

RESOURCE  
BOOKS FOR  
TEACHERS

*series editor*

ALAN MALEY

**CREATING STORIES  
WITH CHILDREN**

Andrew Wright



RESOURCE  
BOOKS FOR  
TEACHERS

08 07

*series editor*

ALAN MALEY

**CREATING STORIES  
WITH CHILDREN**

Andrew Wright



Oxford University Press 1997



Oxford University Press,  
Great Clarendon Street, Oxford OX2 6DP

*Oxford New York  
Athens Auckland Bangkok Bogota Bombay  
Buenos Aires Calcutta Cape Town Dar es Salaam  
Delhi Florence Hong Kong Istanbul Karachi  
Kuala Lumpur Madras Madrid Melbourne  
Mexico City Nairobi Paris Singapore  
Taipei Tokyo Toronto Warsaw*

and associated companies in  
*Berlin Ibadan*

*Oxford and Oxford English*  
are trade marks of Oxford University Press

ISBN 0 19 437204 9

© Oxford University Press 1997

First published 1997

Second impression 1997

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of Oxford University Press, with the sole exception of photocopying carried out under the conditions described below.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

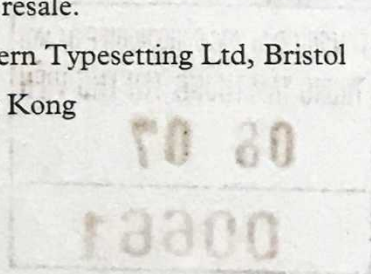
### **Photocopying**

The publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes they teach. School purchasers may make copies for use by their staff and students, but this permission does not extend to additional schools or branches.

Under no circumstances may any part of this book be photocopied for resale.

Typeset by Wyvern Typesetting Ltd, Bristol

Printed in Hong Kong





# Acknowledgements

I would like to thank the following people:

All the children and teachers I have worked with over the years.

Eva Benkő for her suggestions and classroom experience incorporated into this book.

Cynthia Beresford, John Morgan, Mario Rinvoluceri, and Jim Wingate for their constantly refreshing energy and ideas and many practical suggestions.

David Betteridge, who has been an inspiration, a guide, and an 'ear' for all my stories.

Julia Dudás for her constant support, teaching experience, and specific ideas incorporated into this book.

Dorothy Heathcote, who has been a major influence on my work in oral story-making with children (see Further Reading).

Erich Krassnitzer for organizing so many visits to so many schools.

Alan Maley for his invitation to contribute to the series but also for his rich guidance through his own published work, in particular *Drama Techniques in Language Learning*.

Irmgard Meyer for being the first person to encourage, support, and advise me in my storytelling and story-making for children.

Duncan Williamson for my being able to meet and listen to one of the world's greatest storytellers.

I have learnt a great deal from working with Word and Action (Dorset).

Illustrations by Andrew Wright © Oxford University Press.

**To my children: Tom, Katy, Timea, and Alexandra**



# Contents

<b>The author and series editor</b>	1
<b>Foreword</b>	2
<b>Introduction</b>	3
<b>How to use this book</b>	10

<i>Activity</i>	<i>Level</i>	<i>Time (minutes)</i>	
<b>1 Story warmers</b>			
Some characteristics of a story-making frame of mind			13
Relaxation			
1.1 10 to 1	All	10	14
1.2 Stretch	All	10	14
Group dynamics			
1.3 Class shout	All	10	15
1.4 Class snake	All	10	15
1.5 Copy me	All	10	16
1.6 Pass the sound	All	10	16
Trust			
1.7 Puppet children	All	10	16
1.8 Tick tick goes the clock	All	10	17
1.9 Blind walk	All	10	17
Mime and acting			
1.10 Emotions	All	10	18
1.11 Mime daily moments	All	10	19
1.12 What's in the box?	All	10	19
1.13 Dramatic story moments	All	10	20
1.14 Dramatic dialogues	All	10	20
1.15 Creating characters	All	10	21
1.16 Robin Hood	All	10	21
1.17 Walk about	All	10	22
Language			
1.18 Fortunately-unfortunately	All	10	22
1.19 Auditions	All	10	23



