
- *Facilitar la implantación de una segunda lengua extranjera en el tercer ciclo de la etapa, de acuerdo con lo que a tales efectos se determine.*

REAL DECRETO 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

The Royal Decree 1513/2006 goes in depth when talking about English in the foreign language classroom. It divides the contents of this subject into four main blocks:

- *Bloque 1: Escuchar, hablar y conversar.*
- *Bloque 2: Leer y escribir.*
- *Bloque 3: Conocimiento de la lengua.*
- *Bloque 4: Aspectos socioculturales y conciencia intercultural.*

The first block highlights the importance of being able to listen, speak and converse in English. On the other hand, the second block of contents is related to the fact of reading and writing as it is also an essential part of a language. The third block makes reference to language awareness and finally the fourth block specifies the need of knowing the customs and traditions of the language that is being learnt, this is the cultural side of language learning.

This law also explains the competences that are or should be developed in the English classroom throughout elementary education. It states that learning a language contributes directly to the development of the linguist and therefore the communicative competence.

Finally, it also establishes the aims that students have to achieve and provides teachers the criteria needed to evaluate students.

LOMCE: *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.*

This law is more or less similar to the LOE. There is only one main difference: the incorporation of a second foreign language as they consider important to be “fluent” in several languages.

(...) La Ley apoya decididamente el plurilingüismo, redoblando los esfuerzos para conseguir que los estudiantes se desenvuelvan con fluidez al menos en una primera lengua extranjera, cuyo nivel de comprensión oral y lectora y de expresión oral y escrita resulta decisivo para favorecer la empleabilidad y las ambiciones profesionales, y por ello apuesta decididamente por la incorporación curricular de una segunda lengua extranjera.

CEFRL: Common European framework of reference for languages.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It also describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.

According to the CEFRL, learners must learn or acquire the following competences:

General competences:

- Declarative knowledge (savoir)
Knowledge of the world, socio-cultural knowledge and intercultural awareness.
- Skills and know-how (savoir-faire)
Social skills, living skills, vocational and professional skills, leisure skills and intercultural skills.
- Existential competence (savoir-être)
Attitudes, motivations, values, beliefs, cognitive styles, personality and so on.

- Ability to learn (savoir- apprendre)

Language and communication awareness, general phonetic awareness and skills, study skills and last but not least heuristic skills.

Communicative language competences:

- Linguistic competences
 - Lexical competence
 - Grammatical competence
 - Semantic competence
 - Phonological competence
 - Orthographic competence
 - Orthoepic competence
- Sociolinguistic competences
 - Linguistic markers of social relations
 - Politeness conventions
 - Register differences
 - Dialect and accent
- Pragmatic competences
 - Discourse competence
 - Functional competence

As the CEFRL states, besides acquiring these competences pupils should also be capable of putting them into action employing different kind of strategies.

Finally, I would like to highlight that all the laws are different in many aspects but they agree in one thing: students becoming communicatively efficient.

II. THEORETICAL FRAMEWORK

2.1 BACKGROUND TO STORYTELLING

Once upon a time there was storytelling. It is hard to pin-point exactly when it started, although we could say that when man first began to communicate. Storytelling is the original form of teaching. Our ancestors shared their own experiences, customs and traditions with following generations above all through oral narration, which served as the basic foundation of storytelling. The art of storytelling was passed down from generation to generation by word of mouth in a rich array of ways.

A way of doing this was through folktales and fables. These are among the oldest forms by which cultural values, beliefs, customs and wisdoms have become inculcated in us today. People have always told stories and a way of preserving history, traditions and so on was precisely through stories. They were used for different purposes.

Storytelling tradition dates back to the time before written sources came into being. As we already know, the youngest forms of storytelling were mainly oral, combined with gesture and expression: words were spoken from one person to another in an effort to communicate a message or feeling. On the other hand, we can find ancient stories in the scratched artwork in caves. Later on, with the invention of writing, stories were recorded, transcribed and shared over wide regions of the entire world. The brothers Grimm played an important role in the transcription of stories. One of their most famous collections is: *“Children’s and Household Tales”* published in 1812.

As human activities have become more refined and complex, visual stories have been presented in images carved into wood, ivory or stone, painted on canvas, recorded on film and stored electronically as digital images.

It is said that even before the dawn of civilization, primitive hunters would gather around the fire at the end of the day and tell each other stories, captivating their audience with tales of their adventures in hunting and in search of food. This end of day the gathering became an established routine for our ancestors.

On the other hand, Anne Pellowski (1991) came to the following conclusions, which illustrate the importance of storytelling and how it has evolved throughout history:

- Storytelling grew from the playful elements of human nature and satisfied a need for self-entertainment.
- It fulfilled a need to explain surrounding; the physical world. As humans we are logical creatures, we need to make sense of things.
- It evolved through the intrinsic urge to communicate and share experiences.
- It developed as a means of explaining and substantiating the supernatural forces believed to be present in the world at the time, thus satisfying religious beliefs.
- It fulfilled and aesthetic need for beauty, regularity and form through expressive language and music.
- It was born from a need to record history.

Storytelling has existed ever since human beings started to communicate between each other and has contributed to transmit knowledge from a generation to another one.

As we will see further on, storytelling is currently used in schools as an important teaching technique. Different kinds of stories have been used and are still being used by teachers but the most important ones have always been fables. In the article “Teaching with Aesop’s fables’ written by Theda Detlor (2001), fables are: *“moral tales, often involving animals that represent people. They reveal human experiences and/or show conflicts over issues. They are generally short and concise stories”*.

Teachers have always preferred to use fables as they provide a moral and therefore teach a lesson to students. Nevertheless, many more kind of stories are actually used apart of fables with educational purposes.

2.2 STORYTELLING AS A CONCEPT

Storytelling happens everywhere and all the time. Everyone at some point tells stories about different things, in different places and with different purposes. Some stories are told for entertainment and others for educational purposes. This is related with we already know as “*docere delectando*”, teaching something in a diverting way.

What does storytelling mean? It is really hard to look for storytelling definitions. I have chosen the ones that I consider most adequate.

First of all, I would like to start with different storytelling definitions from a general point of view.

The article titled “Using storytelling in education” contains several definitions. One of them is stated by Jane Yolen (1986) editor of *Favorite Folktales from around the World* explains that: “*Storytelling, the oldest of arts, has always been both an entertainment and a cultural necessity...storytellers breathed life into human cultures*”

On the other hand, in the same article there are some recent storytelling definitions from groups such as the North Dakota Center for the Book in 1992. They define storytelling as:

“An art form, through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imaginations. Storytelling is at the heart human experience; a means by which we gain a better understanding of ourselves and our world”.

