



STORYTELLER MARY GRACE KETNER

109 Fir/San Antonio, TX 78210-1910

(210) 271-0628

mgk@talesandlegends.net

talesandlegends.net

Story Activities Which Support the TEKS

A program of oral storytelling supports many language arts and social studies TEKS. In such sessions, the student has an opportunity to meet the expectations that s/he:

...listens attentively and engages actively in a variety of oral language experiences; listens to gain or increase knowledge of his/her own culture, the culture of others, and the common elements of cultures; develops an extensive vocabulary; uses a variety of strategies to comprehend selections (read) aloud; responds to various texts; recognizes characteristics of different types of texts; listens actively, purposefully, critically, and appreciatively....

And that's just the beginning!

Here are some TEKS-related activities that might follow a storytelling session:

1. Create interpretive art activities in which students select and depict a scene or character from a story they have heard. Use the drawing as a pre-writing activity.
2. Ask: "Do you think the story _____ is fact or fantasy?" Discuss student responses.
3. Assign a storymapping activity. Have students fold a sheet of paper into six sections and use the sections to illustrate scenes from the story. The student should draw four to six scenes which advance the action of each story.
4. Read a picture book or other text of the same story which the students heard told aloud. Discuss differences and similarities in the two versions.
5. Have students locate on a map or globe the countries from which each story comes. Ask questions about the countries' relative locations using cardinal and ordinal directions. Proceed to other map activities such as using a scale to determine distances between countries.
6. Assign dramatic re-enactments of part or all of a story.
7. Include words from a story in spelling and vocabulary activities.
8. In pairs, have students take the role of a story character and an interviewer. Together compose a newspaper article about a famous story character visiting your town.
9. In groups, have students choose a folktale (not necessarily one from the storytelling session) to story map. Individuals each draw and write a part of the story. Publish a class collection of drawings and folktale narratives.
10. Discover and discuss local variants of stories such as "La Llorona." Create a writing assignment in which students discover and record local haunted house stories, murder mysteries, urban legends and other lore. Encourage the use of photographs or drawings of sites and quotes from informants.

Here are some language arts and social studies activities for a few of the specific stories that you may hear me tell in a program at your school:

Mr. Fox’s Sack (Grades K – 2)

- a. In the storytelling session, students clap on their knees to the words “trip-trap/trip-trap-trip.” Clap out that rhythm together a few times, then have students clap the syllables of the following words: Mr., Fox, favorite, tree, bee, woods, Mrs., Blue, Squintum, hen, don’t, look, inside, pig, little, boy, Orange, daughters, gingerbread, watchdog. (Define compound words “gingerbread” and “watchdog” as needed.)
Supports ELAR TE KS K-1, .6(b)
- b. “Tree” and “bee” rhyme. What other words can you think of that rhyme with “tree” and “bee”? Does “bean” rhyme with bee? Does “boy” rhyme with bee? Does “treat” rhyme with “tree”? Does “trot” rhyme with “tree?”
Supports ELAR TEKS K 6 (c) and (d), 1.6(b) and(c)
- c. Call on pairs of students to act out what happens when Mr. Fox knocks on the door: (*Mrs. _____, will you keep my sack for me while I go to Squintum’s house?/Of Course/But mind you, Don’t peek inside!/ I won’t.*) Call on four sets of students to act out each of the four scenes. Discuss what happens at each house after the dialogue. (Order of animals: bee, hen, pig, boy, dog. Order of colors is not important; in fact, do the scenes as many times as children wish to using many colors and animals—ending with dog and boy, of course!)
Supports ELAR TEKS K-2, 3(d); SS1.15(b)

The Wolf and the Seven Little Kids (grades 1-3)

