

Stories and Fairy Tales

Child's approach

- retell the same fairy tale again
- correct the teller and offer prompts
- Later on read the fairy tales yourself

Mental processes

- imagining
- predicting
- recalling
- building own values
- making judgements
- identifying with our own experience.

Fairy tales train

- Thinking strategies
- Language
- Knowledge of other subjects (maths, science, history, geography, art and craft, music and drama)

Kinds of stories

- traditional stories
- picture stories
- animal stories
- fantasy stories
- everyday stories
- humorous stories
- rhyming stories

The choice of stories

is affected by what we want to teach, train:

Vocabulary, grammar, pronunciation

Listening, speaking, reading, writing

Story-teller's support

- real objects
- drawings on the board
- flashcards
- illustrations and pictures in the books
- miming, facial expressions and gestures
- opposites
- context
- translation

When story-telling:

- read slowly and clearly
- use your voice (varied pace and tone)
- comments could be given to illustrations
- act

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Storytelling is rather an
additional than an ordinary part
of teaching.

Some activities with stories:

- Logical sequence
- T/F sentences
- Completing a story
- Choosing a picture

Cinderella

The Little Red Riding Hood

The Enormous Turnip

Ali Baba and the Forty Thieves

Beauty and the Beast

The Emperor's New Clothes

The Frog Prince

Snow White

Jack and the Beanstalk

Goldilocks and the 3 bears

Sleeping Beauty