

GRANDMOTHER'S TALE (LEVEL 2)

Description	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.
Leading Question	What can we learn from our elders?
Total Time Required	5 hours over 5 days
Supplies Required	Paper, pencil, pen, colors, glue Optional: Clothes, props and magazines
Learning Outcomes	<ol style="list-style-type: none"> 1. Being able to understand different aspects of storytelling such as characters, setting, beginning, middle and end. 2. Exercising skills of listening, comprehension, re-telling and re-imagining the story 3. Understanding and making judgements on how circumstances and advancements have impacted life 4. Rethinking stories from the perspective of time
Previous Learning	None

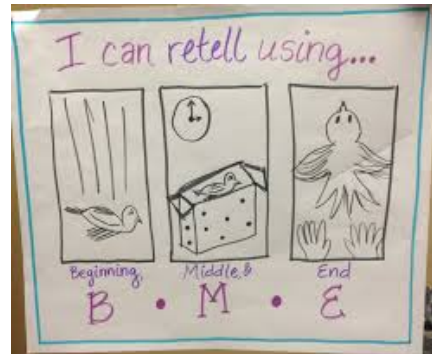
DAY 1

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

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • 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. • 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.

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.
 - What adjectives would you use to describe each of the characters? E.g. beautiful, earnest, gentle, etc.

20 minutes

- When retelling the story, try different voices to impersonate the different characters! 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

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).

	<p>Some of the questions you can ask your family members to find the favorite family story that can include:</p> <ul style="list-style-type: none"> - What is something that your parents or grandparents told you when you were my age that you never forgot? - What is the story you enjoyed reading or listening to as a child?
30 minutes	<ul style="list-style-type: none"> ● Ask family members to narrate the common favorite family story. The family narrator should go through the story slowly so that learners can write down the dictation of 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, hear the full story and take summary notes. Then divide the story into different paragraphs.
5 minutes	<ul style="list-style-type: none"> ● Ask questions on the story to understand any details that you are unclear on including: <ul style="list-style-type: none"> - The mood/feelings of the character? - Why certain things happen? ● Write down the list of questions and related answers from family members.
20 minutes	<ul style="list-style-type: none"> ● Listen to the same story from 2-3 family members. ● Listen carefully and challenge yourself to compare the different versions of the same story and identify as many similarities and differences as you can. ● Make two drawings of any scene in the story and ensure there are 5 tangible differences in the pictures. ● 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 1. Sunny day in story 1 and rainy day in story 2, etc.
10 minutes	<ul style="list-style-type: none"> ● Then add a list of the non-tangible similarities and differences that cannot be drawn. For example: the context, names, personality of the characters, settings, etc. ● Think of at least 5 similarities and differences. ● If the stories are consistent, reflect on the 3 things that you were not expecting to be similar.
10 minutes	<ul style="list-style-type: none"> ● 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

- 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? Can you articulate that moral and if you agree with it? Then think of how it affects you in your life?

DAY 3

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

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> • Start the day by making a story map for the story that you heard yesterday. <ul style="list-style-type: none"> - What is the plot of the story (what was the main thing that happened?) - Who are the main characters of the story? Make a list of the proper nouns used in the story (Hint: Usually the names of characters e.g. Bob or homes e.g. Happy Home etc.) - What happens 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.) 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 individual) for e.g. 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 <u>loudly</u>, he is <u>very</u> tall, ended too <u>quickly</u> etc.

20 minutes

- Analyze the characters of the story and retell it orally.
- 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? They can make a mood meter of the main character, which is a sequential set of drawings with all their different emotions and the reasons that caused the changes of emotions
 - 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
- Use adjectives to describe the characters through the course of the story and how you would change.

10 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

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

**Suggested
Duration**

Activity and Description

20 minutes	<ul style="list-style-type: none"> • 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. • Think of at least 10 clues to show what time period the story is set in. • 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"> - What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc. - What sort of houses did people live in? E.g. village huts, one story brick homes etc. - What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc. - What cultural elements can you think about? E.g. clothing etc. - What was the language used then? E.g. names of characters, language used, kinds of words used etc.
5 minutes	<ul style="list-style-type: none"> • Reflect on what the experience of the main characters would be back then? Narrate or depict this in your story.
25 minutes	<ul style="list-style-type: none"> • 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"> - Make a graphic book or comic book with images you have drawn and additional ones and the voices of characters - Make an illustrated written book (incorporating the pictures you have drawn)
10 minutes	<ul style="list-style-type: none"> • 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.

DAY 5

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"> • 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?

30 minutes

- 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.
 - How would you make this story modern based on how the society has evolved? E.g. advancement of women rights, more travel, etc.
 - How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different?
- Design a cover and back page for the modern book that includes a more contemporary image, title and summary, etc.

10 minutes

- 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.

ASSESSMENT CRITERIA

- 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
- Beginning to understand what makes books attractive to audience
- Creativity on identifying and drawing evidence to identify the time period of the stories
- Drawing conclusions on the impact of modernization on the story

MODIFICIATIONS FOR SIMPLIFICATION

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