

Cuisenaire rods for storytelling

Topic: Telling the tale 'The Little Red Riding Hood' with Cuisenaire rods

Aims:

- To develop the ability to tell a story
- To use the continuous form in present and past

Level: Lower Intermediate and above

Introduction

The ability to tell stories, jokes and anecdotes is an important part of our everyday communication both in and out of the language classroom.

During this lesson, learners will have the opportunity to tell a story as it is happening, use new vocabulary and re-tell the story orally or in writing using narrative tenses.

There will be the chance to use time phrases in a context which they have created themselves.

The lesson plan is followed by some follow up tasks.

Procedure

- Tell the students that you are going to work on a well-known tale. Show them flashcards of the key words in the story and ask them to guess which one.

Key words –

- Cottage
 - Basket
 - Forest
 - Grandmother
 - Wolf
 - Wood cutter
- Once 'The Little Red Riding Hood' has been elicited ask them to work in small groups.

(I chose this tale since it is well known by my students. You might have to brainstorm and choose a different tale which is well known where you're working)

Speaking task

- Ask the students to work in small groups to briefly tell the story of 'The Little Red Riding Hood'. Put a three minute time limit on this task. Tell them to ask you for help with vocabulary, and circulate around the groups as they work.

Tip: Monitor groups and put vocabulary on the board for use by the whole class.

- Tell the students that you are going to use the Cuisenaire rods to tell the story of 'The Little Red Riding Hood'. Ask them to use their imagination as the rods are used lying down or on end to represent people and things.
- Give out the **dialogue cards from Worksheet A** to four different pairs of students in the class and ask them to look over the words.

Worksheet A

Dialogue card 1

LRRH: Oh grandmother, what big ears you have!

Wolf: All the better to hear you with, my dear

Dialogue card 2

LRRH: Oh grandmother, what big eyes you have!

Wolf: All the better to see you with, my dear

Dialogue card 3

LRRH: Oh grandmother, what a big nose you have!

Wolf: All the better to smell you with, my dear

Dialogue card 4

LRRH: Oh grandmother, what big teeth you have!

Wolf: All the better to eat you with, my dear

On a table in front of the class select four long rods to make a square, which represents the cottage. Select the red 2 centimetre rod, the white 1 centimetre rod and the pink 3 centimetre rods to represent The Little Red Riding Hood, her mother and the basket of food for the grandmother. As you arrange the rods on the table try to elicit from the students what they think the rods represent.

Here is a possible dialogue between the teacher and the class for the first part of the story.

Teacher	Students
What's this? No Bigger What type of house? Yes. Who's this?	A square A room A house A cottage The Little Red Riding Hood
And this? What's this No, What's this Yes, What's in the basket? What type of food	Her mother The sister A basket Food Cakes Milk Honey
Where is Red Riding Hood going? Why? What warning does the mother give to Red Riding Hood?	To visit her grandmother She's ill Go directly to your grandmother's cottage and don't talk to anyone on the way.

Tip: Learners enjoy this part of the activity and often call out answers enthusiastically. It's important to keep the activity moving along, accepting or refusing answers according to the version of your own story.

- Proceed through the story asking the same types of questions. Push students to raise the level of their own language by encouraging complete sentences. Do this by giving them the first word of the answer. Here is a possible teacher student dialogue with teacher support underlined.

Teacher	Students
What's Red Riding Hood doing? <u>She's</u> Who's this? What's he doing?... <u>He's</u> What's he doing now? <u>He's</u>	Walking through the forest. The wolf Watching/hiding He's talking to Red Riding Hood.

- Use the dialogue cards as a support for the part of the story where Red Riding Hood goes into the grandmother's cottage and sees the wolf in the grandmother's bed.
- By the end of the story there is a visual representation of the characters and features of the story on the table. To finish off withdraw the rods one by one asking who/what's this. This brings the activity to a natural close.

- Elicit clauses of time and story telling words on the board:

Once upon a time; One day At that moment later on Next after that, that morning they all lived happily ever after.

- Ask students to work in pairs to write the rod version of the story. Tell them to use the past simple, past continuous tenses and phrases from the list above. Give them the first lines of the story... *Once upon a time The Little Red Riding Hood lived with her mother in a cottage in the forest. One day...*

Rationale:

Students work in pairs to help and support each other with vocabulary and tense forms.

They also have further oral practice as they re- tell the story out loud to each other.

