

Learning English

through

# Reading Stories

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1. Why should I teach stories?

2. What kind of stories?

3. How should I teach the stories?

4. What can I help ss to learn through the stories?

8. Why aren't my ss interested in the stories?

5. What kind of exercises?

6. Should I explain all the difficult words?

7. How can I "test" my ss?

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"The best way to improve your knowledge of a foreign language is to go and live among its speakers.


The next best way is to read extensively in it."

(Christine Nuttall, 1996)

"We learn to read by reading."

Reading enables ss to live in an English environment!

When ss read interesting stories, they absorb English in an enjoyable way!



Key to... **helping children learn**

**What kind of stories?**

YES or NO?

- Written in good English?
- Interesting?
- Exciting?
- Suitable in level of difficulty?
- Suitable for learning activities?
- Contain useful language structure?
- Contain useful vocabulary?
- Attractive in appearance?
- Good for moral education?
- Contain a lot of dialogue?

Key to...

helping children learn

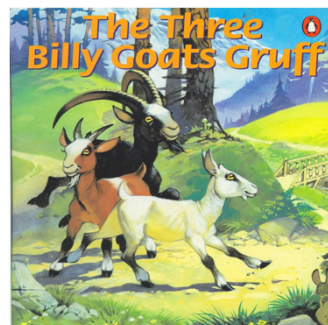
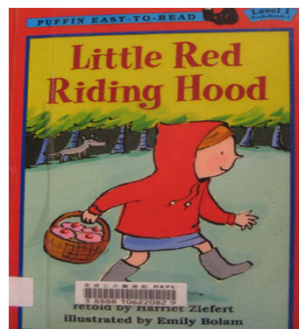
What kind of activities?

1. Ss will learn the language if they go through the book again and again with understanding!
2. How can you (teacher) make ss go through the book again and again, and try to understand it, without feeling bored!
3. How can you make them do this willingly?
4. What excuses/ tricks/ activities can you use?

## Big (Picture) Books, e-books & Shared Reading

- Let's examine some Big Books/ e-Books
  - *Little Red Ridinghood*
  - *The Three Billy Goats Gruff*

➤ What are the features of a good Big Book?



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## Characteristics of a good Big Book

1. a small amount of text on each page;

2. words are **large**;

3. some expressions are **repeated**.

--- This helps readers to **predict** what happens next;

4. language often has a **natural rhythm** – makes reading **enjoyable**;

5. language is **literary** but **natural**;

6. large, interesting and attractive **pictures** – makes the words **easy to understand**;

7. possible for pps to **retell** with prompts.

What are the advantages of these characteristics?

What is the value of using big picture books?



## What is shared reading?

1. a way to use Big Books or e-books in teaching.

2. creates meaningful oral and written language experiences.

3. helps pps read whole meaningful texts with support and guidance.

4. pps can then do oral reading with the book.

5. teacher scaffolds reading.



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## Stages of a Shared Reading Lesson

1. How does the teacher organise and manage the lesson? Why?
2. What do the pupils do in the lesson?
3. What activities are used?
4. What are the stages of the lesson?
5. What are the purposes of each stage?

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### A common strategy

#### Five steps for using a big book for shared reading

##### *Getting Ready*

1. Let pps sit close to you.
2. Make sure all the pps can see the book easily.
3. Place the book on a stand or chair and sit at the side.



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### *Step 1. Introducing the book*

1. Show pps the picture and the title on the book cover. Introduce the writer
2. Arouse pps' interest in the story. E.g.  
*What will happen to the Red Ridinghood?*  
*Will the wolf harm her?*
3. Encourage pps to predict the ending of the story.
4. Write pupils' predictions on the board.
5. Write some key words on the board.

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### *Step 2. The First Reading*

1. Read the story aloud. Bring it to life by - intonation, facial expression & gesture. Pps listen.
2. Talk about the pictures.
3. Point to the words as you read.
4. Don't ask too many questions at this stage.
5. Occasionally, ask pps to guess what might happen on the next page. *E.g. Will Red Ridinghood talk to the wolf? What will the wolf do to Grandmother?*
6. After the first reading return to the pps' guesses, & ask what they have found out from the story.