In the book titled “*Storytelling in the classroom: enhancing traditional oral skills for teachers and pupils*” we can also find another definition formulated by Anne Pellowski (1991) who attempts to explain storytelling and considers it:

“the art or craft of narration of stories in verse/and or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung with or without musical, pictorial, and/or other accompaniment and may be learned

from oral, printed or mechanically recorded sources; on of it purposes may be that of entertainment”.

Besides these definitions we can also find other kind of definitions. As I pointed out in the previous chapter, storytelling became related to education and is currently used in schools.

Heidi Bordine Fitzgibbon and Kim Hughes Wilhelm (1998) in their article “Storytelling in the ESL/EFL classroom” state according to Chambers (1970) that storytelling is described as *“a technique of teaching that has stood the test of time”*.

These authors also make use of another definition already established by Cooper (1989) who considers storytelling an *“ideal method of influencing a child to associate listening with pleasure, of increasing a child’s attention span and retention capacity, or broadening vocabulary, and of introducing a child to the symbolic use of language”*

As we can see there are authors that consider storytelling a teaching technique and others a method. I would not say it is a method, I think of storytelling as an important resource or technique that can become part of a specific methodology. In other words, a complement.

Again in the same article appears another definition established by Pedersen (1995) and advocates teachers as storyteller ESL (English second language) children. Pederson also explains that: *“stories enable ESL children to have an experience with the powerful real language of personal communication, not the usual teacherese of the foreign language classroom the full range of language is present in stories”*

In conclusion we could say that storytelling is obviously a means of expressing different experiences, emotions, feelings and also ideas in different forms of transfer and dates back to ancient times despite all the modern innovations and nowadays is used in education as an important teaching technique. According to Hendrickson *“stories are valued as providing comprehensible input that facilitated language acquisition”*.

2.3 STORYTELLING IN THE EFL CLASSROOM

Storytelling is a unique educational resource or technique that can range from de purely traditional to the most technologically modern. Nowadays there is a new kind of storytelling called “*Digital storytelling*”, which will be explained further on, and offers a great array of possibilities in the EFL classroom using ICTs.

Stories can provide a highly motivating, engaging a realistic source of genuine language interaction in the classroom. They are “living language” in which the teller becomes the source of language, and pupils are actively involved in understanding.

On the other hand, storytelling directly increases student’s skills in listening, reading and comprehension. Nevertheless, more skills can be developed through storytelling: speaking, writing and oral interaction.

It was a shame to see during my internship how many teachers in the EFL classroom just limited themselves to tell different stories and never thought of carrying out activities related to them in order to develop basic skills like the ones mentioned before. They used stories in the classroom without a purpose just for entertainment and nothing else. Through storytelling different topics can be explained in a motivating and different way captivating pupils’ attention from the very beginning.

Nonetheless, before using storytelling in the classroom it is important to choose the correct story therefore in selecting stories for the classroom you have to be guided by the following criteria:

- Is a story you would enjoy telling.
- Will engage the children.
- Is this a story our students might find entertaining or thought-provoking.
- That is fit your pupils’ needs.
- Is one the children can understand well enough to enjoy.
- Helps you to fulfill your language language-teaching purpose.
- Is the right length.
- Offers children a rich experience of values and behaviors.

Although children are used to listening to stories in their modern tongue, understanding a story in a foreign language is hard work. In order to increase pupils' enjoyment it is necessary to ensure that their understanding is supported in several ways. These are some guidelines:

- Identify the linguistic objectives. It is important to decide the vocabulary and language structures pupils should learn.
- Provide a context for the story and also introduce some of the main characters.
- Provide visual support: pictures, flashcards, images and so on.
- (...)

On the other hand it is obvious that children enjoy listening to stories and teachers should take advantage of this situation. These are some of the reasons why storytelling should be carried out in the English classroom:

- Stories are motivating and fun and above all it can help develop positive attitudes towards the foreign language and language learning. They can even create a desire to continue learning.
- Stories also exercise the imagination. Children can get to identify themselves with the characters and become personally involved. This imaginative experience helps develop their creativity.
- Stories are a useful way of linking fantasy and the imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life.
- Listening to stories is a social shared experience. Storytelling provokes a shared response of laughter, excitement etc which is not only enjoyable but can help build up the child's confidence and encourage social and emotional development.
- Children enjoy listening to stories over and over again. This frequent repetition allows to acquire certain language items and others are being reinforced. Repetition encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

- Listening to stories also allows the teacher to introduce or revise new vocabulary and sentence structures.
- Listening to stories develops the child's listening and concentration skills.
- Learning English through stories can lay the foundations for secondary school in terms of basic language functions and structures, vocabulary and language learning skills.

In order to perform storytelling adequately the teacher must learn the story. Learning the story means to make the story your own. Also outline the story, control the story's length, therefore, if the story is long it can always be simplified without modifying too much the structure. Another important aspect is practicing the story with friends, family or in front of a mirror to eliminate poor gestures. Storytelling should not look studied or artificial.

Finally, I would like to highlight once again that stories not only develop linguistic skills and transmit knowledge they also have numerous affective benefits for social and emotional aspects. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing. As a matter of fact many stories reflect children's fears.

2.3.1 DIGITAL STORYTELLING

As I highlighted before, a new kind of storytelling has recently arisen. It is known as *“Digital storytelling”*.

Digital storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, etc. In addition to this, digital storytelling provides rich “teachable moments” in regards to helping students become media literate. An example could be using storytelling videos on the whiteboard in the EFL classroom. It is a mix between the traditional storytelling and technology.

A technology-based learning environment provides students with more options than a typically traditional learning situation. Nowadays, in technology enhanced learning and teaching environments, storytelling is supported by various multimedia tools.

Storytelling offers many possibilities in the EFL classroom it really depends of the teacher and if he or she is really interested in providing students good and significant learning situations.

III. STORYTELLING IN THE DEVELOPMENT OF THE FIVE LINGUISTIC SKILLS.

This chapter is aimed to show and explain how storytelling contributes to the development of different skills.

Storytelling is a teaching technique that has the unique and extraordinary capability of developing different skills at once. The main linguistic skills are: speaking, listening, reading, writing and oral interaction. First of all I will start with speaking, and then I will pass on to listening, reading, writing and I will finish with the oral interaction skill.

