

## GRANDMOTHER'S TALE (LEVEL 3)

<b>Description</b>	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will get a chance to retell this story after modernizing it into a book or an oral story.
<b>Leading Question</b>	What can we learn from our elders?
<b>Total Time Required</b>	5 hours over 5 days
<b>Supplies Required</b>	Paper, pencil, pen, colors, glue Optional: Clothes, props and magazines
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understanding different aspects of storytelling such as characters, setting, beginning, middle and end.</li> <li>2. Exercising skills of listening, comprehension, re-telling and re-imagining the story</li> <li>3. Practicing the use of parts of speech in creative writing</li> <li>4. Understanding and making judgements on how story details change depending on the era/time setting</li> </ol>
<b>Previous Learning</b>	None

## DAY 1

Today you will learn about how you will get a chance to record the favorite folk stories of the elders you know.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down.</li> <li>• Think about your favorite story that you know either based on a story book you have read or heard. Retell this story to your family and explain what makes it your favorite story.</li> </ul>

<b>5 minutes</b>	<ul style="list-style-type: none"> <li>● Ask family members for their favorite folk story or oral history. Some of the questions you can ask your family members to find their favorite family story can include: <ul style="list-style-type: none"> <li>- What is something that your parents or grandparents told you when you were my age that you never forgot?</li> <li>- What is the story you enjoyed reading or listening to as a child?</li> </ul> </li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● Ask 2-3 family members to narrate the common favorite family story.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● The family narrator should go through and dictate the story slowly so that you can write down each of the main parts of the story. Write the story in paragraphs. Each paragraph is about a different part of the story. For the following narrations from different family members, you can hear the full story and take summary notes. Then divide the story into different paragraphs. Make sure that the stories you write are well structured with a coherent beginning, middle, and end.</li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>● Ask questions on the story to understand any details that that you are unclear on including: <ul style="list-style-type: none"> <li>- The mood/feelings of the character?</li> <li>- Why certain things happen?</li> </ul> </li> <li>● Write down the list of questions and answers from family members.</li> </ul>

## DAY 2

Today you will continue learning more folk stories and understanding them.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>● Once you have listened to the same story from 2-3 family members, compare the different versions of the same story and identify as many similarities and differences as they can. Remember to use the story as told by your family members without imposing your own thoughts into the story.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● Make two drawings of any scene in the story and ensure there are 5 differences in the pictures of the versions of the story. Ask family members to guess these differences when looking at the two similar pictures. Then mark and label all the differences e.g. cat in story 1 and dog in story 2, sunny day in story 1 and rainy day in story 2 etc.</li> </ul>

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Try to make the differences less obvious and see if family members can still guess them.

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| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>● Add a list of similarities-differences that cannot be drawn, for example: the context, names, personality of the characters, settings, etc. Think of at least 5 similarities and differences.</li> <li>● If the stories are very similar, reflect on 3 things that you were not expecting to be similar in the different versions.</li> </ul> |
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| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>● Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees growing into the sky or cars that can fly etc. Identify what the make-belief aspects of the story are in an illustrated list or written list. Reflect on why they feel that make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</li> </ul> |
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| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>● Optional activity: Reflect and write an essay on the moral of the story. Is there a lesson or something you learnt from the story? Can you right about the moral, and share whether you agree with it or not and how it affects you in your life.</li> </ul> |
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## DAY 3

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Today you will make a story map for a folk story.

### Suggested Duration

### Activity and Description

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| <b>40 minutes</b> | <ul style="list-style-type: none"> <li>● Start the day by making a story map for the story that you heard yesterday. In your notebook, answer at least 5 of the following questions:             <ul style="list-style-type: none"> <li>- What is the plot of the story (what was the main thing that happened?)</li> <li>- Who are the main characters of the story? Make a list of the <b>proper nouns</b> used in the story (Hint: this includes the names of characters e.g. Michael, or names given to people, places and objects e.g. country names like Brazil or even planet names like Jupiter or company names like Amazon etc.)</li> </ul> </li> </ul> |
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- What are some *actions* mentioned in the story? What are the **verbs** that you can use to describe them? (Hint: A verb is a part of speech that describes an action or a state such as eating, thinking, running, being happy, feeling sad etc.) Learners will make a list of these verbs and then write them in **past tense, present tense and future tense** e.g. he ran, he is running, he will run etc.
  - What are the **common nouns** in the story? (Hint: this is a noun denoting a class of objects or a concept as opposed to a particular name of a person or object) for example, dog, girl, country etc.
  - What are the **common nouns** in the story? (Hint: this is a noun denoting a class of objects or a concept as opposed to a particular name of a person or object) for example, dog, girl, country etc.
  - What are the **adjectives** that you would use to make the story more descriptive? (Hint: An adjective describes an animal, person, thing or thought and what it feels like to touch, taste, smell etc. these can be colors or words that describe temperature and sizes) for e.g. a happy girl, a thoughtful description etc.
  - What **adverbs** can you use? (Hint: An adverb is a word that describes a verb, an adjective or even a full sentence) e.g. he sings loudly, he is very tall, it ended too quickly etc.
  - How can we add **metaphors** or **similes** in the story? (Hint: A simile is a figure of speech that directly compares two things. Similes differ from metaphors by highlighting the similarities between two things using words such as "like", "as", or "than", while metaphors create an implicit comparison) e.g. An example of a simile is: She is as innocent as an angel. An example of a metaphor is: She is an angel.
  - Can you create a **poem** out of the story? Take a paragraph of the story and try to rhyme to create some poetry within the story. The poetry within the story could serve many different purposes including breaking the monotony of the prose, it creates more imagery etc. Learners can think of the purpose of it for them and then rhyme it using any rhyme scheme such as ABAB or AABB or ABCC etc. (Hint: The ABAB implies that line 1 and line 3 rhyme and line 2 and line 4 rhyme). An example is provided below:
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Roses are red.	A
Violets are blue.	B
I really do love	C
looking at you.	B

