



Howard Pyle

Author **Howard Pyle** / Illustrations **Beatriz Castro** / 88 pages / Book Series **Classic Tales**

Objectives

- To present a selection of tales in the style of old fashioned, **moral-bearing fables**.
- To give students an **insight into a fantasy-within-fantasy world** which they could use as a model for their own creative writing.
- To build students' confidence in **understanding stories** written in English.
- To provide students with **new lexical items** within the context of the story.

Word bank

Key vocabulary

Uncountable nouns: e.g. advice, coal, dust

Expressions with prepositions: e.g. walk off in a huff, march someone off, set fire to something

Old-fashioned terms: e.g. fool, inn, gallows, hangman

Key structures

Fit for... : a palace fit for a queen to live in, clothes fit for a queen to wear, clothes fit for a prince to wear

Archaic structures: All things are as Fate wills, Who enters here will surely die

Tips and ideas

Before reading

- Ask your students if they remember a nursery rhyme, fairy story or song from when they were little, and introduce the character of Mother Goose. Tell them the origins and explore some more well-known rhymes.
- Show the class the front cover of the book and ask them where the characters might be, what they might be doing and who they might be.
- Look at the titles of the three stories and elicit possible translations and paraphrasing. This is an interesting and valuable exercise to do bilingually because the language in the titles of the second and third story is antiquated and needs explanation, but this is motivating if it comes from the students themselves.
- Encourage creative, higher level thinking skills by getting students to predict the theme of each story from its title.

During reading

- Introduce your students to the idea of Think Aloud Questioning, so as the stories unfold they have a pad of sticky notes and every so often you pause in the reading (either you read to them, or give them a section to read and a time limit) and they write a question

about why something has just happened and what might happen next.

- Get students to share their questions in small groups and to suggest their ideas and answers. Where possible, this is done in English, but the most important thing here is to spark curiosity and check comprehension, so any use of L1 should be permitted.
- Encourage students to doodle as you read to them - Harvard studies have concluded that shading shapes or drawing random patterns actually focus the mind better when listening.
- As each part of the story concludes, ask the groups to stick their notes to the board in columns drawn to delimit each section.

After reading

- Questions - and doodles - are shared in post-story plenaries. Once the story-telling finishes, go through the students' questions and see how many the class can answer. This way of checking comprehension using their own questions is just as relevant as using pre-prepared published questions, but far more motivating.
- Review some of the vocabulary which came up during the reading session - can students find other contexts - stories, songs, situations - where this lexis appears?

Teacher support activities

Great Games: Telling Tales

One of the pre-reading tasks suggested in the Activity Book is for students to write a summary of a favourite fairy story from their childhood in only 50 words. Base the first story-telling game on the students' own texts or on some you have prepared yourself (or published examples, e.g. <https://fiftywordstories.com/tag/fairy-tale/>).

- Put students into groups of four and give them a number, then put all the 1s together, 2s together, etc. and give each group a 50-word story to read.
- Now regroup so you have 1, 2, 3 and 4 back together. They have 1 minute to tell their story to one person in their group: 1 tells 2 their story, and 3 tells 4, then 2 tells 1 theirs and 4 tells 3.
- Now they swap partners and tell them the story they have just heard: 1 tells 3 the story 2 told; 2 tells 4 the story 1 told; 3 tells 1 the story 4 told; 4 tells 2 the story 3 told. Now swap back to the original partner and tell the story they have just heard: 1 tells 2 the story 4 told; 2 tells 1 the story 3 told; 3 tells 4 the story 2 told; 4 tells 3 the story 1 told. Finally, and all together as a class, the 1s retell the last story they heard and the 3s correct, 2s, 3s and 4s follow suit - and this should be quite funny as the result is often like Chinese Whispers (Broken Telephone).

CLIL Link: Science and Literature – Twilight

Introduce the idea of a Gallery Walk. Groups will work on a project and then display their findings in an infographic, poster, vlog, PowerPoint, etc. and explain this to the rest of the class. However, all the groups will do this at the same time - thus eliminating the stage-fright of presenting in front of the whole class - by setting up posts around the room. One or two members of the group will stay with their work, while the other members walk around the classroom (hence the "gallery") looking at the other groups' work and listening to their explanations.

Write various Twilight-related themes on slips of paper and a spokesperson from each group comes to the front and picks one from a hat. Monitor and give encourage-

ment and language, but leave the groups enough autonomy to include the information they are interested in.

Suggested themes:

- The Twilight Saga
- Twilight Zone (TV series, creepy stories, stories with a twist.)
- Crepuscular animals
- Astronomical period (civil twilight, nautical twilight, hour change, etc.)
- Religious and cultural significance of twilight (Sabbath, vigils, solstices, etc.)

English Theatre: Fortunately...Unfortunately...

Retell one of the stories as a group, starting every new line with "Fortunately..." or "Unfortunately..."

This activity could be scripted - by you or by the students - or improvised, depending on the level of language and confidence in the group. Before starting, storyboard the events from the chosen tale, and very loosely chart the different episodes and elicit the language linked to these scenes. Then appoint different groups to different positive or negative scenes and give them some time to prepare their part. They could write a mini script, use mime or prepare a combination of the two. Referring to the original timeline of the story, groups take turns representing their scenes in front of the rest of the class.