

## Storytelling

### Topic

Telling a story, Fairy tales, Little Red Riding Hood

### Learning outcomes

- To develop the ability to tell a story
- Use time clauses to tell a story about the past
- Use past simple and past continuous to tell a story

### Age and level

13-17, Adults (B1+)

### Time

45-60 minutes

### Materials

- Cuisenaire rods or an alternative e.g. coloured pens or pencils, crayons, lollipop sticks, lego blocks
- Student worksheet (optional)

An alternative is suggested for teachers without access to Cuisenaire rods or an alternative.

### Introduction

The ability to tell stories, jokes and anecdotes is an important part of our everyday communication both in and out of the language classroom. During this lesson, learners will have the opportunity to tell a story as it is happening, use new vocabulary and re-tell the story orally and in writing using time clauses and narrative tenses. Follow-up and homework tasks are suggested.

This lesson uses a teaching tool called 'Cuisenaire rods'. If you don't have them, you could use any kind of alternative e.g. coloured pens or pencils, crayons, lollipop sticks, lego blocks etc. Find out more about using Cuisenaire rods here: <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/c/cuisenaire-rods>

### Procedure

<b>Before the lesson</b>	<ul style="list-style-type: none"> <li>• This lesson is based on the fairy tale 'Little Red Riding Hood'. You will tell the story during this lesson, so you need to be familiar with it. Read through the story in the student worksheet before the lesson if necessary.</li> <li>• Your learners also need to be familiar with the story. If they are not, choose a story that is and adapt the lesson accordingly.</li> <li>• Make sure you have Cuisenaire rods or alternative e.g. coloured pens or pencils, crayons, lollipop sticks, lego blocks.</li> </ul>
<b>Lead-in (5 mins)</b>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to tell a well-known story during this lesson. Write the following words on the board and ask learners to guess what the story is (Little Red Riding Hood). Review any unfamiliar words. cottage basket forest grandmother wolf woodcutter</li> <li>• If learners can't guess the story, give clues until they do.</li> </ul>
<b>Task 1: Speaking (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to work in small groups to briefly tell the story of 'Little Red Riding Hood'. Put a five-minute time limit on this task.</li> <li>• Circulate around the groups as they tell the story and help where necessary.</li> <li>• Stop the activity after 5 minutes. Ask learners to say what words they needed to tell the story and didn't know. Write new vocabulary on the board and have learners say the words. Practise the pronunciation if necessary.</li> </ul>
<b>Task 2: Preparing for the story</b>	<ul style="list-style-type: none"> <li>• On the board write: 'Grandma! What big ears you have!' Explain that Little Red Riding Hood says this. Elicit or give the wolf's response: 'All the better to hear</li> </ul>

**(5 mins)**

you with, my dear.'

- Write Little Red Riding Hood's exclamations on the board one by one and elicit the wolf's response each time.

Grandma! What big eyes you have!  
 All the better to see you with, my dear.

Grandma! What a big nose you have!  
 All the better to smell you with, my dear.

Grandma! What big teeth you have!  
 All the better to smell you with, my dear.

- Practise saying the lines with the group. If your class is enjoying it (some teenagers and adults might!) make it fun e.g. one half of the class can say the lines of the wolf, the other can say the lines of Little Red Hiding Hood.

**Task 3:  
 Storytelling  
 (10 – 20 minutes)**

- Tell your learners that you are going to tell the story of 'Little Red Riding Hood' together. Explain that you will use Cuisenaire rods (or alternative) to tell the story.
- If you are using rods or other objects, you need to make sure that all your learners can see what you are doing. Alternatively, draw representations on the board.
- On a table in front of the class make a square (or draw a square on the board). Ask learners to say what this represents (the cottage).
- Choose three rods (or alternative) and put them by the cottage (or draw representations on the board). Again, ask learners to say what they represent (the grandmother, Little Red Riding Hood, a basket).
- Here is a possible dialogue between the teacher and the class for the first part of the story:

<b>Teacher</b>	<b>Learners</b>
What's this?	A square
No	A room

Bigger	A house
What type of house?	A cottage
Yes. Who's this?	Little Red Riding Hood
And this?	Her mother
What's this?	Her sister
No, she's carrying something.	A basket
Yes. What's in the basket?	Food
What type of food?	Cakes, Milk, Honey
Where is Red Riding Hood going?	To visit her grandmother
Why?	She's ill.
What warning does the mother give to Red Riding Hood?	Go directly to your grandmother's cottage and don't talk to anyone on the way.

- Learners enjoy this part of the activity and often call out answers enthusiastically. It's important to keep the activity moving along, accepting or refusing answers according to your own version of the story.
- Proceed through the story moving the rods (or alternative) or adding them where necessary. Alternatively, continue to draw representations on the board. Continue to add lots of questions as you do so.
- Push learners to raise the level of their own language by encouraging complete sentences. Do this by giving them the first word of the answer. Here is a possible teacher / learner dialogue with teacher support underlined:

<b>Teacher</b>	<b>Learners</b>
What's Red Riding Hood doing? <u>She's</u>	Walking through the forest.
Who's this?	The wolf

What's he doing?... <u>He's</u>	Watching/hiding
What's he doing now? <u>He's</u>	He's talking to Red Riding Hood.

- At one point in the story, Little Red Riding Hood goes into her grandmother's cottage and sees the wolf in her grandmother's bed. She believes it's her grandmother. When you reach this point in the story, ask learners to read out the dialogues on the board and to play the roles of Little Red Riding Hood and the wolf.
- By the end of the story there is a visual representation of the characters and features of the story on the table. To finish off, withdraw the rods (or alternative) one by one asking: 'Who/what's this?' This brings the activity to a natural close.

**Task 4: Writing  
(15-20 minutes)**

- Ask learners to say the kinds of phrases we use when we tell stories, and the words we use to indicate time. Write suggestions on the board, like these examples:  
 Once upon a time,    One day,    Many years ago,  
 At that moment,    Suddenly  
 Later (that morning),    Next,    After that,  
 While...    When....  
 They all lived happily ever after.
- Ask students to work in pairs to write the version of 'Little Red Riding Hood' that was created during the lesson. Tell them to use the past simple and past continuous tenses and phrases from the list above.
- If necessary, give them the first lines of the story: Once upon a time, Little Red Riding Hood lived with her mother in a cottage in the forest. One day...
- Move around and help groups as they work. When learners are ready, they can compare their versions.
- You could also use the texts for self-assessment / self-evaluation purposes. Ask learners to compare their versions with the story provided in the **student worksheet**. They should look at the time / story phrases and past simple / past continuous tenses in their version and the version in the worksheet. They can use it to improve their version.

**Follow up /  
Homework**

- Choose any of these tasks as follow-up or homework activities.
  - Get the students to write the story from the point of view of the wolf, Little Red Riding Hood, the woodcutter or the grandmother.
  - Prepare interview questions for Little Red Riding Hood for a local newspaper.
  - Write the entry in Little Red Riding Hood's diary for that night.
  - Use **Activity A** and **Activity B** in the **Student worksheet** to focus on language form.

**Answers:**

**Activity A:** 1 Once upon a time, 2 One day, 3 Later that morning, 4 After that, 5 Next, 6 Later on, 7 At the very moment, 8 They all lived happily ever after.

**Activity B:** a5, b4, c1, d2, e3

**Adapted from a lesson contributed by**

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