3.1 SPEAKING

Most children when start to learn a second language want immediate results and even after their first lesson they will want to show friends or family that they can speak some English. It has been proved that students are motivated when they begin to learn a new language. It is important to maintain those high levels of motivations and a way of achieving it is through storytelling.

Storytelling can be used in a great variety of ways to improve students' oral communication skill. Once they have heard a story, children are normally anxious to discuss their understanding of the story and relate it to their own experience.

On the other hand, as children hear this language over and over again through stories they soon learn to use it. Nevertheless, this productive skill can be developed through different speaking activities in the classroom related to the story told by the teacher in the EFL classroom.

Children need to be giving opportunities to speak English as soon as possible, as much as possible so they feel they are making progress. Motivation is crucial when acquiring a second language. Storytelling is a good way of providing those speaking opportunities through different speaking activities.

3.2 LISTENING

Storytelling highly contributes in the development of listening and therefore also improves pupil's concentration and comprehension skills. While the teacher tells the story in the classroom, students have to pay attention and understand the meaning of different words, linguistic structures and so on in order to comprehend the already-above mentioned story.

As I commented in other chapters children enjoy listening stories over and over again. This frequent repetition allows certain language items to be acquired while other are being reinforced.

The listening skill can be also developed through different listening activities in the EFL classroom. These activities will be always related to the story told by the teacher.

3.3 READING

The process of comprehension when listening to the spoken word is similar in many respects to understanding the written word. In the article "The power of story: using storytelling to improve literary learning" Sara Miller and Lisa Pennycuff state that storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills (Haven & Ducey 2007)

Storytelling develops this skill due to the fact that children who frequently listen to stories improve their reading skills because they are interested in reading other related stories and information. In other words, storytelling causes in children the desire of reading other books. This is one of the reasons why it is important to have in the classroom a corner or shelves full of books that meet with the pupils' interests.

Learners will need to listen to stories with pictorial information to provide a context for understanding the word. Gradually the children will become more confident in reading the written word on its own. Finally, I would like to say that this skill can be also developed through different reading activities like the rest of the skills mentioned.

3.4 WRITING

When supporting children's writing skills, the teacher should help to make writing purposeful and contextualized wherever possible.

Storytelling promotes writing skills by encouraging young people to write their own stories, impressions of stories that they have already heard or even a play based upon a familiar tale.

This skill can be also developed through writing activities. There activities which encourage copying and other which encourage creativity. Teachers must always design activities in which creativity is fostered and make pupils use high order thinking skills.

3.5 ORAL INTERACTION

First of all I would like to clarify that speaking and oral interaction are not the same skill as they are often confused. Oral interaction is being able to maintain a conversation.

Storytelling contributes in the development of this skill. After telling a story the teacher normally will ask pupils different questions about it. Pupils then will answer establishing communication with the teacher. Also, while doing different storytelling activities pupils might speak to each other resolving doubts, they also might participate in group activities where they communicate with the teacher and so on.

IV. METHODOLOGY

4.1 HOW TO CARRY OUT STORYTELLING IN THE EFL CLASSROOM.

When telling a story for the first time it is important to create a relaxed and informal atmosphere in the classroom. It is important to get children much nearer than normally. This is because they must be able to see the teacher, but also because it changes the relationship between the already mentioned teacher and them. They know they are going to share something.

This could be achieved through a story corner gathering pupils around the teacher in a semicircle; this arrangement also makes it easier for them to hear him or her and to see any visuals that might be used. The story corner should have low bookshelves and have a carpet and cushions on the floor. Children will be more comfortable with this layout. If we also include pictures, flowers, colorful clothes it will help to make the corner a magic story world and more inviting. The corner can be decorated as well with any artwork or writing inspired by stories read to pupils in class. A top ten book chart can be organized by pupils and display the results in the corner. Using the top ten book chart pupils will feel motivated to continue listening and reading stories in their mother tongue or in English.

We can also use another kind of arrangement it is known as U-shape of teachers. If the arrangement of the classroom cannot be changed it is convenient to find another way of helping the children to feel that something special is going to happen: storytelling time.

Sometimes it is difficult to re-arrange the classroom. In these situations many teachers have a “story bag” which they only have to hold up for the children to get into their “story frame of mind”. Other teachers use puppets, other might wear a particular hat or coat, place objects nearby. This beginning, repeated every time, creates that magical story readiness which means the children already like the story before you have even begun.

It is also important to have rehearsed the story beforehand so that the teacher is able to look at the children frequently while reading or telling the story (it is preferable to tell the story).

I would like to highlight that there are many techniques that can be used when telling a story in the classroom. If pupils are unfamiliar with storytelling the teacher should speak clearly and slow, use visual supports and make comments about them, use gestures and facial expressions in order to help meaning. Also the teacher must try to create a relaxed atmosphere.

Finally, I strongly think that the best way of carrying out storytelling in the EFL is connecting it with the task based approach. This approach aims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks.

In order to prove this, my didactic sequence will be based on this approach taking into account all the steps previously explained in this chapter. Also, this didactic sequence will be composed by four sessions and each session will be divided into three parts: presentation, practice and production. Also, there always will be a pre-activity, while-activity and post-activity.

V. EDUCATIONAL INTERVENTION

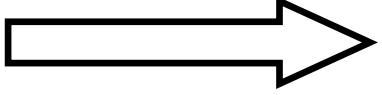
This educational intervention aims to demonstrate how different skills can be developed through storytelling in the EFL classroom. The story I have chosen is called “The Gruffalo” written by Julia Donaldson and Axel Scheffler.

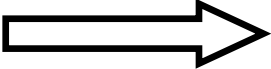
It has been designed for the third cycle of elementary education concretely for fifth grade pupils. As I said in other chapters, stories allow teachers work different topics in the classroom. Through this story pupils will learn the different parts of the animals.

This learning sequence is divided into 4 sessions of up to 55 minutes. Each session will have activities before the story, during the story and after the story .Also, I would like to highlight that all the activities will be created taking into account Howards Gardner’s Multiple Intelligences Theory and cooperative work will be included too.

