

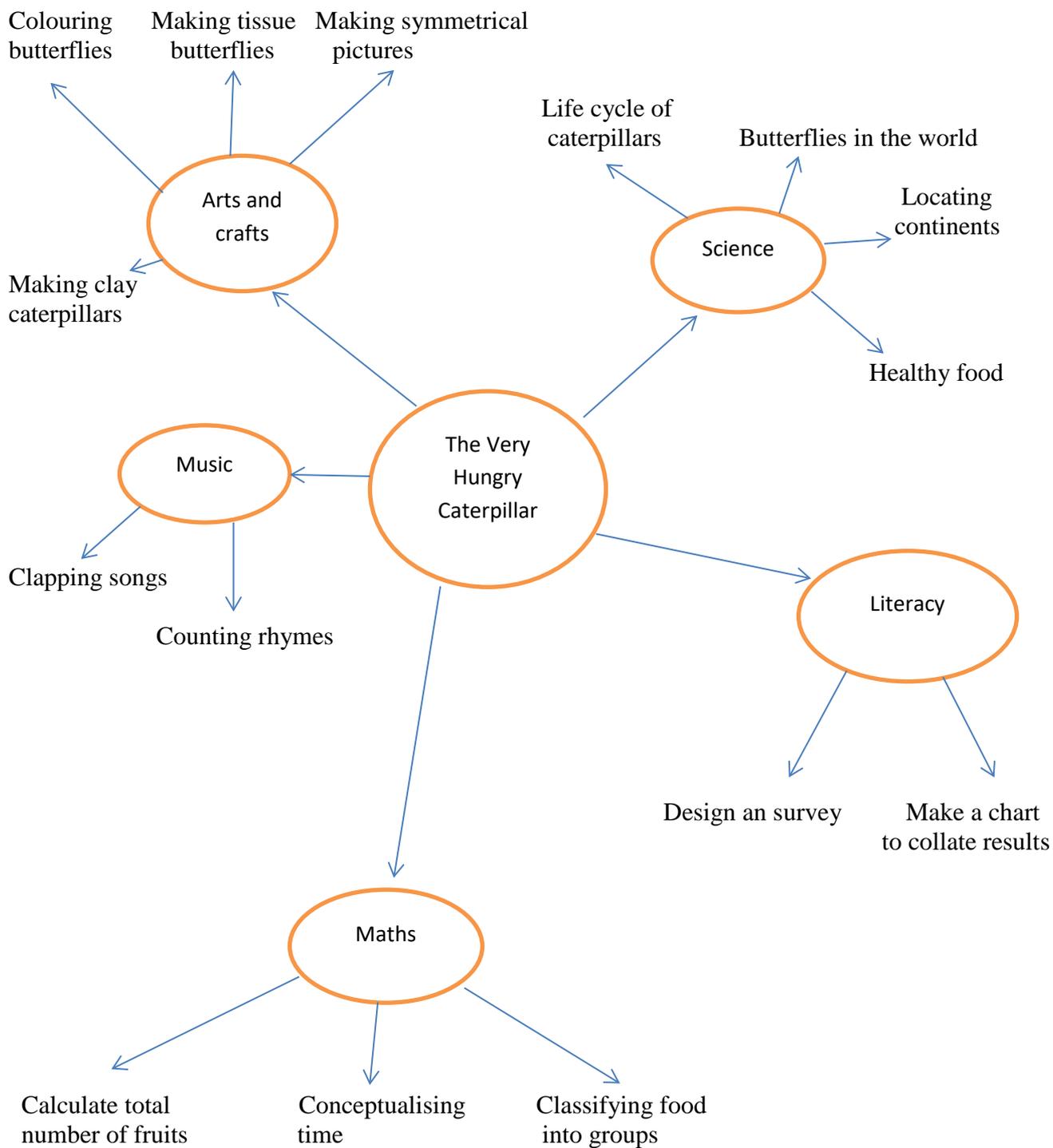
Using storybooks to develop Science and Arts & Crafts projects
Annie Altamirano
33rd Annual APPI Conference – Lisbon

