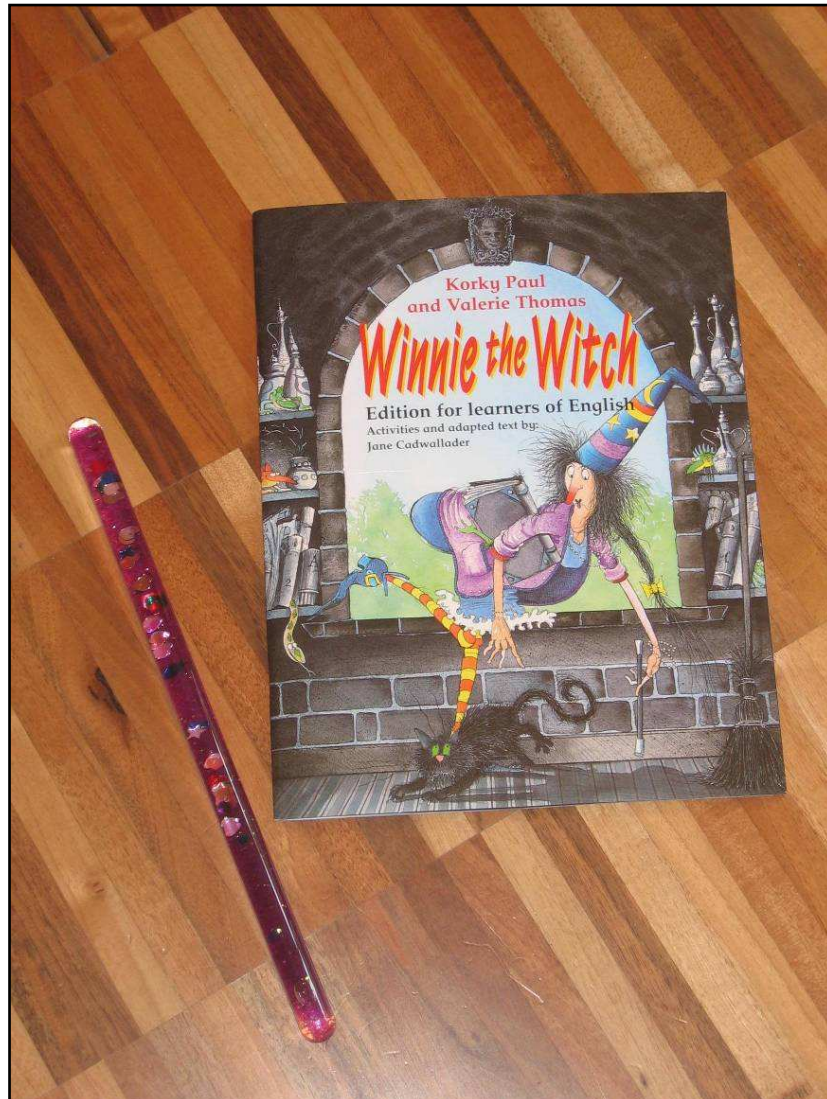


Storytelling with Winnie the Witch



Abschlussarbeit
zum Lehrgang „Englisch in der Grundschule“
2005 - 2007

von Sonja Daldos und Patrizia Reichegger

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1 Einleitung

(Sonja Daldos und Patrizia Reichegger)

Während unseres Lehrganges Englisch in der Grundschule sind wir immer wieder mit „Storytelling“ in Berührung gekommen. Besonders Jim Wingate hat uns mit seinem Erzähltalent und seinem umfangreichen Repertoire beeindruckt. Auch Sally Kowanda und Evelin Fuchs haben uns mit ihrer Fülle von Ideen und Materialien zum Geschichtenerzählen im Unterricht motiviert.

Im heurigen Schuljahr konnte ich (Sonja Daldos) Englisch an der Grundschule Aldein als Wahlfach anbieten. Für die 4. und 5. Klasse fand ein Schnupperkurs im Ausmaß von 5 Einheiten zu je 1,5 Stunden statt. Die Schüler/innen konnten in Kleingruppen eingeteilt werden, was den Anfangsunterricht in Englisch sehr erleichterte.

Wegen meines (Patrizia Reichegger) Teilzeit - Auftrages an der Grundschule Tramin und wegen der komplexen Organisation an der Schulstelle war es mir nicht möglich, im letzten Schuljahr Englisch zu unterrichten. So ergriff ich die Gelegenheit, mit meiner Lehrgangskollegin Sonja Daldos zusammen zu arbeiten.

Einige Unterrichtseinheiten im Rahmen des Wahlfaches wurden von uns gemeinsam gestaltet und dokumentiert (Film, Fotos). Für diese Facharbeit haben wir den Schwerpunkt „Storytelling“ aus den Themen des Wahlfachangebotes herausgegriffen und genauer unter die Lupe genommen.