EDUCATIONAL INTERVENTION: DIDACTIC SEQUENCE

TITLE: “The Gruffalo”. Learning animal’s parts.	LEVEL: 5º	Nº OF SESSIONS: 4 sessions 55’
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<p>LEARNING OBJECTIVES</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Follow the story and participate when required. ▪ Understand oral and written messages of certain complexity. ▪ Interact and produce oral messages related to the topic. ▪ Write short texts. ▪ Appreciate foreign children’s literature. ▪ Cooperate to carry out tasks in the classroom. ▪ Describe a fantasy creature correctly in a creative way ▪ Do the different classroom activities adequately showing interest. 	<p>EVALUATION CRITERIA</p> <p>Pupils are be able to:</p> <ul style="list-style-type: none"> ▪ Follow the story without problems and participate actively. ▪ Understand oral and written messages being able to extract some specific information and can also write short texts. ▪ Speak and also converse in English using the language correctly. ▪ Maintain a positive attitude towards the different activities and the foreign children’s literature appreciating it. ▪ Describe his/her own fantasy creature in a creative way with the correct vocabulary and also do the different classroom activities adequately with interest.
<p>KEY COMPETENCES</p> <p>The key competences developed are</p> 	<ol style="list-style-type: none"> 1. Linguistic 2. Mathematical 3. Interaction with environment 4. Digital and information processing 5. Social and civic 6. Cultural and artistic 7. Learning how to learn 8. Personal autonomy and initiative

<p>HOW TO EVALUATE</p> 	<p>TOOLS TO ASSESS LEARNING</p> <ul style="list-style-type: none"> ▪ Rubric. It will be used to evaluate the final product: a monster’s description. ▪ Feedback: thumbs up. It will be carried out throughout the different lessons. ▪ Observation. This will be the main assessment tool used by the teacher.
<p>CONTENTS</p>	
<p>BLOCK 1:</p> <p>LISTENING, SPEAKING AND INTERACTION</p>	<ul style="list-style-type: none"> ▪ Listening and comprehension of oral messages of progressive complexity in order to obtain general and specific information. ▪ Oral productions of certain complexity based on already known linguistic structures demonstrating interest when in expressing him or herself in English. ▪ Oral interaction in real or simulated classroom situations.
<p>BLOCK 2:</p> <p>READING AND WRITING</p>	<ul style="list-style-type: none"> ▪ Reading and comprehension of texts presented in different formats. ▪ Writing their own texts by themselves with a communicate purpose in order to transmit information.

<p>BLOCK3:</p> <p>LANGUAGE AWARENESS</p> <p>KNOWING THE LANGUAGE</p>	<p>Notions:</p> <ul style="list-style-type: none"> ▪ Body parts: tails, tongue, tusks, claws, wart, prickles. ▪ Places: wood and lake. ▪ Food: scrambled and crumbled. ▪ Eating times: breakfast, lunch and dinner. <p>Functions:</p> <ul style="list-style-type: none"> ▪ There is/are ▪ He/she/it has got ▪ My favourite... ▪ Expression: “It is very kind of you”. <p>Recycled language:</p> <ul style="list-style-type: none"> ▪ Animals: mouse, snake and other animals that can be mentioned by pupils. ▪ Body parts: legs, head, toes, finger, mouth... ▪ Colours: green, white, orange, blue, purple... ▪ Days of the week: Monday, Tuesday, Wednesday... ▪ Adjectives: big, small, scary, dangerous...
<p>LANGUAGE AWARENESS</p> <p>REFLECTING UPON THE LANGUAGE</p>	<ul style="list-style-type: none"> ▪ Accepting mistakes as a part of the learning process. ▪ Interest in using the English language correctly in different situations.

<p>BLOCK 4:</p> <p>SOCIOCULTURAL AND INTERCULTURAL AWARENESS</p>	<ul style="list-style-type: none"> ▪ Recognize the worth of the English language as an instrument that allows establishing communication with other people. 	
<p>FINAL PRODUCT</p>	<p><u>Final product:</u> pupils will have to create their own monster and describe it correctly.</p>	
<p>SOCIAL, EMOTIONAL AND LEARNING NEEDS OF INDIVIDUALS</p>	<p>Multiple intelligences</p> <ul style="list-style-type: none"> ▪ Linguistic ▪ Visual-spatial ▪ Intrapersonal ▪ Interpersonal ▪ Bodily-kinesthetic 	<p>Others: fast and slow finishers.</p> <ul style="list-style-type: none"> ▪ Below: adaptations for learners with difficulties will be made. Individual activities will be simplified (vocabulary and grammatical structures). On the other hand, they will have their own story with pictograms. ▪ At: pupils will do all the activities presented by the teacher. ▪ Above: fast finishers will have the opportunity to play vocabulary games and other fun activities once they have finished with main classroom activities.
<p>USE OF TECHNOLOGIES</p>	<p>Children will be able to do different interactive activities using the whiteboard or digital board.</p>	

Lessons	Activity	Activities procedure	Teacher's role	Skills	Time	Material	Grouping
Lesson 1	Task 1 Introduction	<p>Brainstorm. The teacher says that he/she has recently read a story about a very curious monster. Pupils will then start saying different monsters names. The teacher will then say the monsters name: "Gruffalo".</p> <p>Afterwards, the teacher will ask the students to imagine how a "Gruffalo" could look like. The teacher will draw on the whiteboard the monster described and created collaboratively by pupils.</p> <p>At this stage the teacher will then introduce the vocabulary that is going to be seen in the classroom, for example: "He has got two eyes". Pupils will repeat some of those sentences to get familiar with the new words and structures.</p> <p>The teacher will say that the "Gruffalo" likes strange food. Pupils will have to think of different meals. At this point food vocabulary will be also introduced.</p>	<ul style="list-style-type: none"> - Guide -Informer -Motivator 	<ul style="list-style-type: none"> -Oral interaction -Speaking -Reading -Listening 	20'	<ul style="list-style-type: none"> -Whiteboard -Storybook 	<p>Whole group.</p> <p>Pupils seat in a circle around the teacher.</p>

<p>Task 2 Pre-activity</p>	<p>The teacher now shows the cover of the book on the whiteboard. Then he/she tells pupils this is the monster I read about. The monster that was created and drawn by the teacher is quickly compared with the real “Gruffalo”. Vocabulary is briefly reviewed again.</p> <p>The teacher now goes back to the book cover and introduces a new character: the mouse. Then asks what they think the “Gruffalo” and the mouse are talking about. Finally, the teacher says to pay attention and listen to the story if they want to find out (expectation is created).</p>	<p>-Motivator -Informer</p>	<p>-Listening -Oral interaction</p>	<p>15’</p>	<p>-Whiteboard (Used for visual support) -Storybook</p>	<p>Whole group. Pupils seat in a circle around the teacher.</p>
<p>Task 3 While-activity</p>	<p>The teacher tells the story (Appendix 1). He or she will use gestures, expressions and change de intonation when precise.</p>	<p>-Motivator -Informer</p>	<p>-Listening -Oral interaction</p>	<p>15’</p>	<p>-Whiteboard (Used for visual support)</p>	<p>Whole group. Pupils seat in a circle around the teacher.</p>