## 2 The craft of story-making

Some characteristics of good story-making

Particularizing			24
2.1 Particularizing people	Beginners (can be adapted for elementary and above)	30-40	25
2.2 Particularizing places	Elementary and above	30-40	26
2.3 Particularizing objects	Elementary and above	30	27
2.4 Particularizing situations	Elementary and above	30-40	28
Bubbling and clustering			29
2.5 Birthday bubbles	Elementary and above	30-40	30
Desires and difficulties in stories			31
2.6 Someone in a hole	Elementary and above	30 + 30	33
2.7 Comparing problem picture stories	Elementary and above	30-40	33
2.8 Making problem pictures	Pre-intermediate	30-40	36
Planning stories			38
2.9 A three-part story	Elementary and above	30-40	39
2.10 Three-part flowchart story	Elementary and above	30 + 30	40
2.11 Eight-box flowchart	Elementary and above	30	41
Stories from experience			42
2.12 What if ...	Elementary and above	20-30	44
			45

## 3 Retelling

Why retelling?			48
Retelling with limited language			48
Retelling more or less exactly			49
Retelling with changes			51
Organizing oral retelling			54
3.1 Changing words	Pre-intermediate	20-30	54
3.2 Tall story retelling	Pre-intermediate	20-30	57
3.3 Mime a journey	Elementary and above	30	58
3.4 Your pictures and mime	Elementary and above	20-30	60

## 4 Beginnings and endings

4.1 Three-quarters of a story	Pre-intermediate	30-40	62
4.2 First line and write a paragraph	Pre-intermediate	30-40	63
4.3 Crazy start and crazy finish	Pre-intermediate	20-30	65
4.4 Domino stories	Pre-intermediate	30-40	66



4.5	One-sentence starter	Elementary and above	30-40	67
4.6	Pass the story (oral)	Elementary and above	15-20	68
4.7	Pass the story (written)	Pre-intermediate	40	69
4.8	Dialogue with a dragon	Pre-intermediate	30-40	70
4.9	Two-month class saga	Elementary	Almost no lesson time	72

## 5 Filling in and filling out

Structured sequence				74
Random sequence				74
5.1	Build your story	Elementary and above	20-30	75
5.2	Clothes line story	Elementary and pre-intermediate	60 + 30	76
5.3	A fairy tale with holes in it	Elementary	120	78
5.4	Bare bones story	Elementary	20-30	82
5.5	A crazy play	Elementary	20-30	84
5.6	Question stories	Near-beginners and above	25-35	86
5.7	Crazy sentence pattern stories	Elementary and above	20-40	88
5.8	Three-picture story	Pre-intermediate	30	90
5.9	Story on an island	Pre-intermediate	40-50	91
5.10	Guess the mime story	Pre-intermediate	30-40	95
5.11	Music, questions, and a film story	Elementary to pre-intermediate	30-40	96

## 6 Sorting and sequencing 97

6.1	A near-beginners' story	Near-beginners and above	20-30	98
6.2	Story in a tin	Elementary and above	20-30	98
6.3	Sort and sequence the sentences	Elementary and above	30-40	99
6.4	Massive graffiti mural story	Elementary and above	30 +	100
6.5	Thank you for your letter	Pre-intermediate	30-40	102
6.6	A story of gestures	Pre-intermediate	30 + 30+ 40-50	104
6.7	Story maze	Elementary and above	30-40	106
6.8	Who, what, where	Elementary and above	20-30	108

## 7 Starting with one thing

7.1	Funny fellow	Beginners and above	20	109
7.2	A special picture	Elementary and above	30	110



7.3	Ambiguous pictures	Beginners and above	20-30	111
7.4	Eyes closed	Elementary and above	20 + 20	112

## 8 Making books

Conventional books				115
Tips on designing				117
Word processors or handwriting?				118
Unconventional books				118
8.1	Making a zigzag book step by step	All	30-40	120
8.2	Making pop-up books	All	60-80	121
8.3	Making shape books	All	60-80	125
8.4	Making giant books and elf books	Beginners and elementary	40-60	126
8.5	Making crazy books and stories	All	60-80	129

## Further reading

131