

Activity 21: Story-telling – Little Red Riding Hood

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Age: All ages  **1 ½–2 hours** **Large classes?** Yes **Mixed level?** Yes

Materials: Flashcards and/or real objects relating to vocabulary in the story. Text of the story, for example from www.bbc.co.uk/cbeebies/tweenies/storytime

Organisation: Whole class.

Aim: To develop listening skills and introduce new vocabulary and expressions.

Description: Story-telling is an important approach to teaching English to young learners. This activity uses the story ‘*Little Red Riding Hood*’ but it can be adapted to any children’s story.

Preparation: Select a story you want to tell the class; in this example, we use ‘*Little Red Riding Hood*’ but it can be any story. Select some words/expressions from the story that you particularly want the children to learn. You should not choose more than six or seven of these. For each word/ expression decide on an action, mime, noise or object that can be associated with the word/ expression. In ‘*Little Red Riding Hood*’, this could be *wolf* = howling noise, *grandmother* = bend over and mime walking with a stick, *house* = put your finger tips together in a roof shape, *big* = mime a wide movement with your arms, *woods* = swishing noise (like trees in the wind).

Procedure

1. Pre-teach the key vocabulary of the story using flashcards or real objects.
2. Tell the story to the class. Make it as lively and interesting as possible by using mime, different voices, objects etc.
3. Teach the children the vocabulary associations prepared before class. Practise by calling out the words and asking the children to make the correct noise, do the action etc.
4. Read the story again, asking the children to listen carefully and make them do the right action when they hear the corresponding word/ expression. Repeat the story once or twice.
5. Repeat the story in subsequent lessons, asking the children to perform the actions when they hear the corresponding word/ expression.
6. Extend the activity by allocating roles to the children (Red Riding Hood, Grandmother, Wolf, Woodcutter, Mother) and asking them to act out the story while you read. The other children make the noises/actions.

Alternatives

- There are many follow up activities you could do with this story. For example, children could draw and colour the characters and practise writing their names; they can be asked to retell the story in pairs or small groups; they can change the story by suggesting a different ending or adding in new characters.
- **Vesna Sarvevic (Spain)** suggests that after telling the story, you stick up large posters round the classroom. Each poster has a hand written section of the text, with gaps. Each child then receives either a picture or a word and walks to the poster to fill one of the gaps. The children walk around the classroom reading the texts. When they find the gap that their word or picture fits, they stick it on the poster. (Alternatively, the teacher can read each text in turn with the students coming up to the front when they think their word fits the gap.) Finally the complete text is read out.
- This activity presents just some of the ways in which stories can be exploited in the YL classroom. Any children's' story can be used, not just fairy-tales. If you have access to the internet, there are many sites with the words of stories and often with illustrations, audio and/or video versions. Two reliable sites are the BBC children's site, CBeebies, which can be found at: <http://www.bbc.co.uk/cbeebies/stories/theme/fairytales/> and The British Council site: <http://learnenglishkids.britishcouncil.org/en/short-stories>

No resources?

Use objects or draw them on paper to pre-teach the vocabulary.

If you don't have access to the internet or to story books, you can use local folk tales and translate them into English.