Criteria for selecting storybooks

Level	Is the level accessible? Does it provide an appropriate level of challenge?
Literary devices	What literary devices does the story contain? How will these help children understand the story and participate in the storytelling?
Content / subject matter	Is the story relevant to my learners' interests? Is it amusing and memorable? Is it possible to read the story in one go or can it be broken down into parts? Do we agree with the values projected in the story?
Illustrations / layout	Do the illustrations support children's understanding? Will they develop children's visual literacy? Are they appropriate to the age of my pupils?
Educational potential	How does the story enable children to develop their learning strategies? Can the story link in with other subjects across the curriculum?
Motivation	Will the story develop my learners' imagination? Will they respond positively to the story and develop positive attitudes towards the target language and language learning? Will the story arouse their curiosity and make them want to find out more?
Values	Will the story help children become aware of important values? Does the story help children explore and share emotions? Does the story help children come to a better understanding of themselves and develop their self-esteem?
Global issues	Does the story offer children a broader view of the world? Does it develop an awareness and understanding of environmental and ecological issues, gender, race, disability, human rights, tolerance, etc? Does it foster intercultural understanding?
Potential for follow-up	Does the story provide a starting point for related language activities and lead on to follow-up work in the form of concrete outcomes? Is there a potential for cross-curricular work?

Adapted from G. Ellis & Brewster, J. (2014) *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. British Council. Available online at:
<https://www.teachingenglish.org.uk/>

Generating ideas for activities to use with stories



The Little Red Hen

Once upon a time, there was a little red hen who lived on a farm with a lazy dog, a sleepy cat, and a noisy yellow duck.

One day the little red hen found some seeds on the ground and she had an idea. She would plant the seeds.

The little red hen asked her friends, "Who will help me plant the seeds?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," quacked the noisy yellow duck.

"Then I will," said the little red hen. So the little red hen planted the seeds all by herself.

When the seeds had grown, the little red hen asked her friends "Who will help me cut the wheat and take it to the mill so that we can have fresh bread?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," quacked the noisy yellow duck.

"Then I will," said the little red hen. So the little red hen cut the wheat all by herself and took it to the mill.

After the miller made wheat into soft flour, she came carried the heavy sack of flour back to the farm and asked, "Who will help me bake the bread?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," quacked the noisy yellow duck.

"Then I will," said the little red hen. So the little red hen made the bread all by herself. She mixed the flour with salt and yeast to make the dough. After the dough rose, she put it in the oven to bake.

When the bread was ready, the tired little red hen asked her friends, "Who will help me eat the bread?"

"I will," barked the lazy dog.