Als Beispiellektüre haben wir das Bilderbuch „Winnie the Witch“ von Korky Paul und Valerie Thomas ausgewählt und im Unterricht eingesetzt. Wir haben Zusatzmaterialien dazu erstellt, die sich für abwechslungsreiche Wortschatzarbeit eignen. Dabei ist jedoch anzumerken, dass die Urheberrechte der Oxford University Press zu beachten sind. Wir schlagen daher vor, dass die Bilderbücher mit dem beiliegenden Arbeitsheft für die Schüler angekauft werden sollen.

2 Why storytelling?

(Sonja Daldos und Patrizia Reichegger)

“When you tell a story, the words come alive and an immediate connection is made.” *(Kevin Cordi, Hanford High School California)*

We all need stories for our minds as much as we need food for our bodies. Stories are particularly important in the lives of our children: stories help children to understand their world and to share it with others. Children's hunger for stories is constant. Every time they enter your classroom they enter with a need for stories.

2.1 **Stories are fun = motivation**

Children are always curious about stories and they will always be willing to listen and to act stories out.

2.2 **Language awareness**

Stories help Children become aware of the general feel and sound of the foreign language. Stories also introduce children to language items and sentence constructions. It's important to know about the “silent period” and to give children enough time to accumulate the basic vocabulary. At the beginning they don't have to use it productively. They can build up a reservoir of language in this way. It's necessary to offer speech functions to the pupils, so that they can start to communicate in English.

2.3 **Meaning**

Children want to find meaning in stories, so they listen with a purpose. If they find meaning they are rewarded through their ability to understand, and are motivated to try to improve their ability to understand even more. When you choose a story, you should take into consideration the environment, the age and the circumstances of children's lives. All this makes it easier for children to speak in a foreign language.

2.4 Fluency

The most important ability is to be able to understand the happening of the story and the essential words.

Listening fluency is based on:

- a positive attitude to not understanding everything
- the skills of searching for meaning, predicting and guessing.

Children are expert at doing this in their own language but it takes time and encouragement for them to build up this skills and attitudes in the foreign language.

Fluency in speaking is based on a positive attitude to “having a go” with the language one knows and not being afraid of making mistakes. It means that the teacher must encourage situations in which the child can be fluent and can “have a go”.

2.5 Stimulus for speaking and writing

The experience of the story encourages responses through speaking and writing. It is natural to express our likes and dislikes and to exchange ideas and associations related to stories we hear or read. The teacher can use this desire and prepare a lot of activities around the story.

2.6 Communication

Learning a language is useless if we don't know how to communicate. Stories develop a sense of being and having an audience and of sharing and collaborating. Pupils like to talk to their classmates and if they feel secure also to other communication partners. So stories encourage an active participation in class.

2.7 A positive approach to the foreign language and culture

We all know that children learn better and easier if they feel good. An atmosphere of well being and relaxation when a story is told in class is very useful for learning.

A story can enable children to experience other cultures, can offer insights into different traditions and values and allows the pupils to extend their knowledge about foreign countries.

If children face a foreign language in a positive and successful way, it is a precious value for all the language learning in their lives.

2.8 Social education

Today school has to teach social education because the circumstances children live in have become more difficult. When a story is told in class, children can learn about themselves, about the others and about the relationships between them. Sitting in a circle or semicircle closed to their classmates they have a feeling of community. Listening to the story they have to concentrate on the story line, which is also a skill of all lessons. When the pupils act the story out, they can improve their capacity to empathise with other persons and situations and build up their social comprehension.

2.9 Education to reading books

Pupils today meet a lot of media. So it is good if they meet books at school and why not in the English lesson?



3 Why we chose this title?

(Sonja Daldos und Patrizia Reichegger)

3.1 Content

It's very important to choose a story which will engage the children and the teacher. The students found "Winnie the Witch" very funny and interesting. Very often children accept and like a story in the foreign language they might feel was childish in their own language. The magic world is always fascinating children even if they passed their magic age. The story offers good possibilities for role plays and for being acted out as a theatre play. We found it very useful, that the Topics correspond to those in the English curricula for beginners.

3.2 Language

This picture book offers the children a rich experience of appropriate language. It does not have long descriptive passages but expressive direct speeches. You find a lot of repetitions and with offering speech functions children can easily use the foreign language productively. It's surely necessary to pre-teach the vocabulary first.

3.3 Lay-out

The picture book is handy and colourful. The illustrations are charming and it seems to us that the English way of drawing is different from the German one. The pupils were attracted by the pleasant witch and the funny expressions of the main figures' faces.