	Pupils are encouraged to discuss the pictures. For example the first picture before the story begins: What is this? (A forest) and so on.					
Task 4 Post-activity	<p>The teacher quickly discusses the story with the pupils asking different questions.</p> <p>Pupils then do activity 1 in order to reinforce the vocabulary (Appendix 2). The words are then written on the blackboard by some pupils. The rest of the class participates correcting the vocabulary.</p>	<p>-Guide</p> <p>-Motivator</p>	<p>-Oral interaction</p> <p>-Writing</p>	10'	-Worksheet	<p>U-shape arrangement.</p> <p>-Whole group</p> <p>-Individual</p>

<p>Lesson 2</p>	<p>Task 1 Pre-activity</p>	<p>Review the story.</p> <p>The teacher will retell the story this time using the whiteboard where children will be able to see the story with different pictograms (pictures and symbols) as they hear it. (Appendix 3). Pupils will be able to follow the story line without problems.</p> <p>The teacher then projects the image of the “Gruffalo” on the board. Pupils will have to label the body parts of the “Gruffalo” with flashcards (Appendix 3). Afterwards, students will have to make a statement: “He has got a tail”.</p> <p>Pupils then do activity 2. They will have their own worksheet with the “Gruffalo’s” picture and they will have to write down the parts of the body. Also they have to complete a gap information activity. (Appendix 3).</p>	<p>-Guide -Informer</p>	<p>-Reading -Listening -Speaking -Writing</p>	<p>20’</p>	<p>-Whiteboard (story) -Blackboard -Flashcards -Worksheet</p>	<p>Whole group. Pupils seat in a circle around the teacher. U-shape arrangement: Individual (when doing the worksheet and the activity on the board).</p>
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	<p>Task 2</p> <p>While-activity</p>	<p>The teacher now asks the pupils if they remember what food the “Gruffalo” likes and revise food vocabulary again. In order to motivate pupils, the teacher will talk with them about the favourite food.</p> <p>The teacher tells the story again this time encouraging them to participate whenever required. For example, when the teacher says: “and the mouse looked good” pupils say “yummy” and rub their tummies. (Total physical response).</p>	<p>-Guide</p> <p>-Motivator</p>	<p>-Oral interaction</p> <p>-Speaking</p> <p>-Listening</p>	15’	-Storybook	<p>Whole group</p> <p>Pupils seat in a circle around the teacher.</p>
	<p>Task 3</p> <p>Post-activity</p>	<p>The pupils now report the “Gruffalo’s” favourite foods and the teacher invites pupils to read the part of the story where that meal appears. Everything is written on the whiteboard for visual support.</p> <p>Pupils do activity 3. Pupils are asked to make a menu for the</p>	<p>-Guide</p> <p>-Informer</p> <p>-Motivator</p>	<p>-Speaking</p> <p>-Writing</p> <p>-Reading</p>	20’	<p>-Storybook</p> <p>-Worksheet</p>	<p>U-shape arrangement:</p> <p>Whole group</p> <p>Groups of 4 (cooperative work)</p>

		<p>“Gruffalo”. The teacher allows pupils to create strange meals, this way we will foster students’ creativity. They are given a table with the days of the week. Dictionary can be used. (Appendix 3).</p> <p>This activity will be done in groups of 4. Each pupil will assume a role in the group. Once the activity is finished they will have to explain their menu to the rest of the class.</p>					
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Lesson 3	Task 1 Pre-activity	Pupils will sing the “Gruffalo’s” song. They will hear the song and watch the images with the lyrics as it is a video (Appendix 4). They will listen to it the first time and then they will sing it. Vocabulary is reviewed with the song.	-Guide -Motivator	-Speaking -Reading	10’	-Whiteboard (YouTube)	U-shape arrangement: Whole Group
	Task 2 While-activity	Pupils will now take turns and tell the story with the teachers’ help and supervision. Afterwards, pupils will play an interactive game about the “Gruffalo” on the whiteboard (Appendix 4). With this game the teacher will be able to do a review of the whole story. Also, it provides feedback because the teacher will see if they have understood the story. This game will be played in groups of 4. A correct answer sums a point. The team that wins receives a reward.	-Guide -Motivator -Supervisor -Organizer	-Speaking -Reading -Listening -Oral interaction -Writing	40’	-Whiteboard (with the game) -Storybook	U-shape arrangement: Whole group Individual (when reading the story) Groups of 4
	Task 3 Post-activity	The lesson will finish with the “Gruffalo’s” song again. This time they will make different movements when a special word is said. (Total physical response).	-Supervisor -Guide		5’		U-shape arrangement: Whole group

Lesson 4	Task 1 Pre-activity	The teacher invites the class to create a monster between all of them on the blackboard and gives it a name. Also a description is done. Pupils will have to follow the example done on the blackboard (Appendix 5).	-Guide -Informer	-Listening -Speaking	10'	-Blackboard	U-shape arrangement: Whole group
	Task 2 While-activity	The teacher explains to the pupils that it would be great to have a pet monster that represents the classroom. A competition will be carried out in the classroom. Individually, pupils will have to create their own monster with a name, a description and its favourite meal. They can use whatever they want: crayons, cardboard, cotton, and so on. Pupils can help themselves by following the example created in	-Organizer -Guide -Informer -Supervisor	-Writing	35'	-Crayons -Pencils -Paper -...	U-shape arrangement: Individual

		the pre-activity.					
	<p>Task 3</p> <p>Post-activity</p>	<p>All the drawings will be exposed in the classroom.</p> <p>Then pupils will have to vote a monster drawn by his/her classmates. (His or her favourite). They have to take into account that the monster they vote for will become the classroom's pet monster.</p> <p>The monster most voted is hanged up at the entrance of the classroom.</p>	-Controller	-Oral interaction	10'	-Nothing	<p>U-shape arrangement:</p> <p>Whole group</p>

VI. CONCLUSION

As we have already seen, storytelling was a means of expressing different experiences, emotions, feelings and also ideas in different forms of transfer and dates back to ancient times.

Nowadays it has finally become a very important teaching technique which can develop linguistic skills and also have numerous affective benefits for social and emotional aspects. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing.