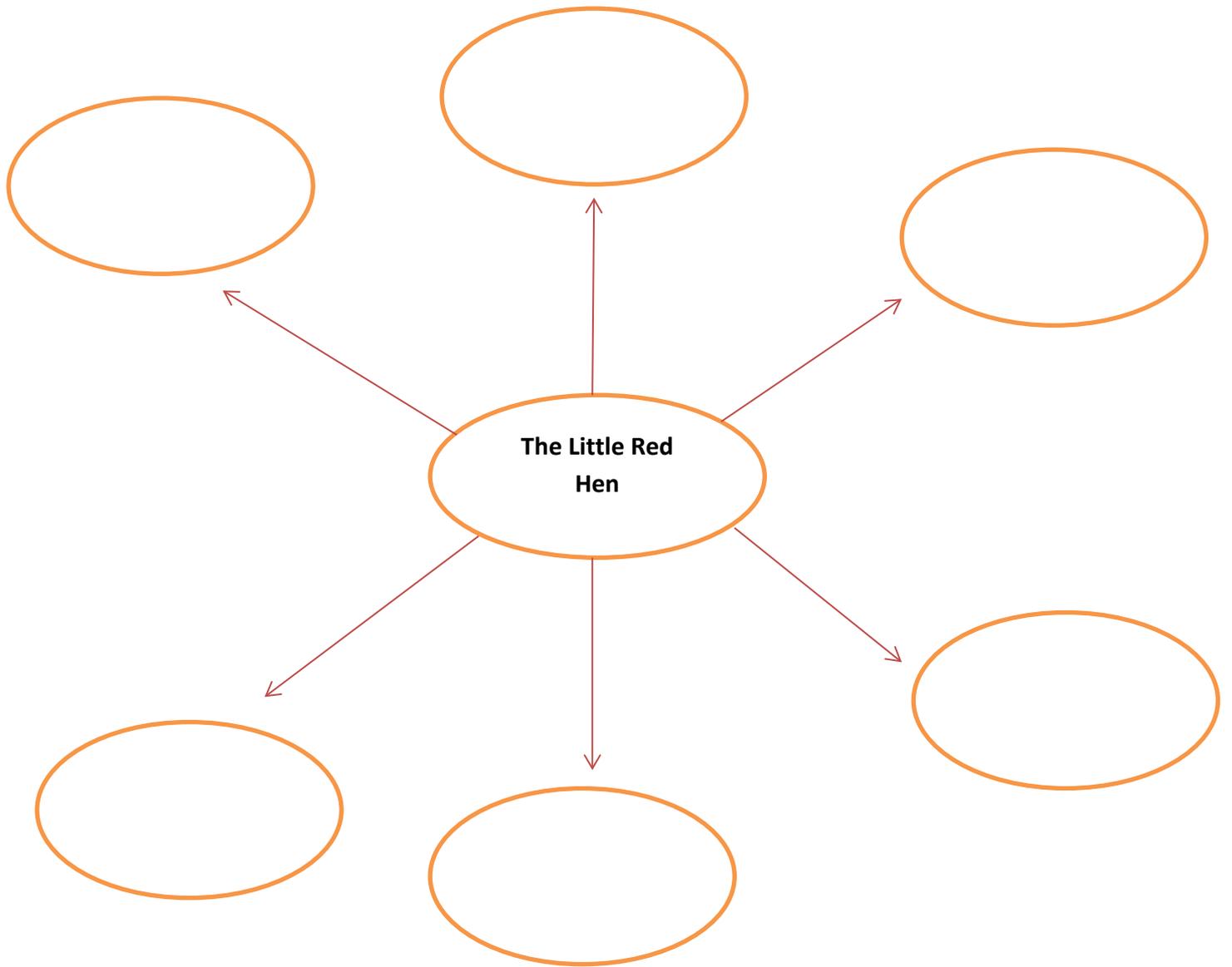
"I will," purred the sleepy cat.

"I will," quacked the noisy yellow duck.

"You did not help me plant the grain, and you did not help me care for it. You did not help me cut it and take it to the mill. You did not help me make the bread. So, I will eat it myself."

And she did.

Old English folktale, believed to have been written and published in the late 19th century by a writer and expert on English folklore by the name of Joseph Jacobs.



Arts & Crafts projects

Masks

Materials: mask templates, popsicle sticks, glue, colour pencils.

Useful sites:

Masks spot: <https://maskspot.com/category/animal/>

Coloring home: <http://coloringhome.com/>

Finger puppets

Materials: paper, glue, scissors, colour pencils.

Making a farm alphabet chart

Materials: pencils, crayons, cards, old magazine cut-out pictures

Think of things you can find on a farm.

Can you find a word for each letter of the alphabet?

Making a chef hat

Materials: white paper, glue, scissors

Science projects

Making a seed jar

Individual or group activity.

Materials: plastic or glass jars, 3 - 4 bean seeds, paper towels, cotton wool, water, growth control sheet.

How tall is your bean plant?

Week 1	My bean plant is _____ tall.
Week _____	My bean plant is _____ tall.
Week _____	My bean plant is _____ tall.
Week _____	My bean plant is _____ tall.
Week _____	My bean plant is _____ tall.
Week _____	My bean plant is _____ tall.

