

GRANDMOTHER'S TALE (LEVEL 2)

Description	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will get a chance to retell this story after modernizing it into a book or an oral story.
Leading Question	What can we learn from our elders?
Subjects covered	Literacy, Art & Design
Total Time Required	5 hours over 5 days
Supervision	High supervision
Supplies Required	Paper, pencil, pen, colors, glue Optional: Clothes, props and magazines
Learning Outcomes	<p>Literacy Outcomes: Learners will be able to:</p> <ul style="list-style-type: none"> Express thoughts and ideas using different media (writing, drawing, verbally). Identify the different aspects of a story including its characters, setting, plot, beginning, middle and end. Identify different chronological parts of the story. identify the place and setting of the story and relate it to the characters in it Express thoughts and ideas using different media (writing, drawing, verbally) Create drawing maps and visualize the story through imagery techniques Exercise skills of listening, comprehension, re-telling and re-imagining the story Draw scenes from folk stories and modernizing them, fostering creative thinking and artistic skills. Transcribe folk stories improving their literacy skills, including listening comprehension, summarization, and paragraph structuring. <p>Social and Emotional Learning Outcomes:</p> <ul style="list-style-type: none"> Understanding and making judgements on how circumstances and advancements have impacted life Identify the emotions of the characters and enhance their empathy and emotional understanding

Previous Learning	None
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DAY 1

Today, you will learn about how you will get a chance to record the favorite folk stories of the elders you know.

Suggested Duration	Activity and Description				
5 minutes	<ul style="list-style-type: none"> Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down. Most folk stories have a non-specific setting, talking animal characters, a happy ending for the main character and a lesson learned. An example of a folk story is given in Appendix 1. Appendix 2 gives meanings and brief notes of some common aspects of folk stories Think about your favorite folk story that you know either based on a storybook you have read or heard. Retell this story to your family. 				
15 minutes	<ul style="list-style-type: none"> Make three images. Older learners can write a few sentences describing each of the scenes in the story that include the: <ul style="list-style-type: none"> Beginning Middle End <div data-bbox="467 1234 896 1583" data-label="Image"> <p>The image shows a hand-drawn poster on a white background. At the top, it says 'I can retell using...' in purple. Below this, there are three vertical rectangular boxes. The first box contains a drawing of a bird in flight, with the word 'Beginning' written below it. The second box contains a drawing of a house with a clock tower, with the word 'Middle' written below it. The third box contains a drawing of a person with arms raised, with the word 'End' written below it. At the bottom of the poster, the letters 'B • M • E' are written in purple.</p> </div> <table border="1" data-bbox="467 1675 1409 1780"> <thead> <tr> <th>Scene</th> <th>Short description</th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td></td> </tr> </tbody> </table>	Scene	Short description	Beginning	
Scene	Short description				
Beginning					

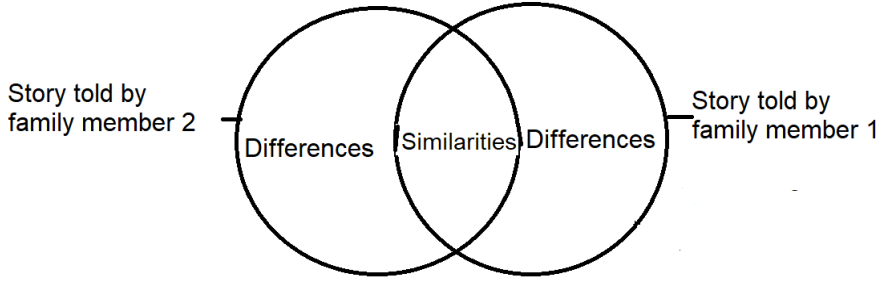
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Middle</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">End</td> <td></td> </tr> </table> <p>The simplest building block of a good story is the Three Act Structure (Beginning, Middle and End (BME) separated by plot points.</p> <div style="text-align: center;"> </div> <p>BEGINNING (SETUP): This is the first part of the story and is where the storyteller introduces to the audience the setting, the characters and the situation (conflict) the characters finds themselves in and their goals. Plot Point A is a situation that drives the main character from their “normal life” towards some different conflicting situation that the story is about.</p> <p>MIDDLE (CONFRONTATION): This is where the bulk of the story rests and forms the emotional journey of the protagonist (main character). The main character encounters a series of complications and obstacles to overcome, each leading to a mini crisis which inevitably leads to an ultimate crisis – the Climax. At the Climax, the stakes are highest and the danger at its worst. Plot Point B is the resolution of the Climax.</p> <p>END (RESOLUTION): This is where the story comes to end. It dramatically shows how the protagonist (main character) is able to succeed.</p>	Middle		End	
Middle					
End					
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Answer the following questions when describing the story using the following prompts: <ul style="list-style-type: none"> - What is the title of the story? - Who are the main characters? E.g. Bill the mailman, Corey the Tiger, etc. - What is the setting of the story? E.g. a park, a home, etc. - What happens (events) in the story? - How would you describe the feelings of the main characters in the beginning, middle and end? E.g. happy, disappointed, etc. - What adjectives would you use to describe each of the characters? E.g. beautiful, earnest, gentle, etc. 				