source: <https://www.writingrhymeandmeter.com/rhyme/rhyme-schemes-meter-poetry-rhyming-couplet-rhyming-tercet-abab-rhyme-abcb-rhyme-alternate-line-rhyme-sonnet-rhymed-pair-structure-blueprint-stanza-structure/>

### 20 minutes

- Analyze the characters of the story.
- Describe the feelings of the main characters and how they evolve through the story.
- What was the reason that they were feeling this emotion and what made this feeling change?
- Use adjectives to describe the characters through the course of the story and how they would change.

## DAY 4

Today you will get to design a book for a folk story!

### Suggested Duration

### Activity and Description

<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● How would a reader be able to guess the time that the story is set in based on a set of “evidence” included in the drawing or text of any scene? Think of at least 10 clues that can help readers figure out the time period the story was set in. Make an illustrated or written list of these evidences. Ask older family members questions to get ideas for example:             <ul style="list-style-type: none"> <li>- What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc.</li> <li>- What sort of houses did people live in? E.g. village huts, one story brick homes etc.</li> <li>- What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc.</li> <li>- What cultural elements can you think about? E.g. clothing etc.</li> <li>- What was the language used then? E.g. names of characters, language used, kinds of words used etc.</li> </ul> </li> </ul>
<b>25 minutes</b>	<ul style="list-style-type: none"> <li>● Design the complete story in a book – use all the drawings you have made before and stick them in an illustrated word book. You have a few options that include:             <ul style="list-style-type: none"> <li>- Make a graphic book or comic book with images you have drawn and additional ones and the voices of characters</li> <li>- Make an illustrated written book (incorporating the pictures you have drawn)</li> </ul> </li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● Design a cover page and back page. Study a few books, see what is usually on the front, and back page of a book.</li> <li>● The cover page will have an image, a title, author, translator and illustrator – these need to be designed to be attractive to catch someone’s attention.</li> <li>● The back page usually has either the summary of the story or testimonials from people who read the book in which they share their thoughts. You can choose to feature either of those on the back page. You can make up your own testimonials or ask parents / classmates for testimonials. Alternatively, write a short summary and perhaps think of a cliffhanger or a suspense-filled question to write at the end.</li> </ul>

## DAY 5

Today you will get a chance to rethink and retell the story.

### Suggested Duration

### Activity and Description

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

<b>30 minutes</b>	<ul style="list-style-type: none"> <li>● Use yesterday's exercise of identifying the feelings of the different characters and create an interesting listening experience when you dramatize the oral narration</li> <li>● Think about the experience of listening to the story. Think about how you were feeling when you heard the story e.g. sadness, suspense, pity etc. How can you recreate these when retelling the story e.g. Create suspense when you pause at a really interesting point of the story. We can create horror by distorting your voice and making sure events are at night etc.</li> <li>● Change your voice and tone when narrating the story and using the voice of different characters. How would you say something in the voice of someone who is sad – the person would likely speak slowly and softly. An angry character would likely speak loudly, sometimes miss a few words, speak fast etc.</li> <li>● Use props from the home / class and be innovative in using different parts of the home or class to show different part of the scenes</li> <li>● Optional: Analyze the techniques you used (e.g. pauses, different voices, tones, facial expressions) during the oral storytelling session and ask family members what the impact was. Write reflective notes on your story as reflections for yourself on how you would improve your own oral narration.</li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>● Now let's rethink the story.</li> <li>● You can first retell the story assuming that you are the main character in the older setting/time period: how would you react to these situations, contexts and other characters? What would be different as a reaction?</li> </ul>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>● Think of the same story and draw out the scenes in the modern times and your own context. Besides the clues and evidenced mentioned before, you will also need to think about how the story itself would change.             <ul style="list-style-type: none"> <li>- How would you make this story modern based on how society has evolved? E.g. advancement of women, more travel, etc.</li> <li>- How would the technological advancements impact the story? E.g. if the main characters had a phone or internet – what would be different?</li> </ul> </li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>● Share your old and modern books with your families and/or peers. Family/peers will guess what time the stories are set in and why? They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc.</li> </ul>

## ASSESSMENT CRITERIA

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- Clarity of text and illustrations
- Ability to understand the emotional arch of characters and the cause-effect of the events
- Attentively listening carefully to the narration by family members and drawing or writing the dictation
- Creativity in identifying and drawing evidence to identify the time period of the stories
- Drawing conclusions on the impact of modernization on the story
- Ability to translate and draw on vocabulary and context
- Correct use of parts of speech

## MODIFICATIONS FOR SIMPLIFICATION

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- Learners can omit the activities around translation and some of the grammar rules based on their understanding.