### Step 3. The Second Reading

1. Read the story a second time. Encourage pps to join in.
2. Choose a story with strong patterned language or a lot of rhyming words. Weak pps will find it easier to join in.
3. Pause before patterned words or phrases and let pps fill in the words.
4. After the second reading, encourage the pps to share their feelings and ideas about some of the characters and events in the story.

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### Step 4. Simple activities

Do follow-up activities to help ss learn: e.g.

- a. Reading
- b. Writing
- c. Listening
- d. Speaking
- e. Pronunciation - Phonics
- f. Vocabulary
- g. Grammar

e.g. Matching picture & descriptions (R & Sp)

Cloze ex. using yellow slips.

### Step 5. The Third Reading – ss read together

## Step 6. Post-reading tasks

### Examples



*Using the story as context:*

1. Listening to the story
2. Matching exercise.
3. What do you want to be? – imagination
4. Creative thinking, reasoning -- “Is Red Ridinghood a good girl?”
5. Dramatization
6. Draw and talk
7. Song
8. Useful terms: cover, spine, author/writer

## Examples of post-reading activities for the shared reading lesson



**(1) Make a small book:**

***The Three Billy Goats Gruff.***

- Page 1: Title
- Page 2: Three Billy Goats lived on the hill.
- Page 3: The grass was thin and yellow.  
The goats were hungry.
- Page 4:...

**(2) Give a new ending to**

***The Three Billy Goats Gruff***

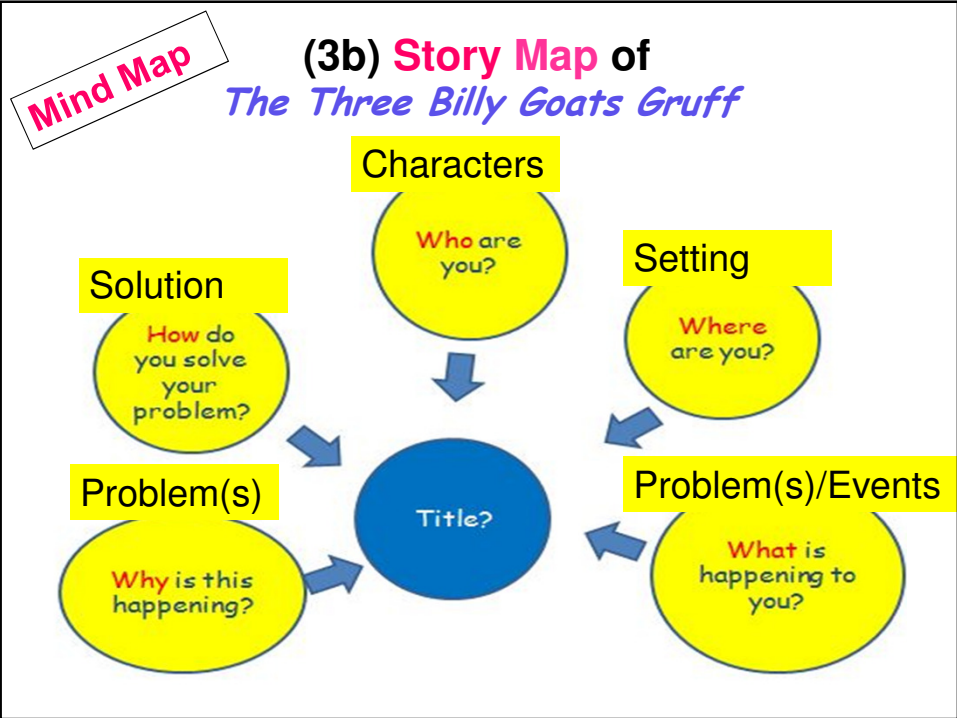
The Troll's mother came to the bridge.

She said: Dear Billy Goats. I'm sorry. My son is naughty. Now he know he is wrong. Please...