3.4 Practical ideas

The book can be ordered as an Edition for learners of English with an Activity book inside and an additional Audio-CD. So it can be used immediately in class.

4 How we worked with the picture book „Winnie the Witch“

(Sonja Daldos)

With the picture book “Winnie the Witch” it is possible to make a few lessons including the following topics:

- The house and the parts of the house, the furnishings
- Colours
- Clothes
- Feelings
- Parts of the body
- Magic

In every lesson we did:

- Pre-story activities to prepare the story in different ways, to teach vocabulary, to make the pupils concentrate on the story.
- Story time: when we told the story or parts of the story
- Post-story activities with repetitive character and techniques to go further in the topic and in the language

4.1. First Lesson about Winnie the Witch

4.1.1. Pre-story activities

Presentation of the main figures of the book with pictures on the blackboard:

- Winnie the witch



Vocabulary training

The teacher describes Winnie: "Winnie has got ...



a big tall hat,

ten long toes,



a black magic wand,

a long red nose."

If the pupils ask for more information, then the teacher adds:
"Winnie has got a broomstick, a blue dress, a warm coat, a pair of stockings."

Vocabulary training with word-cards

The teacher presents the words, the pupils already know, on cards on the blackboard. The children put the cards next to the parts of the body or next to the clothes.



Winnie's rhyme



A big tall hat
Ten long toes
A black magic wand
A long red nose.

She's Winnie
Winnie the Witch

The teacher says the rhyme and shows the meanings, the pupils repeat (at least three times).

Then the children say the rhyme in chorus without the help of the teacher.

Wilbur the cat



The teacher describes Wilbur: "The cat has got a long black tail and big green eyes." The teacher shows the meaning using her own body and the picture of Wilbur.

If the children want more information, then add: a black body, two black ears, long whiskers, four black legs, a black head.

Second part of Winnie's rhyme

A long black tail
Big green eyes
He goes with Winnie
When she flies

He's Wilbur
Wilbur the cat



The pupils repeat in chorus, point at the pictures and at the word-cards and say the rhyme.

Presentation of the places in the story with picture-cards on the blackboard:

➤ Winnie's house

➤ The forest



➤ The parts of the house:

a black door

a black roof



a black chair



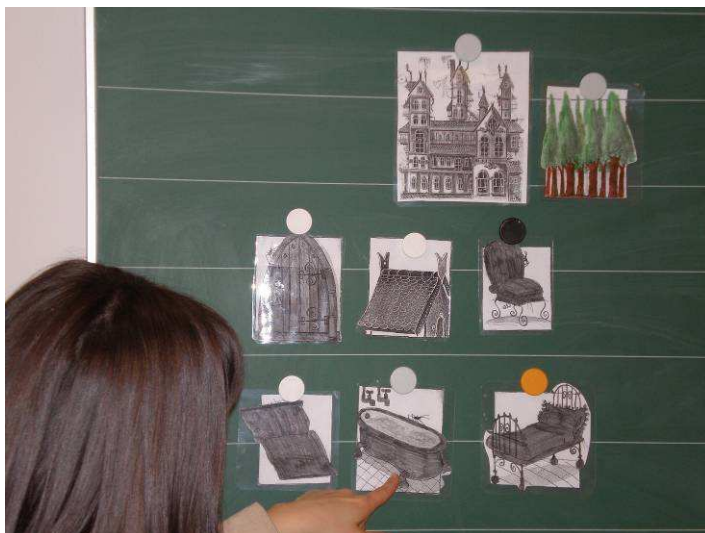
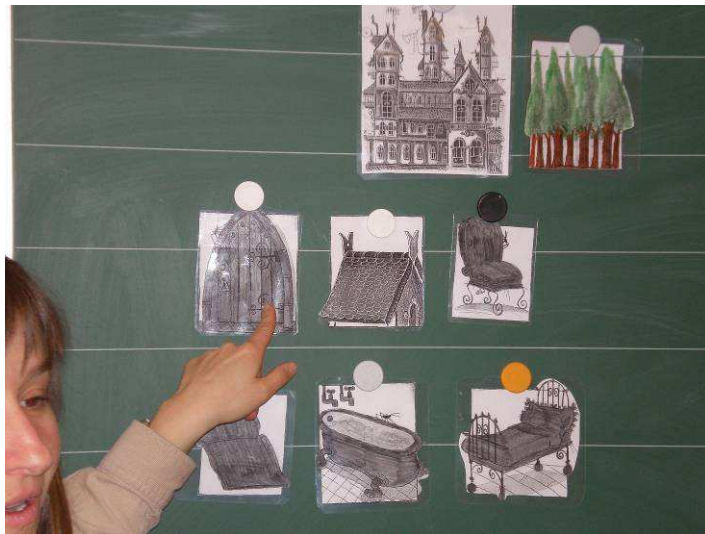
a black carpet

a black bath

a black bed



The pupils repeat in chorus the new words.