Follow Up

- Get the students to write the story from the point of view of the wolf, Little Red Riding Hood, the woodcutter or the grandmother.
- Prepare interview questions for Little Red Riding Hood for a local newspaper.
- Write the entry in Little Red Riding Hood's diary for that night.
- Use the follow up Worksheets B and C to focus on language form.

Story text

The Little Red Riding Hood

Once upon a time The Little Red Riding Hood lived with her mother in a cottage in the forest. One day the mother asked Red Riding Hood to go across the forest to the grandmother's house to take her a basket of food. The poor grandmother was ill. The mother warned Red Riding Hood to go directly to her grandmother's and told her not to speak to anyone on the way.

Later that morning Red Riding Hood began the trip through the forest. Along the way she saw some flowers and decided to pick them to give to her grandmother. While she was picking flowers, a strange character appeared from behind the trees. He was wearing dark clothes and asked Red Riding Hood for directions through the forest.

After that he disappeared into the trees.

While Red Riding Hood was continuing along the path, the wolf ran ahead to the grandmother's house. When he arrived the grandmother was sleeping in bed. He burst through the door and gobbled down the grandmother in one big bite. Next, he put on her night cap and nightdress and jumped into bed to wait for Red Riding Hood.

Later on Red Riding Hood arrived at her grandmother's house but was very surprised at what she saw.

"Oh grandmother!" she said, "what big ears you have"

"All the better to hear you with my dear" replied the wolf

"Oh grandmother!" she said, "what big eyes you have"

"All the better to see you with, my dear"

"Oh grandmother!" she said, "what a big nose you have"

"All the better to smell you with, my dear"

"And grandmother!" she said, "what big teeth you have"

"All the better to eat you with, my dear"

With that the wolf leapt out of bed and chased Red Riding Hood who screamed as she tried to escape. At that very moment the woodcutter from the forest, heard Red Riding

Hood's screams and broke down the door. He killed the wicked wolf with his axe and sliced open its stomach from where the grandmother jumped out safe and sound. They all lived happily ever after.

Worksheet B Focus on time clauses

Use the correct time clause in the spaces below:

1) _____ The Little Red Riding Hood lived with her mother in a cottage in the forest. 2) _____ the mother asked Red Riding Hood to go across the forest to the grandmother's house to take her a basket of food. The poor grandmother was ill.

The mother warned Red Riding Hood to go directly to her grandmother's and told her not to speak to anyone on the way.

3) _____ Red Riding Hood began the trip through the forest. Along the way she saw some flowers and decided to pick them to give to her grandmother. While she was picking flowers, a strange character appeared from behind the trees. He was wearing dark clothes and asked Red Riding Hood for directions through the forest.

4) _____ he disappeared into the trees.

While Red Riding Hood was continuing along the path, the wolf ran ahead to the grandmother's house. When he arrived the grandmother was sleeping in bed. He burst through the door and gobbled down the grandmother in one big bite. 5) _____, he put on her night cap and nightdress and jumped into bed to wait for Red Riding Hood.

6) _____ Red Riding Hood arrived at her grandmother's house but was very surprised at what she saw.

"Oh grandmother!" she said, "what big ears you have"

"All the better to hear you with my dear" replied the wolf

"Oh grandmother!" she said, "what big eyes you have"

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"Oh grandmother!" she said, "what a big nose you have"

"All the better to smell you with, my dear"

"And grandmother!" she said, "what big teeth you have"

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With that the wolf leapt out of bed and chased Red Riding Hood who screamed as she tried to escape. 7) _____ the woodcutter from the forest, heard Red Riding Hood's screams and broke down the door. He killed the wicked wolf with his axe and sliced open its stomach from where the grandmother jumped out safe and sound.

8) _____

Answers

1) Once upon a time 2) One day 3) Later that morning 4) After that 5) Next

6) Later on 7) At that moment 8) They all lived happily ever after

Worksheet C Focus on past continuous/past simple

Match a past simple sentence and write it in the space below.

a) While Red Riding Hood was picking flowers

b) While Red Riding Hood was continuing along the path

c) While the wolf was chasing Red Riding Hood

d) While the grandmother was sleeping

e) While Red Riding Hood was running and screaming

- 1) ... the wolf burst through the door.
- 2) ... she screamed and ran around the cottage.
- 3) ... the woodcutter broke down the door
- 4) ... the wolf ran ahead to the grandmother's house.
- 5) ... a strange character appeared from behind the trees.

Answers

a/5 b/4 c/2 d/1 e/3