<b>(3a) Story Chart/ Story Frame of <i>The Three Billy Goats Gruff</i></b>	
Characters	
Setting	
Problem(s)	
Events	
Solution	

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### (4) Character chart

Troll	Big Billy Goat	Middle Billy Goat	Small Billy Goat
tall	big	has a big mouth	short
mean			brave
frightened	(has) sharp fingernails	clever	small
		thin	middle size
(has) sharp teeth	strong	(speaks with) a small voice	fierce
		(speaks with) a loud voice	hungry
		(has) short horns	

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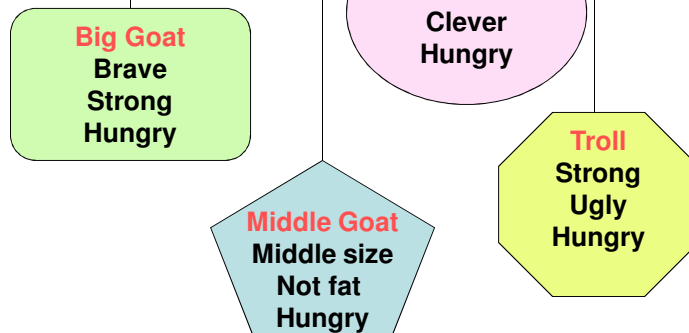
### (5) Character Bingo

BINGO SHEET 1			BINGO SHEET 2		
thin	clever	loud voice	short horns	old	frightened
brave	big mouth	sharp teeth	clever	brave	fierce
sharp fingernails	frightened	short horns	sharp teeth	hungry	tall

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## The Three Billy Goats Gruff

### (6) Character Mobile



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(7) Draw a picture of a character.



Write about him:

This is the picture of the **Small Billy Goat**

- He is very cute.
- He is small.
- He has a round head and short horns.
- He has short legs and a short tail.
- He is very clever.

(8) Report card of the **Small Billy Goat**

- He was very hungry.
- The grass on the other side of the hill was green and delicious.
- He wanted to cross the bridge to eat the grass.
- He saw the big and fierce Troll...
- ...



(9) Diary of the Troll

I'm very unhappy today. I was sitting on the bridge. A small goat tried to cross the bridge. I was very hungry and wanted to eat him. But he said, "I am very thin. My brother is fatter. You can eat him."...  
At last the big goat pushed me into the river. I was wet and hungry.

**(10) Diary of the Troll** (Blank-filling Ex.)

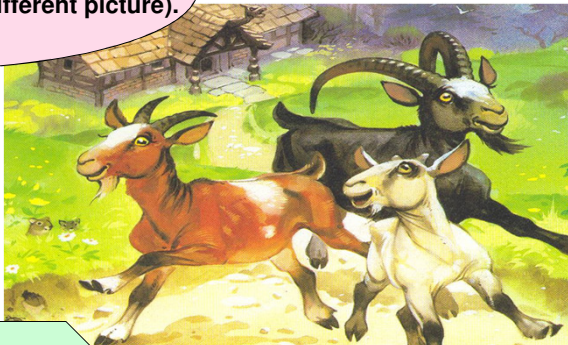
I'm very \_\_\_\_\_ today. I was sitting on the \_\_\_\_\_. A small \_\_\_\_\_ tried to cross the \_\_\_\_\_. I was very \_\_\_\_\_ and wanted to \_\_\_\_\_ him. But he said, "I am very \_\_\_\_\_. My brother is \_\_\_\_\_. You can eat him."... At last the big \_\_\_\_\_ pushed me into the \_\_\_\_\_. I was \_\_\_\_\_ and \_\_\_\_\_.

**(11) Diary of the Troll** (Scrambled sentences)

- A. But he said, "I am very thin. My brother is fatter. You can eat him."
- B. A small goat tried to cross the bridge.
- C. But he said, "I am only middle size. My father is fatter. You can eat him."
- D. I'm very unhappy today.
- E. Then the big goat came to the river.
- F. I was wet and hungry. What an unlucky day!
- G. I was sitting on the bridge.
- H. Then his brother, a middle size goat came to the bridge.
- I. I was very hungry and wanted to eat him.
- J. But he was very strong. He pushed me into the river.
- K. I was very hungry and wanted to eat him.
- L. I was very hungry and wanted to eat him.

**(12) Label** the things in the picture.

Tell your partner (who has a different picture).



**(13) Riddles**

I am big and strong.  
I am hungry.  
I want to eat a goat!  
Who am I?

I am small and weak.  
But I am clever.  
I am hungry.  
I want to eat some grass.  
Who am I?

**(14) Write a new story**

Red Ridinghood had another adventure! She moved to Shenzhen. Her mother asked her to visit her Auntie, who lived in Futian...

