



Storytelling for Young Learners

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Block 2

Saturday, May 11, 2024

Our schedule today

- 1415-1500 Revision of Block 1 on March 2; leftover stories & contexts by (Petr, Barbora,) Leona, Montserrat, Sai Sai, (Natálie,) María, Lenka.
- 1500-1530 Presenting project recordings in the File Vault
- 1530-1600 Peer reviewing audio essays jin couples
- 1600-1700 Coffee break & watching webinar
- 1700-1730 Webinar gisting & discussion
- 1730-1800 **DICTION** in storytelling & reading:
The future of BOOKS. Back to oral history?
- 1800-1830 Debates: Storytelling, Shielding children from the war, the Environment, Children's psychology across generations and continents
- 1830-1900 Summary, conclusions, group & individual consultations

Resources

All in the course's site in the IS:

- - this presentation
- - Rowling speech with gaps
- - Tomková Segmental pronunciation of English
- - Tomková Suprasegmental pronunciation of English
- - Tomková The best videos for teaching English pronunciation
- - Your own video/audioessays in the File Vault
- - Easter class in stress, rhythm and intonation

1415-1500: REVISION OF BLOCK 1, INDIVIDUAL CONTEXTS & STORIES

leftover stories & contexts by (Petr, Barbora,)

- Leona:
- Montserrat:
- Sai Sai:
- (Natálie)
- María:
- Lenka:

1500-1530: 9 projects self-presented in class



Home

MY APPLICATIONS

- 0365 mail
- Calendar
- Guarantor
- Teacher
- Supervisor
- Publications

NAME	POSTED BY	UPLOADED	RIGHTS
File vault of course Pdf:AJ5415 jaro2024 /23		14/2/2024	
Brzakova_Storytelling.pptx		5/5/2024	
Carmen_Caamano_Ramiro_-_Storytelling.m4a		5/5/2024	
Henry's storytelling audio New_Recording.m4a		5/5/2024	
How_story_reading_helps.mp4		3/5/2024	
Leona_Moravcikova_storytelling.m4a		4/5/2024	
Lesson_Plan__480768.docx		17/4/2024	
Mackova_storytelling.mp4		22/4/2024	
Maria_Palomares_storytelling_.aac		1/5/2024	
Montserrat_Moreno_Storytelling.m4a	Tomková, K.	2/5/2024	
Natálie Neklápilová CDKC4743.MOV		17/4/2024	
Recording__480768.m4a		17/4/2024	
Sai_Sai_Htun_Naung_-_Storytelling_for_young_learners.m4a		1/5/2024	
story_telling.mp3		8/5/2024	
Storytelling.m4a		1/5/2024	
Storytelling.mp3		5/5/2024	
Storytelling__495004_.mp3		5/5/2024	
Storytelling_and_emotional_intelligence_-_Aneta_Ingrova.m4a		5/5/2024	
Storytelling_audio.m4a		5/5/2024	
Storytelling_Momoka_ABE.m4a		6/5/2024	
Storytelling_P_Kment.m4a		5/5/2024	



Discussion 1530-1600

Talk to the author of your favourite audio essay. Discuss:

- a) What are your respective strengths and weaknesses?
- b) What are the main points in your partner's recording?
- c) What did you most appreciate/dislike?
- d) Would you change the paper's headline?

Coffee break while watching and note-taking 1600-1700

Using the method of jigsaw teamwork, watching MacMillan Education ELT's Advancing Webinar of January 2021, "Storytelling for Young Learners"

[Storytelling for Young Learners \[Advancing Learning Webinar\] – YouTube](https://www.youtube.com/watch?v=UL-wgRGrzr8)

<https://www.youtube.com/watch?v=UL-wgRGrzr8>

Bilingual Kids: 00-10 mins: Joanne Mitten & webinar intro

Tug-of-War : 0953-1955 : gender + society, skill+survival,
modern; Piaget, Vygotsky

Artificial Blondies: 1955-3000 : why stories in LL, L1 and L2
acquisition x learning ...whole
child

Flexi: 3000- 4015: why use stories ... become a performer

Methodologists: 4015- 4958: teens and tweens ... references

Webinar gisting, discussion 1700-1730

Joanne Mitten =

ST common to all cultures; 44,000 yrs ago – cave paintings. Aesop's fables. Traditional Irish STs (bearers of old lore). Embedded in culture. C. Dickens (social commentary).

Gender and society. Victorian ghost stories, A. Brontë; skill + survival. Modern stories in books, movies. Stories in LL. Education + psychology. Piaget (individual) , Vygotsky (community).

Different age groups, their abilities. L1 exposure: repetition, recycling. Sounds at different levels.

Story choice. Pre-story and post-story tasks: pix, vocab, retelling, performing skills of teacher. Teens: specific needs.

Tweens (8-12) and teens. Choice and scaffolding of a story. Using different stories for retelling. Sketching. Picking a line or object in the story. Reenactment. Older pupils: songs, characterisation, cross-curricular activities (e.g. making a movie). 21st century skills: critical thinking, collaboration, communication, science, arts...

1730-1800 DICTION & IMMEDIACY in reading.

Other formats fine (e.g. [Kids Book Read Aloud: WHY WE STAY HOME - SUZIE LEARNS ABC](#)
[Harris, Scott and Rodis - YouTube](#)) but nothing can replace books read
live.

Czech folk tales collected by K.J. Erben:

Princess Goldie

Waterboy and Old Man Knowall

The Snow Maiden

Cook, Mug, Cook!

The Firebird and the Clever Vixen

Mr Long, Mr Broad and
Mr Sharpeye



Czech folk tales collected by Božena Němcová:

The Magic Sword

The Gingerbread House

The Forest Nymph

The Wise Goldsmith

Prince Bayaya

The Seven Ravens

The Clever Princess

Peterkin

See also H. Halíčková's paper.



1800-1850 Debate: How/whether to speak about the war, the Environment, Children's psychology across generations and continents





1830-1850:

Concluding remarks, questions, queries... ?

I am available for further group/individual consultations until 1900.

THANK YOU FOR YOUR KIND ATTENTION!

**So long, live well, tell stories and
never lose your passion!**