	- What did they learn in the story?
20 minutes	<p>Narrate this story to family members or peers</p> <p>When retelling the story, try different voices to impersonate the different characters – you can use props from the home/class and you can be innovative in using different parts of the home or class to show different parts of the scenes.</p> <p>You can also select different family members for the different characters in the story and guide the family members to dramatize the story.</p>

DAY 2

Today, you will continue learning more folk stories and understanding them.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> Ask your family members for their favorite folk story (this story needs to be different from the folk story the learner narrated to the family the previous day). Some of the questions you can ask your family members to find the favorite family folk story that can include: <ul style="list-style-type: none"> What story that your parents or grandparents told you when you were my age that you never forgot? What is the story you enjoyed reading or listening to as a child?
30 minutes	<ul style="list-style-type: none"> Ask family members to narrate the common favorite folk story. The family narrator should go through the folk story slowly so that you can write down the dictation of each of the main parts of the story. Write the story in paragraphs. Each paragraph is about a different part of the story. For the following narrations from different family members, hear the full story and take summary notes. Then divide the story into different paragraphs.
5 minutes	<ul style="list-style-type: none"> Ask questions on the story to understand any details that you are unclear on including: <ul style="list-style-type: none"> Setting of the story? Characters? Events in the story and the order in which they happened? The situation (conflict) the main character had to overcome? The purpose of the story?

	<ul style="list-style-type: none"> - The mood/feelings of the character? - Why do certain things happen? - Lessons learned? ● Write down the list of questions and related answers from family members.
20 minutes	<ul style="list-style-type: none"> ● Listen to the same story from 2-3 family members. ● Listen carefully and challenge yourself to compare the different versions of the same folk story and identify as many similarities and differences as you can. ● Make two drawings of any scene in the story and ensure there are 5 tangible differences in the pictures. ● Ask family members to guess these differences when looking at the two similar pictures. ● Then mark and label all the differences, e.g. cat in story 1 and dog in story 1. Sunny day in story 1 and rainy day in story 2, etc.
10 minutes	<ul style="list-style-type: none"> ● Then add a list of the non-tangible similarities and differences that cannot be drawn. For example: the context, names, personality of the characters, settings, etc. ● Think of at least 5 similarities and differences. ● If the stories are consistent, reflect on the 3 things that you were not expecting to be similar. <p>Draw a Venn Diagram showing the similarities and differences between the common favorite folk story told by the different family members.</p> 
10 minutes	<ul style="list-style-type: none"> ● Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees growing into the sky or cars that can fly etc. Identify what the make-belief aspects of the story are in an illustrated list or written list. Reflect on why you feel

	<p>that make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</p> <p>Or</p> <ul style="list-style-type: none"> • For stories that do not have any magic, you can also reflect on the moral of the story. Is there a lesson or something that you learnt from the story? Can you articulate that moral and if you agree with it? Then think of how it affects you in your life?
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DAY 3