Answer: D-G-B-L-A-H-K-C-E-I-J-F

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(14) **Write** a simple **drama script** about some of the pictures.  
**Perform** the drama.

Mother: Little Ridinghood. Your grandmother is ill. I have made some cakes. Please bring them to her.

Ridinghood: Okay.

Mother: Remember: don't talk to strangers on your way.

Ridinghood: I won't talk to strangers.

Mother: Bye, Riding-hood.

Ridinghood: Bye, Mother.

(15) There is something wrong with these sentences. Correct them.

1. Red Riding-hood's mother is sick.
2. The wood-cutter asks Riding-hood to pick some flowers.
3. The wolf goes to Grandmother's house to visit her.
4. Grandmother tells the wolf to go away.

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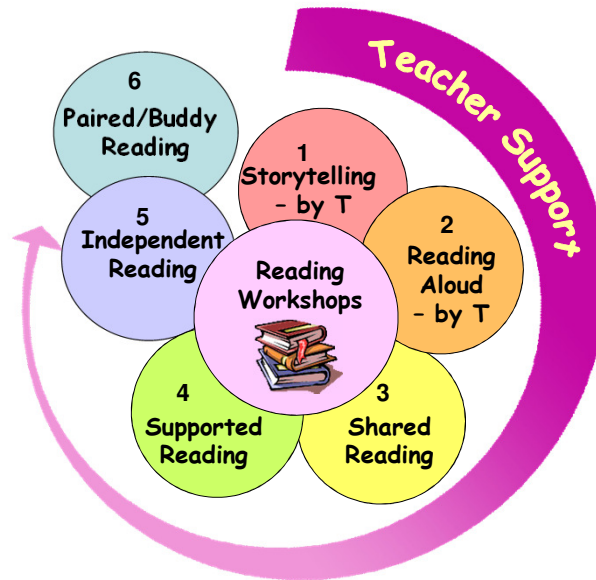
(16) Put the words in the correct order... **& correct the errors.**

1. sick/ mother/ Red Riding-hood's/ is.
2. Riding-hood/ asks/ to pick/ The wolf/ some flowers.
3. The wolf/ Grandmother's house/ and/ goes to/ eats her up.
4. in Grandmother's bed/ Riding-hood/ The wolf/ sleeps.

(17) **Who** said these?

1. Don't talk to strangers. \_\_\_\_\_
2. Good morning, Mr. Woodcutter. \_\_\_\_\_
3. Why don't you get her some flowers? \_\_\_\_\_
4. The door is open. You can get in. I'm in the bedroom.  
\_\_\_\_\_
5. The better to see you with, my dear. \_\_\_\_\_
6. You're not Grandmother. Who are you? \_\_\_\_\_

## Teaching Strategies for Reading



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## Some good big picture books

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. Bad Bert the Bully      | 9. Little Red Riding Hood           |
| 2. Behind the Wall         | 10. Looking for Lucky               |
| 3. Cities Around the World | 11. Milly Mouse Goes to the Moon    |
| 4. Clyde Klutter's Room    | 12. Rosie's Walk                    |
| 5. Frog Prince, The        | 13. The Father Who Had Ten Children |
| 6. Here It's Winter        | 14. The Three Billy Goats Gruff     |
| 7. The Itsy Bitsy Spider   | 15. Toys Party                      |
| 8. Jump, Frog, Jump        | 16. The Very Hungry Caterpillar     |

## Some good small books

- |                              |   |
|------------------------------|---|
| 1. The Flamingo Who Forgot   | 6. The Wonderful Gift                   |
| 2. The Great Big Friend Hunt | 7. The Country Mouse And The City Mouse |
| 3. Don't Wake Stanley        | 8. Poppet                               |
| 4. Magic Tails               | 9. Aesop's Fables                       |
| 5. Simon And The Spy         | 10. Sleeping Beauty                     |

## More Good Story Books

1. The Great Big Friend Hunt
2. Three Billy-Goats
3. Goldilocks and the three bears
4. The Chinese Horoscope
5. Little Red Riding Hood
6. Teddy's Birthday
7. Lenny's Lost Spots

### Stories used in this seminar

- Little Red Ridinghood
- The Three Billy Goats Gruff

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