



www.kystory.org

Stories Ready to Tell

Donna F. Slaton, member KLA, President Kentucky Storytelling Association

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Spider Family –

Eensy Weensy – traditional with thumb and finger action climbing the water spout

Itsy Bitsy – modern for lapsit and toddler programs - pinched finger thumb combo twisting up the spout
- tiny voice; easier for little ones to succeed

Great Big Spider – adding Dads to toddler storytime, granddad’s and big brothers to bedtime rituals

Full hand claps – deep voice

ADDITIONAL RESOURCES:

www.kystory.org - Links listed to a variety of storytelling helps and samples

Great for Halloween – Ghost with One Black Eye – Priscilla Howe (video online) I use adapted version of my own.

The Parent’s Guide to Storytelling – Margaret Read MacDonald (lots of beginner tips – Gingerbread Man, Squeaky Door, Big Mouth Frog, and Cheese and Crackers to name a few samples.

Handbook for Storytellers – Caroline Feller Bauer -lots of teaching samples, arts activities and flannel board stories...

Halloween Visitor or “I wish for Some Company” (what I call my adaptation of one of her flannels)

Little Old lady rocking in rocking chair & spinning on spinning wheel, just Lonesome, says “I wish for some company”...knock on door – open and in comes TWO ...(Adding a part each time and pointing to it each time)

Fat Fat Feet, Thin Thin Shins, Knobby Knobby Knees, Thick Thick Thighs, Huge Huge Hips, Wee Small Waist, Big Broad Shoulders, Nice little Neck, Huge Arms and Hands - Wish for Some Company each time – add part, Last knock on door is a Jack-o-lantern – well, finally someone to talk to, Throw bones in fire, keep face – put on porch – more company comes. Visit folks with a pumpkin face on their porch.

NOTES _____



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Grandfather Bear – adaptation of Siberian Folktale – first heard in workshop by Margaret Read MacDonald - in her collection Teaching with Story and easily found on the web

GRANDFATHER BEAR IS HUNGRY. Eiven tale from Siberia,

From: Margaret Read MacDonald, Jennifer MacDonald Whitman and Nathaniel Forrest

Whitman, TEACHING WITH STORY (August House, 2013)

Grandfather Bear woke up. It was spring!

“I am SO hungry!” said Grandfather Bear. “I am SO hungry!”

Grandfather Bear went to find berries.

He looked and looked. No berries.

“I am SO hungry!” said Grandfather Bear. “I am SO Hungry!”

Grandfather Bear went to the river to find fish.

He looked and looked. No fish.

“I am SO hungry!” said Grandfather Bear. “I am SO hungry!”

Grandfather Bear went to find bugs in the old log..

Grandfather Bear began to shake that log.

That was the home of Little Chipmunk!

“Grandfather Bear! Grandfather Bear! What are you DOING!”

“I am SO hungry!” said Grandfather Bear. “I am SO hungry!”

“Grandfather Bear, don’t shake my house! I have nuts. I will SHARE with you.”

Chipmunk ran down in his hole. He filled his cheeks with nuts.

He ran back to the top. “Here Grandfather Bear!”

“Thank you Little Chipmunk. But I am STILL hungry!

“Wait, Grandfather Bear.”

Chipmunk ran down..He filled his cheeks and ran up again.

“Here Grandfather Bear!”

“Thank you Little Chipmunk. But I am STILL hungry!

“Wait, Grandfather Bear.” All day Chipmunk ran.

Down and up. Down and up. Down and up.

At last Grandfather Bear was FULL.

“Thank you Little Chipmunk! I want to give you a reward.Stand very still.”

Grandfather Bear pulled his heavy claw SO gently...right down Chipmunk’s back.

He left five black stripes!

“Now when anyone sees you they will remember how kind you were to share with Grandfather Bear.”



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3rd Place and Applesauce (a space story, hero story, true biography – curriculum facts to stir exploration – original Donna F. Slaton – prepared for Southside Elementary Muhlenberg Co in 2006)

Set up is personal – relate to class activity, where you were when, personal story to relate to situation

Examples : I was in 3rd grade when this happened.... (I really was...)

Veteran’s day – my dad Henry was an airplane mechanic in the Pacific in WWII, John was a pilot in the Pacific in WWII) lead listeners to look up more facts when story is over in the school or public library Or in this case nasa.gov on the web. (not Google)

People generally always want to be first, but first might not be where you need to be this particular time. It could be that your best is not as good as someone else’s at the moment – but that does not mean you should not keep trying. Look how much practice your favorite athletes and musicians put in. They basically never stop. You do not get done learning or getting better when you pass a test, a grade or graduate school. There is always more to learn.

