

BRINGING BOOKS TO LIFE

PRESENTED BY:

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How can you find a creative way to get your students to read? Storytelling is one literary genre that can accelerate reading and promote positive social and academic skills.

“Storytelling teaches listening. It models fine use of oral language. It models plot, sequencing, characterization, the many literary devices you wish to convey. There is no better educational tool to teach language-arts skills.” Sharing a story promotes the following: self-discovery, quiet solitude, self-identity, budding understanding and creativity.

Book talks are another way to interest a reader into opening pages of hopeful knowledge. Using creative ways to gather a reluctant reader can produce avid readers. Having students reenact a favorite scene from a book by producing a short video clip, or just rewriting a scene in a play format to share with another Language Arts class are just a few ways to excite students’ interest in books.

A Media Specialist should have books for their diverse population of students.

The Media Specialist, teachers, and students can read a book or learn a short story and share the story by storytelling. It is a literary form of learning.

Students of various ethnicities and who have various hobbies like to read books that are of their interest. For example, a student requested books about basketball, my principal was able assist me in ordering a box full of books about various basketball players that were members of the National Women’s Basketball Association (NWBA), that student is now a professional basketball

player. She was very serious about reading books of her interest. Another year at a school, The Book Club read **Sharon Draper's *Copper Sun***, they loved the book so much that they wrote Oprah Winfrey explaining why they believed the book should be a movie.

A quick way to learn how to tell a story:

1. **Select your story**, it could come from a book, a personal story and the stories that will be handed outs.
2. **Concentrate**, prepare the audience as how they will stand or move.
3. **Vocalize**, write your story down, or practice your story before your students hear your story.
4. **Memorize Key Bits**, know songs, key phrases you have marked.
5. **Analyze**, Understand the tales structure. Having a sense of the tale's structure will help you find your way through the story should you become befuddled.
6. **Say the Story**, Put down the book and begin telling the tale aloud. Tell it in your own words. If you forget, stop briefly to check your text, there continue or begin again.
7. **Repair**, Plan a path over any rough spots in your telling. Take time to retell aloud those bits that felt shaky.
8. **Tell it Through**, tell the tale again if time allows, keep telling through to the end. Force yourself to improvise, and just keep telling. With practice you will gain confidence in your ability to ride over rough spots and keep the sale moving.
9. **Evaluate**, Make a note of the spots which still need improvements. Then congratulate yourself on the amazing progress you have already made with this tale.

The following stories that will be shared with participants all encourage audience participation. Each story represents repetition to make them easy to remember.

Stories audiences love: ***Turtle of Koka, The Little Old Woman Who Lived in a Vinegar Bottle, Puchika Churika, Marsh Hawk, Gecko, Kudo Break!, What Are Their Names!, Aayoga with Many Excuses, Kanu Above and Kanu Below, Ko Kongole, Ningun, and Yonjwa Seeks a Bride***

The facilitator will share a book talk with participants. If time allows.

Activity:

Read the story you were given quietly prepare to tell your audience the story.

The audience will evaluate your presentation by giving you verbal feedback.

The evaluator can use this rubric:

<https://www.storyarts.org/classroom/usestories/storyrubric.html>

Book Talks

http://swh.walton.k12.fl.us/_cache/files/d6459965-41db-4c33-ab0b-420bb3067e5e/DDA86AC4DB6DA587BC701DA02C77E9F1.booktalk.pdf

<http://www.fortthomas.kyschools.us/userfiles/171/Classes/2572/Booktalk%20Presentation.pdf>

All Grade Levels K-12

The Story Teller's Start-Up Book by Margarat Read MacDonald

The World of Storytelling by Anne Pellowski

Wisdom Tales From Around The World by Heather Forest

The People Could Fly by Virginia Hamilton

Elementary School

African American Story Book and Activities For All Children by Patricia Buerke Moll, M.A.

Native American Legends and Activities

Making Books Across the Curriculum by Scholastic

Better Than Book Reports by Scholastic

African American Children Storytelling books:

<https://www.amazon.com/Best-Sellers-Books-Childrens-African-American-Story/zgbs/books/3095>

<https://www.amazon.com/Brother-Rabbits-Laughing-Place-Uncle-Remus-ebook/dp/B005FA400M>

<http://aesopfables.com/>

<http://www.read.gov/aesop/001.html>

Visual Storytelling examples:

<https://www.youtube.com/watch?v=o0C151dnDqg>

Standards:

<http://www.dpi.state.nc.us/dtl/standards/ites/#it>

<http://www.ncpublicschools.org/docs/curriculum/guidance/scos/tools/unpacking/red.pdf>

Informational Skills:

SI.1 •

Sources of Information

Evaluate resources needed to solve a given problem.

Clarifying Objectives

SI.1.1 Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

SI.1.2 Evaluate resources for point of view, bias, values, or intent of information.

SI.1.3 Evaluate content for relevance to the assigned task.

English Language Arts:

SL.4 •

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Guidance:

SE.1 •

Socio-Emotional

Understand the meaning and importance of personal responsibility and self-awareness.

Clarifying Objectives

SE.1.1 Understand the importance of self-control and responsibility.

SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.

SE.1.3 Contrast rights and responsibilities.

C.1 •

Cognitive

Use creative strategies to make decisions and solve problems.

Clarifying Objectives

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- C.1.1 Identify problems that you have encountered or are likely to encounter.
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- C.1.2 Identify creative strategies and non-creative strategies to make decisions and solve problems.

Notes:

The Story Teller's Start Up Book , Macdonald, Margaret, 1993, August House Publishing, Atlanta, Georgia.

Storytelling that is suggested:

Turtle of Koka

<http://www.airdrieadventurescouts.com/uploads/pdf/stories/BeaverStories/Stories/Turtle%20of%20Koka.pdf>

Digital version (audio only) <https://www.youtube.com/watch?v=4L5JsBtusT8>

The Little Old Woman Who Lived in a Vinegar Bottle

<http://www.airdrieadventurescouts.com/uploads/pdf/stories/BeaverStories/Stories/The%20Little%20Old%20Woman%20Who%20Lived%20in%20a%20Vinegar%20Bottle.pdf>

The StoryTeller's Start Up Book by Margaret Read MacDonald

<https://books.google.com/books?id=w3WJ2tQTEu8C&pg=PA45&dq=Gecko+story&hl=en&sa=X&ved=0ahUKewj9-9Ke8OfSAhVZImMKHYkAncQ6AEILTAE#v=onepage&q=Gecko%20story&f=false>