- a. Recite Mama Goat’s phrase (which students repeat in the story): “When I leave, lock the door, and don’t open it up again for anyone else but me!” Repeat as necessary (or write on the board) to answer the following questions:
 1. Which words name persons? (I, anyone, me)
 2. Which words name a thing? (door, it)
 3. Which words tell actions? (leave, lock, open)*Supports ELAR TEKS 1.11(c)*
- b. Invite students to retell together the part of the story in which the wolf arrives at the door and the kids do not open it. Use the repeat phrase “You’re not our mama! Our mama has...” What does the wolf do each time to further deceive the children?
Supports ELAR 1.12(c), 2.9(c), and 3.9(c)
- c. On the board, create a simple map showing the goat’s house, the market, the wolf’s house, his napping place by the river, and roads from site to site. (Or draw your map on paper and project it.) Have students help retell the story using the map to indicate character’s movements back and forth among the sites. Place a compass rose on the map and use cardinal and ordinal directions as appropriate.
Supports SS 1.5(a) and 1.5(a), 1.15(b) 1.18(b), 2.5 (a), 2.5 (b), 2.18(b), 3.16(e)

The Fool of the World and the Flying Ship (Grades 2 - 5)

- a. Have an improvisational theatre using the middle part of the story, where the Fool is collecting his magical friends. The repeat phrases from the story are:

He looked out over the prow of his ship and who should he see standing in the middle of the road but a man...(students complete description)

He called out, "Hey, you! Uncle! What's your name and what are you doing down there?"

(students give answer)

The Fool of the World thought that was very strange, but he said, "Very well; come on board. And away they sailed..."

The seven characters are: Hearsalot, Runsalot, Shootsalot, Eatsalot, Drinksalot, Sticksalot, and Strawsalot.

Supports ELAR TEKS 2.12(g), 3.10(a), 4.5(c), 5.5(c) and others

- b. Review these words: tsar, tsarevna, (pronounced "tsar-YEV-na) meaning king and princess. What other words do you know which name a royal family? (king, queen, prince, princess; rey, reina, infanta, infante; kaiser; also emperor, empress; duke, duchess; count, countess; etc.) Discuss each group of related words.

Supports ELAR TEKS 2.8(a), 3.8(a) and (d), 4.9(d) and (e), 5.9 (d) and (e), and others

Note: Queen and prince are *tzaritzza* and *tzarevich* (pronounced "tsar-YE-vitch).

Frequently asked question: Why are Russian words spelled so many different ways in English?

A: Because the Russian alphabet does not easily transpose to the English alphabet, hence *Dostoyevsky, Dostoevski, etc.*

- c. Find the poem from which the song *Dark Eyes* was taken written in the Russian alphabet, transliterated into English and the English translation (different from the version I use) on Wickipedia at [http://en.wikipedia.org/wiki/Dark_Eyes_\(song\)](http://en.wikipedia.org/wiki/Dark_Eyes_(song)) The three versions of the song are set into a simple, three-column chart. Project the chart and allow students to notice the Russian (Cyrillic) alphabet in contrast to the English (Roman) alphabet. Discuss the original, transliteration, and translated poem using the vocabulary of charts such as "row" and "column."

Supports ELAR TEKS for K-3 2(A) and 2(B), SS TEKS 4.22(c), 5.25(c)

Ali Baba and the Forty Thieves (Grades 4-5)

- a. I tell only part of the story. Read the rest of the story aloud. Ask for discussion: "Why do you think Mrs. Ketner says that the real hero(ine) of the story is Morgiana. Do you agree or disagree?" Compose a paragraph which supports your answer.

Supports 4.8(a) 5.8(a) 4.12(j); 5.8(a), 5.15(b) 5.12(j)

- b. Use a search engine to find two versions or translations of this story. Compare and contrast the first segment of each translation with each other and with the version you heard told.

Supports 4.8(a), 5.8(a); 4.11(d), 5.11(d)

- c. After reading the whole story, use a search engine (select the image feature) to find the famous drawing of Ali Baba by artist Aubrey Beardsley. Does the drawing show Ali Baba before or after he acquired wealth? What does the drawing suggest about his character. List three adjectives that tell what kind of person Ali Baba became. Cut-and-paste the drawing onto a page and compose a paragraph about Ali Baba.

Supports 4.12(h), 4.12(i), 4.23(a), 4.24(a); 1.12(h), 5.12(i) 5.23(a) and 5.24(a)

Note: Some of Beardsley's classical portfolio, such as his "Trojan Women" series consists of erotic art which may prevent "Ali Baba" from being accessible in your school's computer lab. An alternative is to create a worksheet yourself using the image and adding writing lines on which students can write their paragraph in the classroom.