For example: John was born in 1921 in Ohio, before cell phones, GPS, and even before flying became ordinary. This is John’s story.

John wanted to be a pilot when America entered WWII, he wanted to so earnestly that when the Army Air Corp did not call him up fast enough, he went to the Navy Recruiter’s office, signed up and became and Marine pilot. He flew 57 fighter missions in the Pacific Ocean, getting shot and sometimes the plane was hit, but he kept coming back and going out again. After the war, he was such a good pilot they kept giving him newer and faster planes. In the Korean War he flew 69 missions successfully too.

Finally, in 1957 when I was just 4, he flew not in war but as a test pilot, a plane that broke the sound barrier – made a noise they called the sonic boom and averaged supersonic speed for a little under 4 hours. He flew from California to New York faster than it had ever been done before. Each plane had new features and new instructions, so he was not just practicing but constantly learning something new when he flew.

Then America decided that it had to go into space since the Russian had already sent someone into outer space and weightlessness.

They picked 7 men to be the first Astronauts and called them Mercury 7. John was one of the 7. What an honor. But they still had to decide who would go first. NASA built a new vehicle they called a space ship. The seven men had to study and read the user manual – it was not just a button on the computer but it was a matter of life and death that they understood which button to push in outer space. They all



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studied hard and read a lot. They worked out to stay strong and healthy too! And then they took THE TEST!

First place did not go to John but Alan – Alan Shepard was the first American in outer space. He went up and he came down in a little over 15 minutes (up and down hand motion). I was not long but he survived and the ship landed safely in the ocean. So they built another to go farther, and they planned another trip. The men studied and worked out and they took another TEST!

Second flight did not go to John either. Virgil Grissom was America's second astronaut in space – he went up and he came down in just under 16 minutes. But once again they learned more and so ---they prepared for another trip.

Third flight was going farther and faster, working out, being healthy and learning all new information about the new spaceship was important, but John did not give up. He worked harder. And then they took**THE TEST**. **John Glenn was the 3rd American in Outer space**. Because he was third, when he got up there – JOHN was FIRST----- at turning to go AROUND THE EARTH in ORBIT – AROUND AND AROUND AND AROUND – His trip was 3 hours and 55 minutes and he got a snack – the first to eat in outer space, his applesauce came in a metal toothpaste tube! (the little plastic bags you use had not yet been invented).

Learn to read and study well. Learn HOW to learn new things. New things are coming your way!

ADD STORIES TO YOUR DAY – STORIES ARE WHAT BOOKS ARE MADE OF! STORIES CAME FIRST!

Telling a story to any subject, group of facts and particularly about people, can be easily used to lead off a new class unit. Short as 3 paragraphs, long as 3 pages, beginning, middle and end.

If I can be of help, please feel free to call or email....retired and still enjoy sharing information

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When children tell stories, storytelling provides

- **practice attaching meaning to sound.** The tellers receive practice in communicating through **how** they say words, not just through what words they choose to say.
- **experience with narrative form and conventions.** Children gain practice with the interaction of characters, setting, conflict, and plot. They also gain practice in using chronological phrases -- ex. then, that night, one day, after that, meanwhile, the next day.
- **vicarious experience making decisions and living with the consequences.** Story characters make decisions – some wise, some foolish, some in-between – then must live with the consequences however painful or unexpected they may be. As the aspiring teller works to learn the story, the teller imagines the decisions and consequences within the safe realm of the story, and then returns to our real world with insight into decisions and consequences.
- **actual experience with making decisions.** The art of preparing a story for telling requires multiple decisions – Which story shall I tell? How do I believe this character talks, stands, walks, etc? What will my audience need to know to understand what happens in this story? How can I adapt this story for different ages of listeners? What can I do to help myself remember the events of the story?
- **increased sense of community.** When the students tell stories, not only will student tellers sharing a program feel an increased sense of community, but also the tellers will be creating a community experience shared by all the listeners. Everyone listening will be able to refer to the story again and again.
- **increased communication skills.** Yes, tellers gain experience talking in front of groups, but they also develop the skill of attending to listeners for nonverbal feedback to guide the teller in how to present the story. Using nonverbal feedback is an important skill for successful conversations and other everyday interactions as well as for successful public speaking.
- **exercise for the imagination.** The tellers and their listeners will 1) create internal pictures of the places and people, and 2) experience emotions and empathize as they imagine story events through the eyes of various characters. The ability to imagine forms the foundation of all human planning, hoping, dreaming, and inventing.

