

## GRANDMOTHER'S TALE (LEVEL 1)

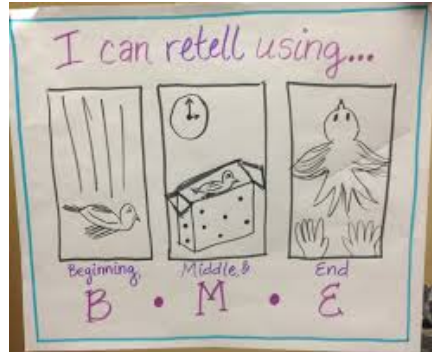
<b>Description</b>	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will get a chance to retell this story after modernizing it into a book or an oral story.
<b>Leading Question</b>	What can we learn from our elders?
<b>Total 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. Being able to understand 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. Understanding and making judgements on how circumstances and advancements have impacted life</li> <li>4. Rethinking stories from the perspective of time</li> </ol>
<b>Previous Learning</b>	Some experience of listening to stories. Understanding of chronology and characters in story.

## 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>5 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.</li> </ul>

- 15 minutes**
- Make three images. Older learners can write a few sentences describing each of the scenes in the story that include the:
    - Beginning
    - Middle
    - End



- 10 minutes**
- Narrate this story to family members or peers.
- 10 minutes**
- Answer the following questions when describing the story using the following prompts:
    - What is the title of the story?
    - Who are the main characters? E.g. bill the mailman, Corey the Tiger, etc.
    - What is the setting of the story? E.g. a park, a home, etc.
    - How would you describe the feelings of the main characters in the beginning, middle and end? E.g. happy, disappointed, etc.
- 10 minutes**
- When retelling the story, try different voices to impersonate the different characters!
  - Older learners can write the story and draw a related image.

## DAY 2

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

### Suggested Duration

### Activity and Description

- 5 minutes**
- Ask your family members for their favorite folk story or oral history (this story needs to be different from their story the previous day). Some of the questions you can ask your family members to find the favorite family story that can include:
    - What is something that your parents or grandparents told you when you were my age that you never forgot?

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- What is the story you enjoyed reading or listening to as a child?

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<b>30 minutes</b>	<ul style="list-style-type: none"> <li>Ask family members to narrate the common favorite family story. The family narrator should go through the story it slowly so that older learners can write down the dictation of each of the main parts of the story - learners are encouraged to write at least 4 – 5 points through the dictation of the story. Younger learners will draw at least 4 – 5 objects / characters as they listen to the story. All learners are also encouraged to add as much detail into their drawings or writings as possible.</li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>Ask questions on the story to understand any details including the mood of the character, why certain things happen, etc. Older learners will write down a list of questions and answers.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>Listen to the same story from 2-3 family members.</li> <li>Listen carefully and challenge yourself to compare the different versions of the same story and identify as many similarities and differences as they can.</li> <li>Younger learners can make a drawing in which they mark and label all the differences and / or older learners can write a list of the differences e.g. the context, names, personality of the characters, settings etc.</li> <li>Think of at least 3 similarities and differences (if the stories are quite consistent, reflect on the 3 things that they were not expecting to be similar given that it was an oral retelling)</li> </ul>
<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. Or</li> <li>For stories that do not have any magic, learners can also reflect on the moral of the story. Is there a lesson or something that you learnt from the story?</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**

**20 minutes**

- Start the day by making a story map for the story that you heard yesterday.



- Draw and write a few lines on a story map that includes the title, characters, the setting, the beginning, middle and end of the story. An example is this story pictured above from “Goldilocks and the Three Bears”

**30 minutes**

- Analyze the characters of the story and retell it orally.
- Describe the feelings of the main characters. Is the character happy, sad, angry, etc.
- Think about the feelings or emotions of the characters and how they change through the story. What was the reason that they were feeling this emotion and what made this feeling change? Make a mood meter (a drawing of the main character with all their emotions) and act this out or write it as a sequence, e.g.
  - A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared
  - Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back
  - Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun

**15 minutes**

- Use the last exercise of identifying the feelings of the different character to dramatize the oral narration.
- Change your voice when narrating and using the voice of different characters.
- How would you say something in the voice of a character who is sad? They would speak slowly and softly.
- An angry character would likely speak loudly, sometimes miss a few words, speak fast, etc.

## DAY 4

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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” that you put in the drawing of any scene.</li> <li>● Think of at least 10 clues to show what time period the story is set in.</li> <li>● Make a written list or a drawing list of these clues. 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>5 minutes</b>	<ul style="list-style-type: none"> <li>● Reflect on what the experience of the main characters would be back then? Narrate or draw this in your story.</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, including those during dictation, the illustrated list, the mood-meter, the story map and the drawing of the similarities and differences. You have a few options that include:               <ul style="list-style-type: none"> <li>- Make a picture or wordless book with the pictures you have drawn (the other pictures can be a borrowed book based on images cut out from magazines / newspapers or drawings you made)</li> <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>10 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. The cover page will have an image, a title, author, translator and illustrator. The back page will include a summary of the story.</li> </ul>

## DAY 5

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

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> <li>• First retell the story assuming you are the main character in the time period: how would you react to these situations and other character? What would be different as a reaction?</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>• Think of the same story and draw out the scenes as if it was set today and in your own context. Besides the clues and evidence we used earlier, you will also need to think about how the story will change.               <ul style="list-style-type: none"> <li>- How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different?</li> </ul> </li> <li>• Design a cover and back page for the modern book that includes a more contemporary image, title and summary, etc.</li> </ul>
10 minutes	<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 on identifying and drawing evidence to identify the time period of the stories
- Drawing conclusions on the impact of modernization on the story

## MODIFICATIONS FOR SIMPLIFICATION

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- Learners can omit the last day's activity of the modern version of the story.

## APPENDIX: EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

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### The Sun and the Wind



Once the Wind and the Sun came to have a quarrel. Either of them claimed to be a stronger. At last, they agreed to have a trial of strength.

"Here comes a traveler. Let us see who can strip him of his coat," said the Sun.

The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him.

Then it was the turn of the Sun. At first, he shone very gently. At first, his beams were gentle and in the pleasant warmth after the bitter cold of the Wind, the Traveler unfastened his cloak to hang loosely over his shoulders. As the Sun's rays grew warmer and warmer, the Traveler took off his cap and mopped his brow. At last, he felt so hot that he pulled off his cloak and found welcome shade under a tree by the roadside.

The Wind had to accept his defeat.

MORAL: Gentleness and kind persuasion win where force fails.