As Paulo Freire affirms: *“teaching is not just about transferring knowledge, it is creating the possibility of producing it”*.

With storytelling we motivate pupils and give them the opportunity to produce their own knowledge through different meaningful activities and learning situations. Children learn English through English. It is a way of confirming that language is something you actually learn and use “for real” and therefore pupils will be willing to make an effort in order to acquire English as a second language because they will find it useful.

On the other hand, children love listening to stories again and again. As teachers will should take advantage of this situation a teach English through storytelling. Pupils will get enjoy English .This is related with we already know as *“docere delectando”*, teaching something in a diverting way.

Finally, I would like to say that storytelling can be fun and can be used with an educational purpose. It all depends on the teacher and if he or she is willing to provide pupils the best. Storytelling provides many possibilities in the English classroom, the question is: is the teacher up for it?

VII. BIBLIOGRAPHY AND WEBOGRAPHY

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VIII. APPENDIX

Appendix 1

The Gruffalo story by Julia Donaldson and Axel Scheffler.

A mouse took a stroll through the deep dark wood.
A fox saw the mouse, and the mouse looked good.

"Where are you going to, little brown mouse?
Come and have lunch in my underground house."

"It's terribly kind of you, Fox, but no –
I'm going to have lunch with a gruffalo."

"A gruffalo? What's a gruffalo?"
"A gruffalo! Why, didn't you know?"

He has terrible tusks, and terrible claws,
And terrible teeth in his terrible jaws."

"Where are you meeting him?"
"Here, by these rocks,
And his favourite food is roasted fox."

"Roasted fox! I'm off!" Fox said.
"Goodbye, little mouse," and away he sped.

"Silly old Fox! Doesn't he know,
There's no such thing as a gruffalo?"

On went the mouse through the deep dark wood.
An owl saw the mouse, and the mouse looked good.

"Where are you going to, little brown mouse?
Come and have tea in my treetop house."

"It's terribly kind of you, Owl, but no –
I'm going to have tea with a gruffalo."

"A gruffalo? What's a gruffalo?"
"A gruffalo! Why, didn't you know?"

He has knobbly knees, and turned-out toes,
And a poisonous wart at the end of his nose."

"Where are you meeting him?"

"Here, by this stream,
And his favourite food is owl ice cream."

"Owl ice cream! Toowhit toowhoo!"
"Goodbye, little mouse," and away Owl flew.

"Silly old Owl! Doesn't he know,
There's no such thing as a gruffalo?"

On went the mouse through the deep dark wood.
A snake saw the mouse, and the mouse looked good.

"Where are you going to, little brown mouse?
Come for a feast in my logpile house."

"It's terribly kind of you, Snake, but no –
I'm having a feast with a gruffalo."

"A gruffalo? What's a gruffalo?"
"A gruffalo! Why, didn't you know?"

His eyes are orange, his tongue is black,
He has purple prickles all over his back."

"Where are you meeting him?"
"Here, by this lake,
And his favourite food is scrambled snake."

"Scrambled snake! It's time I hid!"
"Goodbye, little mouse," and away Snake slid.

"Silly old Owl! Doesn't he know,
There's no such thing as a gruffal...?"

...OH!"

But who is this creature with terrible claws
and terrible teeth in his terrible jaws?
He has knobbly knees, and turned-out toes,
And a poisonous wart at the end of his nose.
His eyes are orange, his tongue is black,
He has purple prickles all over his back.

"Oh help! Oh no!
It's a gruffalo!"

"My favourite food!" the Gruffalo said.
"You'll taste good on a slice of bread!"

"Good?" said the mouse. "Don't call me good!"

I'm the scariest creature in this wood.
Just walk behind me and soon you'll see,
Everyone is afraid of me."

"All right," said the Gruffalo, bursting with laughter.
"You go ahead and I'll follow after."

They walked and walked till the Gruffalo said,
"I hear a hiss in the leaves ahead."

"It's Snake," said the mouse. "Why, Snake, hello!"
Snake took one look at the Gruffalo.
"Oh crumbs!" he said, "Goodbye, little mouse!"
And off he slid to his logpile house.

"You see?" said the mouse. "I told you so."
"Amazing!" said the Gruffalo.

They walked some more till the Gruffalo said,
"I hear a hoot in the trees ahead."

"It's Owl," said the mouse. "Why, Owl, hello!"
Owl took one look at the Gruffalo.
"Oh dear!" he said, "Goodbye, little mouse!"
And off he flew to his treetop house.

"You see?" said the mouse. "I told you so."
"Astounding!" said the Gruffalo.

They walked some more till the Gruffalo said,
"I can hear feet on the path ahead."

"It's Fox," said the mouse. "Why, Fox, hello!"
Fox took one look at the Gruffalo.
"Oh help!" he said, "Goodbye, little mouse!"
And off he ran to his underground house.

"Well, Gruffalo," said the mouse. "You see?
Everyone is afraid of me!
But now my tummy's beginning to rumble.
My favourite food is – gruffalo crumble!"

"Gruffalo crumble!" the Gruffalo said,
And quick as the wind he turned and fled.

All was quiet in the deep dark wood.
The mouse found a nut and the nut was good.

Appendix 2

Materials lesson 1

Activity 1

Look and learn.



tusks



claws



wart



prickles



teeth



tongue

Look and learn.