Handout created by Mary Hamilton, www.maryhamilton.info
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Permission granted for distribution with Mary's contact information included.

Bibliography resources you will find helpful as you engage young people in the art of storytelling.

Barton, Bob. Telling Stories Your Way: Storytelling and Reading Aloud in the Classroom. Markham, Ontario, Canada: Pembroke Publishers, 2000. Distributed in the US by Stenhouse Publishers. ISBN 1-55138-119-2

Collins, Rives and Pamela J. Cooper. The Power of Story: Teaching and Learning through Storytelling, 2nd edition. Scottsdale, Arizona: Gorsuch Scarisbrick, Publishers, 1997. ISBN 0-89787-362-9

Cooper, Patsy, When Stories Come to School: Telling, Writing & Performing Stories in the Early Childhood Classroom. New York: Teachers and Writers Collaborative, 1993. ISBN 0-915924-77-3

Gillard, Marni. Storyteller, Story Teacher: Discovering the Power of Storytelling for Teaching and Learning. York, Maine: Stenhouse Publishers, 1996. ISBN 1-57110-014-8

Hamilton, Martha and Mitch Weiss. Children Tell Stories: Teaching and Using Storytelling in the Classroom, 2nd edition. Katonoh, New York: Richard C. Owen Publishers, Inc. 2005. ISBN 1-57274-663-7 Includes a DVD of children telling stories. This same duo created Stories in My Pocket: Tales Kids can Tell. Golden, Colorado: Fulcrum Publishing, 1996. ISBN 1-55591-957-X (pbk)

MacDonald, Margaret Read. Author of enough relevant books to fill several bibliographies! Here are just a few of her many useful titles: The Storyteller's Start-up Book; Look Back and See: Twenty Lively Tales for Gentle Tellers; Peace Tales: World Folktales to Talk About; Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storytellers; The Parent's Guide to Storytelling; When the Lights Go Out: Twenty Scary Tales to Tell; Earth Care: World Folktales to Talk About; Shake-it-Up Tales: Stories to Sing, Dance, Drum and Act Out; and Teaching With Story: Classroom Connections to Storytelling (which addresses connections to Common Core Standards).

Norfolk, Sherry and Jane Stenson, editors. Social Studies in the Storytelling Classroom. Parkhurst Brothers, Inc. 2012. ISBN 978-1935166566. Informational essays and lesson plans linked to Common Core Social Studies Standards. (Note: This duo currently working on a text linked to Science standards.)

Norfolk, Sherry, Jane Stenson, and Diane Williams, editors. Literacy Development in the Storytelling Classroom. Denver, CO. Libraries Unlimited, 2009. ISBN 978-1-59158-694-4. This same trio edited The Storytelling Classroom: Applications Across the Curriculum. Westport, CT: Libraries Unlimited, 2006. ISBN 1-59158-305-5

Shannon, George. Three books of folktales retold as puzzle stories. Stories to Solve (1985); More Stories to Solve (1990); and Still More Stories to Solve (1994) all by Greenwillow Books. Wonderful for developing thinking skills.

Sima, Judy, and Kevin Cordi. Raising Voices: Creating Youth Storytelling Groups and Troupes. Westport, CT: Libraries Unlimited, 2003. ISBN 1-56308-919-X

WEBSITES

<http://www.kystory.org> Kentucky Storytelling Association. Learn about the Kentucky Youth Storytelling Competition, the Kentucky Storytelling Conference, and more. See the Links page for additional resources.

www.storyarts.org You'll find lesson plans and other activities for engaging children with storytelling, plus lots of information for your own storytelling. Site by Heather Forest, a New York-based storyteller.

<http://www.storybug.net> You'll find sections for teachers (including an overview of research on storytelling and learning and lots of curriculum tie-ins) and sections for kids. You'll also find the *absolute best* set of links and pdf documents related to storytelling. Site by Karen Chace, Massachusetts-based storyteller and web researcher.

<http://www.ncte.org/positions/statements/teachingstorytelling> Read the National Council of Teachers of English Position Statement on Storytelling.

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