

Storyteller's Choice Curriculum Guide K-5



The Program

Priscilla tells a variety of stories from her large repertoire, including stories from books (without the book in hand), world folktales and occasionally a few of her own stories. Programs for younger kids include lots of audience participation, while the older kids get more sophisticated stories, still served with a dollop of good humor.

Want a more specific program? Check out the full program list on Priscilla's website. As well as residencies and performances, Priscilla offers workshops and in-services. She is available for program customization and consultation.

Details

Each session is approximately 45 minutes (length can be adjusted if necessary). Kindergarten through second grade sessions are highly interactive and include a mix of stories, songs and puppets. Third through fifth grade sessions are less participatory and include a reflection/question session, time permitting. Priscilla is comfortable with up to 250 listeners. Priscilla brings her own sound system for large indoor groups. She is committed to making the experience fun, educational and easy to set up.

Curriculum Connections

Reading, writing, listening, speaking, social studies, music, character education, theater, cross-cultural appreciation, communication.

Instructional Objectives

- Through listening to stories, students will learn story structure, sequencing, prediction of events and expanded vocabulary. Use of gesture, voice and movement underlines the meaning in the stories. Storytelling is an excellent pre-writing tool;
- Students learn communication techniques by observing a professional storyteller in action.
- Students also strengthen listening skills and gain an understanding of the many facets of oral literature through participation in live performance.
- Students learn valuable character education lessons in an enjoyable way.
- Visual, aural and kinesthetic learners will respond positively to storytelling.



About Priscilla Howe

A former children's librarian, Priscilla has been a storyteller since 1988, full-time since 1993. She tells stories all over the US and abroad (Mexico, Belgium, Germany, Brazil, Peru, Argentina, Chile, Colombia, Romania and Bulgaria, to date) to kids and adults of all ages. In 2015, Priscilla spent five months on a Fulbright Scholarship in Bulgaria, searching for folktales to tell. Priscilla lives in Lawrence, KS with her cat, Frankie Bacon. She's also looking for the best restaurant pie on earth.

Pre-visit suggested activities

- Discuss the art of storytelling.
 - Have the students heard storytellers before?
 - Did any of the kids attend storytime at the public library when they were little?
 - Did the librarians tell stories or read aloud, or both?
 - Do their parents or grandparents tell stories of "the olden times"?
 - What stories do they know already?
 - Is there a student in the class who is known as a joke teller?
- Ask the students to retell a familiar story, such as Little Red Riding Hood.
 - Have them act it out, draw pictures of it, tell the story from another point of view, make a video of it or create a puppet show.
 - Tell what happened after the story was over. Did Little Red grow up to be a famous zookeeper? Did she become a singer in a rock band or raise money to help the endangered timber wolf?
- Discuss what makes a good story or joke.
- Explore world folktales.
 - Read picture books of folktales aloud and/or tell them without the book. Find the countries on a globe.

Here are some suggestions (these are most likely **not** stories Priscilla will tell):

- *Rumpelstiltskin* by Paul Galdone (Germany)
- *Borreguita and the Coyote* by Verna Aardema (Mexico)
- *Pecos Bill* by Steven Kellogg (USA)
- *Momotaro, the Peach Boy* by Linda Shute (Japan)
- *Traveling to Tondo* by Verna Aardema (Congo)
- *Anansi and the Moss Covered Rock* by Eric Kimmel (Ghana)
- *Strega Nona* by Tomie DePaola (Italy)
- *Lazy Jack* by Tony Ross (England)

You'll find many more folktales in the library in the 398.2 Dewey Decimal section. Tour this section in the library. There's hidden treasure there!

Post-visit suggested activities

- Find out which were the favorite stories told. Why?
 - Did everyone remember the names of the stories?
 - Was there anything in the stories that seemed unusual?
- What is the difference between storytelling and reading aloud?
- Make comic books of the stories. Add word bubbles for dialogue and thought.
- Map out the setting, with labels. Draw the scenes.
- Describe the characters and setting using at least five descriptive words.
- Write a different story with the same characters.
- Mix up characters from different stories—for example, put Goldilocks into the *Three Little Pigs*.
- Write poems about the characters or the setting.
- Write headlines and newspaper reports of that story.
- Write a letter to a character, telling that character what they would have done differently. How does the character respond?
- Act out one of the stories Priscilla told. What was the sequence of scenes? How do the facial expressions, voice and body movements portray emotions and character?
- What happens when the class changes the ending, gender, setting or time period?

- Make the story into a puppet show.
- Pass a tale around the room: each student adds a line or just a word to the story.
 - Pass a ball of yarn around as the story goes around: the person beginning the story holds the end, and passes the ball to the next teller, who passes it on, and so forth.
 - Pass a story stick around; whoever holds the stick tells while the others listen.

Books on Storytelling for Teachers

Writing as a second language: from experience to story to prose by Donald Davis. August House, 2001).

Storyteller Donald Davis gives simple ideas for getting kids to write—and like it! See also his *Telling your own stories*, a fabulous book for prompting stories for telling or writing.

Storyteller, storyteacher: discovering the power of storytelling for teaching and living by Marni Gillard. Stenhouse, 1996. Not a how-to book, but a wonderfully warm "learner's journey," this is one storyteacher's tale, encouraging us all to tell stories.

Children tell stories: a teaching guide by Martha Hamilton and Mitch Weiss. Richard C. Owen Publishers, 1990. If you've ever wanted to teach kids storytelling, this book will guide your way.

Storytelling: process and practice by Norma J. Livo and Sandra A. Reitz. Libraries Unlimited, 1986. (See *Storytelling activities* by the same authors.) Nuts-and-bolts advice on storytelling.

The storyteller's start-up book by Margaret Read MacDonald. August House, 1993. This is a good how-to book for beginning storytellers. Also check her *Parents guide to storytelling* and her many collections of stories to tell.

The Storytelling Classroom: Applications Across the Curriculum by Sherry Norfolk, Jane Stenson, and Diane Williams. Libraries Unlimited, 2006. Lesson plans and inspiration for K-8 teachers, librarians and storytellers.

The grammar of fantasy: an introduction to the art of inventing stories by Gianni Rodari, translated by Jack Zipes. Teachers and Writers Collaborative, 1996. A quirky, funny book, full of ideas on how to play with stories in unusual ways.

Internet resources

<http://www.storyteller.net>

<http://www.storynet.org/>

<http://www.ncte.org/positions/statements/teachingstorytelling>

<http://www.storyarts.org/>

<http://www.timsheppard.co.uk/story/index.html>

Common Core Standards, specifically for storytelling and pre- and post-storytelling exercises.

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (Reading: Literature and Listening & Speaking)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

Copyright Date: 2010

English Language Arts Standards » Reading: Literature » Kindergarten

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

English Language Arts Standards » Reading: Literature » Grade 1

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

English Language Arts Standards » Reading: Literature » Grade 2

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

English Language Arts Standards » Reading: Literature » Grade 3

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

English Language Arts Standards » Reading: Literature » Grade 4

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Literature » Grade 5

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Kindergarten

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

English Language Arts Standards » Speaking & Listening » Grade 1

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

English Language Arts Standards » Speaking & Listening » Grade 2

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

English Language Arts Standards » Speaking & Listening » Grade 3

CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

English Language Arts Standards » Speaking & Listening » Grade 4

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

English Language Arts Standards » Speaking & Listening » Grade 5

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)