scrambled eggs

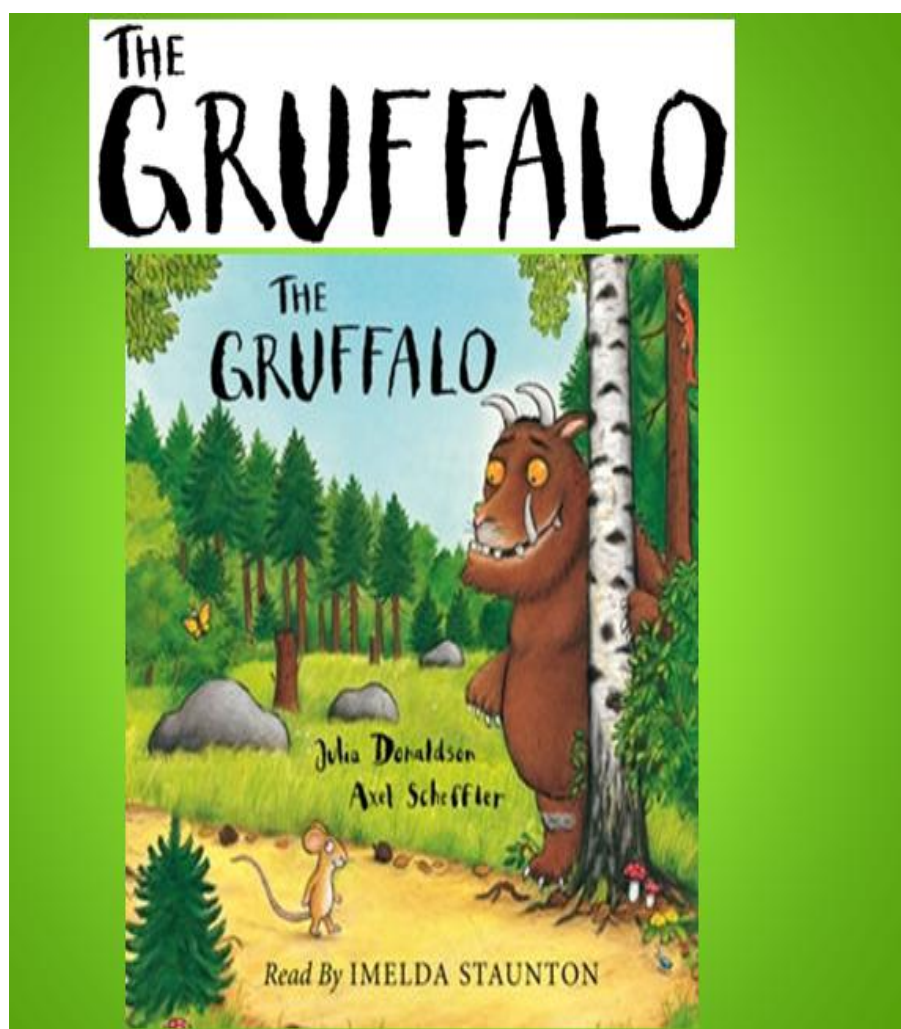


apple crumble

Appendix 3

Materials Lesson 2

Story in a PowerPoint presentation with pictograms. (Example)



<p>who can you see?</p>		<p>fox</p>
<p>snake</p>	<p>owl</p>	<p>mouse</p>

	<table border="1"> <tr> <td>→</td> <td></td> <td></td> <td>→</td> <td></td> <td></td> </tr> <tr> <td>a</td> <td>mouse</td> <td>took</td> <td>a</td> <td>stroll</td> <td>through</td> </tr> <tr> <td>▶</td> <td></td> <td></td> <td></td> <td>→</td> <td></td> </tr> <tr> <td>the</td> <td>deep</td> <td>dark</td> <td>wood.</td> <td>A</td> <td>fox</td> </tr> <tr> <td>⊥</td> <td>▶</td> <td></td> <td>+</td> <td>▶</td> <td></td> </tr> <tr> <td>saw</td> <td>the</td> <td>mouse</td> <td>and</td> <td>the</td> <td>mouse</td> </tr> <tr> <td>⊥</td> <td></td> <td></td> <td>-</td> <td></td> <td></td> </tr> <tr> <td>looked</td> <td>good.</td> <td>"Where</td> <td>are</td> <td>you</td> <td>going</td> </tr> <tr> <td>→</td> <td></td> <td></td> <td></td> <td></td> <td>+</td> </tr> <tr> <td>to,</td> <td>little</td> <td>brown</td> <td>mouse?</td> <td>Come</td> <td>and</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>have lunch</td> <td>in</td> <td>my</td> <td>underground</td> <td>house."</td> <td></td> </tr> </table>	→			→			a	mouse	took	a	stroll	through	▶				→		the	deep	dark	wood.	A	fox	⊥	▶		+	▶		saw	the	mouse	and	the	mouse	⊥			-			looked	good.	"Where	are	you	going	→					+	to,	little	brown	mouse?	Come	and							have lunch	in	my	underground	house."	
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Some flashcards

CLAWS

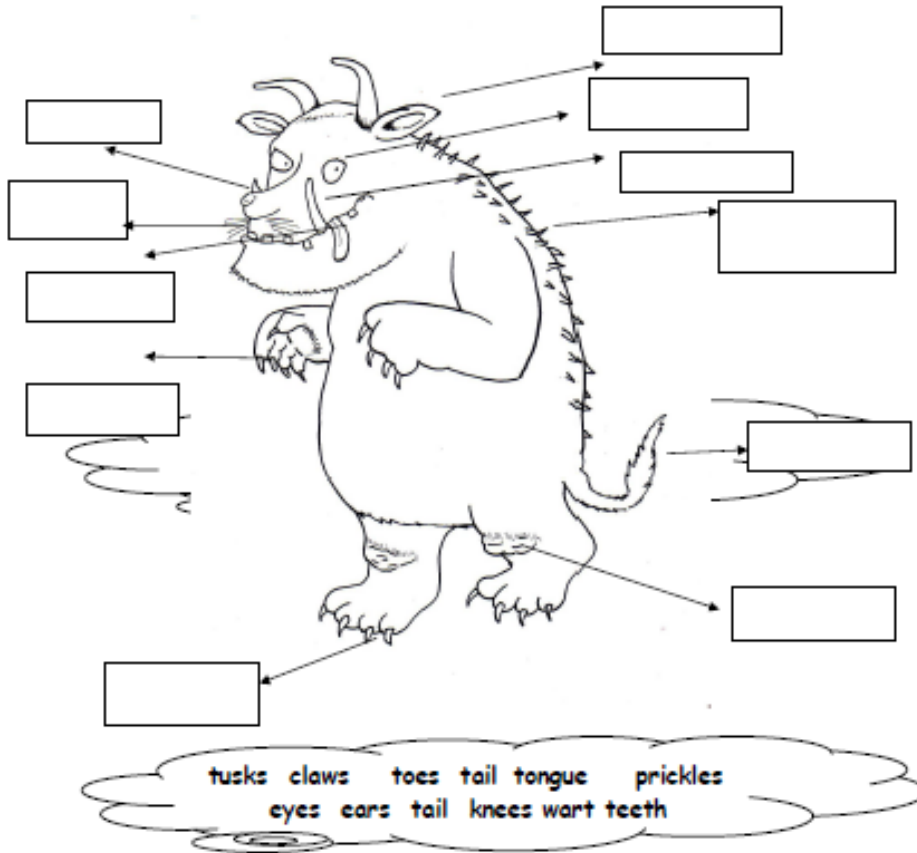
TUSKS

PRICKLES

WART

Activity 2

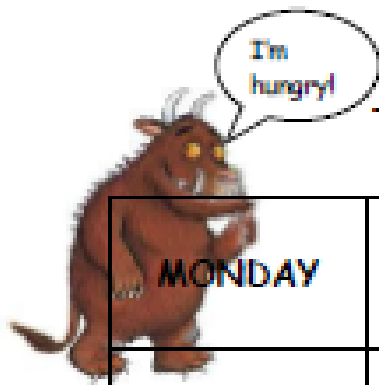
Label the Gruffalo



Complete and colour the Gruffalo.