Today, you will make a story map for a folk story.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> • Start the day by making a story map for the story that you heard yesterday. <ul style="list-style-type: none"> - What is the plot of the story (what was the main thing that happened?) - Who are the main characters of the story? Make a list of the proper nouns used in the story (Hint: Usually the names of characters e.g. Bob or homes e.g. Happy Home etc.) - What happens in the story? What are the verbs that you can use to describe them? (Hint: A verb is a part of speech that describes an action or a state.) Make a list of these verbs and then write them in past tense, present tense and future tense e.g. he ran, he is running, he will run etc. - What are the common nouns in the story? (Hint: this is a noun denoting a class of objects or a concept as opposed to a particular individual) for e.g. dog, girl, country etc. - What are the adjectives that you would use to make the story more descriptive (Hint: An adjective describes an animal, person, thing or thought and what it feels like to touch, taste, smell etc. these can be colors or words that describe temperature and sizes) for e.g. a happy girl, a thoughtful description etc. - What adverbs can you use? (Hint: An adverb is a word that describes a verb, an adjective or even a full sentence) e.g. he sings <u>loudly</u>, he is <u>very</u> tall, ended too <u>quickly</u> etc.

<p>20 minutes</p>	<ul style="list-style-type: none"> ● Analyze the characters of the story and retell it orally. ● Describe the feelings of the main characters and how they evolve through the story. What was the reason that they were feeling this emotion and what made this feeling change? You can make a mood meter of the main character, which is a sequential set of drawings with all their different emotions and the reasons that caused the changes of emotions <ul style="list-style-type: none"> - A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared - Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back - Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun ● Use adjectives to describe the characters through the course of the story and how you would change.
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Use the last exercise of identifying the feelings of the different characters to dramatize the oral narration. ● Change your voice when narrating and using the voice of different characters. ● How would you say something in the voice of a character who is sad? They would speak slowly and softly. ● An angry character would likely speak loudly, sometimes miss a few words, speak fast, etc.

DAY 4

Today, you will get to design a book for a folk story!

Suggested Duration	Activity and Description
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<p>20 minutes</p>	<ul style="list-style-type: none"> ● How would a reader be able to guess the time that the story is set in, based on a set of “evidence” that you put in the drawing of any scene. ● Think of at least 10 clues to show what time period the story is set in. ● Make a written list or a drawing list of these clues. Ask older family members questions to get ideas. For example: <ul style="list-style-type: none"> - What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc. - What sort of houses did people live in? E.g. village huts, one story brick homes etc. - What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc. - What cultural elements can you think about? E.g. clothing etc. - What was the language used then? E.g. names of characters, language used, kinds of words used etc. <p>Appendix 3 gives an example of the story map of Cinderella story</p>
<p>5 minutes</p>	<ul style="list-style-type: none"> ● Reflect on what the experience of the main characters would be back then? Narrate or depict this in your story.
<p>25 minutes</p>	<ul style="list-style-type: none"> ● Design the complete story in a book – use all the drawings you have made before and stick them in an illustrated word book. You have a few options that include: <ul style="list-style-type: none"> - Make a graphic book or comic book with images you have drawn and additional ones and the voices of characters - Make an illustrated written book (incorporating the pictures you have drawn)
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Design a cover page and back page. Study a few books, see what is usually on the front, and back page of a book. The cover page will have an image, a title, author, translator and illustrator. The back page will include a summary of the story.

DAY 5

Today, you will get a chance to rethink and retell the story.

Suggested Duration	Activity and Description
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10 minutes	<ul style="list-style-type: none"> ● First retell the story assuming you are the main character in the time period: how would you react to these situations and other characters? What would be different as a reaction?
30 minutes	<ul style="list-style-type: none"> ● Think of the same story and draw out the scenes as if it was set today and in your own context. Besides the clues and evidence we used earlier, you will also need to think about how the story will change. <ul style="list-style-type: none"> - How would you make this story modern based on how society has evolved? E.g. advancement of women rights, more travel, etc. - How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different? ● Design a cover and back page for the modern book that includes a more contemporary image, title and summary, etc.
10 minutes	<ul style="list-style-type: none"> ● Share your old and modern books with your families and/or peers. Family/peers will guess what time the stories are set in and why? They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc. <p>Reflect on your learning:</p> <ul style="list-style-type: none"> - What is the most important thing I learnt personally? - What moments was I most proud of my effort? - What could I do differently next time when doing another project? - What did I learn were my greatest strengths and areas of improvement? - How will I use what I have learnt in future?

