

# 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

## Age group

Teen

## Level

B1+

## Time

60+ minutes

## Materials

- Cuisenaire rods for storytelling student worksheet

## 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

### 1. Introduction (5 mins)

- 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.

|  |   |                |                 |                     |                 |           |               |
|--|---|----------------|-----------------|---------------------|-----------------|-----------|---------------|
|  | <ul style="list-style-type: none"> <li>• Key words:<br/>Cottage<br/>Basket<br/>Forest<br/>Grandmother<br/>Wolf<br/>Wood cutter</li> <li>• Once 'The Little Red Riding Hood' has been elicited ask them to work in small groups.<br/><br/>(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)</li> </ul>  |                |                 |                     |                 |           |               |
| <b>2. Task 1:<br/>Speaking (5-10<br/>minutes)</b>        | <ul style="list-style-type: none"> <li>• 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.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Tip: Monitor groups and put vocabulary on the board for use by the whole class.</b></p> </div>  |                |                 |                     |                 |           |               |
| <b>3. Task 2:<br/>Storytelling (10<br/>– 20 minutes)</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• On a table in front of the class select four long rods to make a <u>square</u>, which represents the <u>cottage</u>. Select the red 2 centimetre rod, the white 1 centimetre rod and the pink 3 centimetre rods to represent <u>The Little Red Riding Hood</u>, her mother and the <u>basket</u> 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.</li> <li>• Here is a possible dialogue between the teacher and the class for the first part of the story:</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;"><b>Teacher</b></td> <td style="width: 50%;"><b>Students</b></td> </tr> <tr> <td><b>What's this?</b></td> <td><b>A square</b></td> </tr> <tr> <td><b>No</b></td> <td><b>A room</b></td> </tr> </table> | <b>Teacher</b> | <b>Students</b> | <b>What's this?</b> | <b>A square</b> | <b>No</b> | <b>A room</b> |
| <b>Teacher</b>   | <b>Students</b>   |                |                 |                     |                 |           |               |
| <b>What's this?</b>                                      | <b>A square</b>   |                |                 |                     |                 |           |               |
| <b>No</b>  | <b>A room</b>   |                |                 |                     |                 |           |               |

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

- 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.

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

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>  |
| <b>4. Task 3 – Writing (15-20 minutes)</b> | <ul style="list-style-type: none"> <li>• Elicit clauses of time and story telling words on the board: <ul style="list-style-type: none"> <li>Once upon a time</li> <li>One day</li> <li>At that moment</li> <li>Later on</li> <li>Next,</li> <li>After that,</li> <li>That morning,</li> <li>They all lived happily ever after</li> </ul> </li> <li>• 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... <i>Once upon a time The Little Red Riding Hood lived with her mother in a cottage in the forest. One day...</i></li> </ul> <p>Rationale: Students work in pairs to help and support each other with vocabulary and tense forms. They also have further speaking practice as they retell the story out loud to each other.</p> |
| <b>5. Follow up</b>                        | <ul style="list-style-type: none"> <li>• Get the students to write the story from the point of view of the wolf, Little Red Riding Hood, the woodcutter or the grandmother.</li> <li>• Prepare interview questions for Little Red Riding Hood for a local newspaper.</li> <li>• Write the entry in Little Red Riding Hood's diary for that night.</li> <li>• Use the follow up Worksheets B and C to focus on language form.</li> </ul>  |

**Contributed by**

Malisa Iturain