The Gruffalo is _____. He has got a _____ wart on his nose.
The prickles on his back are _____. He has _____ eyes
and a _____ tongue. His knees are _____. He has terrible
claws, terrible tusks and terrible teeth.

Activity 4



The Gruffalo's menu

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

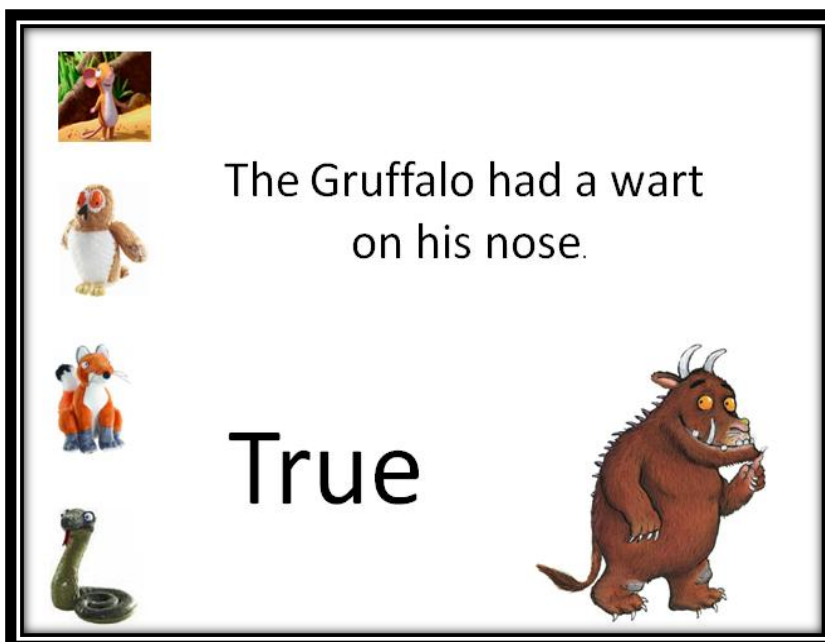
Appendix 4

Materials Lesson 3

The Gruffalo's song:

- Youtube: <http://www.youtube.com/watch?v=5ZfEIX2lh1I>

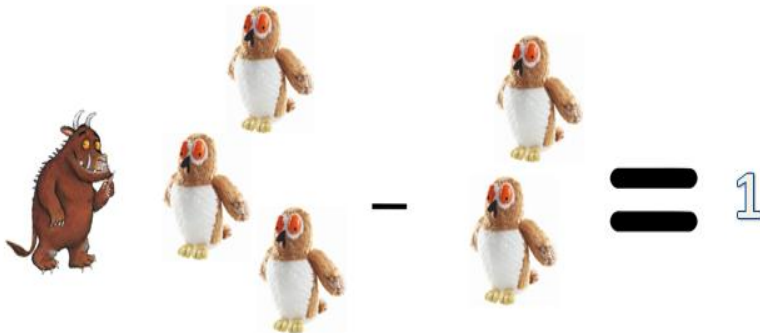
Interactive game in a PowerPoint presentation:



The Gruffalo's Math problems



If the Gruffalo saw 3 Owls on
Monday but 2 Owls on Tuesday



Then how many less Owls did he see
on Tuesday?

Ext: can you express this as a fraction?

Copy down the words that describe the Fox

Short Brown

Pointed ears Small

Fluffy Orange



Nice Scary

Friendly Fast

Bushy tail Hungry

What were the 4 different animals that appear in the Gruffalo?

Discuss with your group which ones you think are right! Click them to find out!

[Dog](#)

[Panda](#)

[Sheep](#)

[Mouse](#)

[Fox](#)

[Crocodile](#)

[Cat](#)

[Cow](#)

[Pig](#)

[Rabbit](#)

[Spider](#)

[Owl](#)

[Horse](#)

[Hamster](#)

[Butterfly](#)

[Snake](#)

[Fish](#)

[Chicken](#)

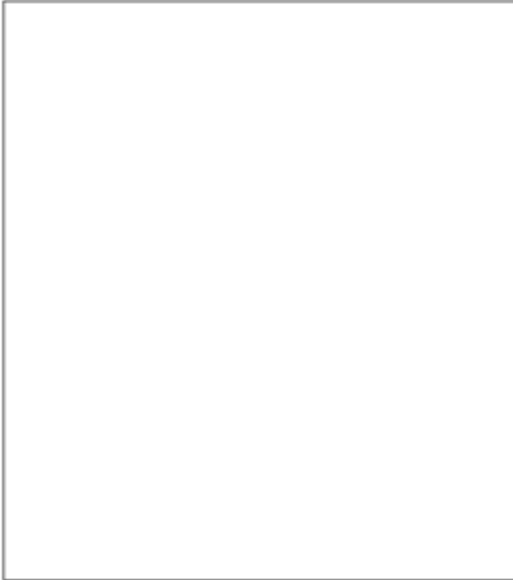
Once you have got them all click here for the next activity

Appendix 5

Materials Lesson 4

Guide to create a monster

Draw your own monster.



My monster's name is _____ .

_____ has _____

_____ has _____

H__ favourite food is _____

Appendix 6

Assessment tools

Rubric used by the teacher to evaluate the final product.

Creation and description of a monster.	Excellent	Good	Weak
Vocabulary	Uses the correct vocabulary and does not commit mistakes.	Uses the correct vocabulary but does commit little mistakes.	Does not use the correct vocabulary or words. Too many mistakes.
Grammatical structures	Uses the correct grammatical structures and does not commit mistakes.	Uses the correct grammatical structures but still commits some mistakes.	Does not use the correct grammatical structures. Too many mistakes.
Creativity	Is totally creative when creating the monster and uses different kind of materials.	Is more or less creative when creating the monster but could do it better.	Is not creative at all.
Attitude	Presents a very positive attitude and meets with the expectations.	Presents a positive attitude but could make a bigger effort.	Does not present a positive attitude and shows no interest in the activity.