Additional enrichment activities:	<ul style="list-style-type: none"> ● Continue learning about more different folk stories, songs, and oral history in your family and community. ● Encourage learners to analyze the moral lessons or themes in the stories, promoting critical thinking and ethical discussions.
Modifications for simplification	<ul style="list-style-type: none"> ● Learners can omit the last day's activity of the modern version of the story. ● Offer more support in oral narration by providing sentence starters or key phrases to help learners express their thoughts.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Recognize and understand the text and illustrations
- Deduce the emotional arch of characters and the cause-effect of the events
- Listen carefully to the narration by family members and drawing or writing the dictation
- Creatively identifying and drawing evidence to identify the time period of the stories
- Draw conclusions on the impact of modernization on the story
- Attentively Listening and Carefully Writing Dictation from Family Members
- Ability to Understand the Emotional Arch of Characters and the Cause-Effect of Events

APPENDIX 1: AN EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

The Sun and the Wind



Once the Wind and the Sun came to have a quarrel. Either of them claimed to be a stronger. At last, they agreed to have a trial of strength.

"Here comes a traveler. Let us see who can strip him of his coat," said the Sun.

The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him.

Then it was the turn of the Sun. At first, he shone very gently. At first, his beams were gentle and in the pleasant warmth after the bitter cold of the Wind, the Traveler unfastened his cloak to hang loosely over

his shoulders. As the Sun’s rays grew warmer and warmer, the Traveler took off his cap and mopped his brow. At last, he felt so hot that he pulled off his cloak and found welcome shade under a tree by the roadside.

The Wind had to accept his defeat.

MORAL: Gentleness and kind persuasion win where force fails.

APPENDIX 2: COMMON ASPECTS OF FOLK STORIES

Aspect	Meaning	Brief notes
Purpose		Intended to: Teach lessons about proper behavior and show what values are important to a community Give an explanation to things people did not understand Simply for entertainment Communicate a moral or value treasured by the community
Theme	The “Big Idea” – What the story is really about	Examples: Betrayal, Love, Friendship, Jealousy, Violence, Justice Themes promote good virtues of compassion, love, generosity and demote the vices of greed, selfishness, excessive pride etc.
Setting	This is time and location in which the story takes place	The settings are usually unimportant. No exact indication of place and time is given. Folk stories usually starts: “Once upon a time” “Long ago in a land faraway”
Characters	These are the being who inhabit the story	Characters can be actual people, animals or plants who behave like humans each with a different role or purpose There always a protagonist and an antagonist. The protagonist is the main character who has a clear goal to accomplish or a conflict to overcome. The antagonist can be presented in form of a person,

		<p>place, thing or situation that presents a tremendous obstacle for the main character.</p> <p>Characters are usually flat, simple and straightforward. They are either completely good or entirely evil, beautiful or ugly, wise or foolish, strong or weak, rich or poor with most characteristics exaggerated</p> <p>The main characters (hero/heroine) are young, kind, charitable, caring, courageous, unselfish, with special abilities or powers</p> <p>Characters go through tests.</p> <p>Good characters are rewarded and evil characters are punished</p> <p>The main character has always a happy ending/winner at the end</p> <p>Magic/spirits are commonly used to explain the unexplainable</p>
Plot	Plot is the series of events that happen in a story. This happened, then this happened, then this happened, ...	<p>Plots are short and simple</p> <p>The rule of 3: Events often occur in sets of three (e.g. three bears, three sisters etc.). The number 3 has special; significance in many religions and cultures</p>
Conflict	A conflict is a clash between two opposing forces or points of view	<p>A conflict may be internal or external – it may occur within the main character’s mind or between the main character and external forces (other characters, an animal or a weather event).</p> <p>Conflict is what engages the audience, keeping them waiting impatiently to see if the main character overcomes his/her obstacle</p> <p>By establishing a conflict in the beginning and resolving it by the end of the story, the story gets direction, motion and purpose. Without a conflict, the story will have no beginning, middle or end</p> <p>As the main characters try to overcome the conflict, their character traits are revealed helping the audience to learn a lesson from the story</p>

APPENDIX 3: AN EXAMPLE OF A STORY MAP

Characters:

Cinderella
Stepmother
Evil stepsisters

Settings:

Cinderella's home
The palace
Outside the palace

Events

Invitation to the royal ball

Cinderella meets her Fairy Godmother

Cinderella meets Prince at the royal ball

Midnight: Cinderella loses her glass slipper

Search for Cinderella: The evil stepsisters and Cinderella try on the glass slipper

Cinderella marries the Prince

Moral/ Lesson taught

Good conquers evil, purity prevails