4.1.2. Storytime



- 1) First part of the story (page 2 – 9)
The teacher tells the story with the book.
The pupils and the teacher together repeat the story without the book, but with the pictures on the blackboard.
All together they suggest what would happen now.
- 2) Second part of the story (page 10 – 19)
The teacher tells the story without the book, only with mime and gesture and with the magic wand. She puts the card with the stairs on the blackboard, explains Winnie's accident and shows then the green Wilbur.



The pupils add where Wilbur sits and say that Winnie can see him.

The teacher shows the flashcards with the green grass and the bush. She continues telling the story, makes magic with the magic wand and finally she shows the coloured Wilbur.



The pupils tell this part of the story by repeating and acting.

4.1.3. Post-story activities

Vocabulary training

The teacher describes her cat. The pupils describe their cats with the help of words and speech functions on the blackboard:

		black	
		white	
		blue	ears
	a	pink	eyes
My cat has got	two	green	whiskers
	four	brown	body
		yellow	head
		purple	legs
		red	tail



First put the cards together, so that they build sentences, but then move them away from each other, so that the children have to build their sentences alone.

Written work

- Colour Wilbur the cat on a worksheet



- Match the words with the parts of the body and write sentences what Wilbur says on a worksheet

4.2. Second Lesson about Winnie the Witch

4.2.1. Activities around the story

Presentation of the various cats

- Every pupil has its own coloured cat but the others don't see it.
- Vocabulary repetition with the speech functions on the blackboard.
- All the pupils move around and describe their cats, for example: "My cat has got yellow whiskers." And everybody listens to the description of the others.
- They put all their cats on the blackboard and it's time for a guessing game:
Numbers are given to the cats and the pupils have to listen to the description and to guess what cat is meant.
 - "My cat has got a red head, green legs, a pink body, a black tail, purple whiskers, What number is my cat?"
 - "What colour has the body of cat number 4?"
"What colour has the of cat number ... ?"

4.2.2. Pre-text-activities

Vocabulary training

Present the words: miserable, sad, angry, happy with miming.
Through chorus repetition the children train the pronunciation.

4.2.3. The story

- Repetition of the parts of the story the children already know. Involve them in speaking and miming and acting.
- Third part of the story (page 20 – 25)
Tell the story with the book and the magic wand and the cards with the parts of the house in various colours.



4.2.4. Post-text-activities

- Repeat the last part of the story with the pupils and the cards.

5 More ideas

(Sonja Daldos)

5.1 Various flashcard- activities:

5.1.1.Bingo

There are many various possibilities to play.

5.1.2.Memory

It's suitable for pupils they've finished the written work, to be played in groups of two, three, four or five.

5.1.3. Catch the flag

Divide the students into two groups and give a number to each person of the first group and the same numbers to the members of the second.

Put the word-cards on the floor between the two groups, then the teacher holds one picture-card up into the air and says a number. The two children with the same number try to catch the right word-card and bring it to the teacher. Winner is the group with more points at the end. For this game you can use the memory cards and enlarge them.

5.1.4.Change places

Everyone has a flashcard in his hand and the one in the middle says two words. He/she tries to catch an empty seat when the others have to change places.

5.1.5.Find your partner

Each pupil has got a card with a word on it or with a picture on it. They all move around and look for their partner only speaking English. They ask questions as "Are you a tree?" and answer "No, I'm a cat."

5.2 The board game “Winnie the Witch” (Activity book)

All the pupils and the teacher look at the game together, read the instructions and explain what's to do. Then they build groups of two or three or four, throw the dice and play the game.

If there's one board for each pupil, everyone colours his own board game and then he plays it with a partner or more players.

5.3 Clothes and dressing in class

The children bring clothes from home into the classroom, they learn the words and then everyone has to dress up as Winnie the Witch or as another witch. Play the chain game “What are you wearing?” or play the Kim game “What's missing?”.

5.4 The house - handicraft

Look at the rooms in Winnie's house and make a house as a handicraft work.

5.5 Feeling-cards

Use some cards with expressive faces and do conversation in class asking: “How do you feel today?”. Everyone has to answer: “I'm happy, fine, sad, miserable, angry ...”.

5.6 Magic in class

Invent magic words or magic tricks in class, use the magic wand, prepare and drink magic potions and open the class for a little bit of magic.

6 Working materials

6.1. *Flashcards*

Print them on cardboard (dünner DIN-A4 Karton) on both sides and cut them out! Make sure that the words go with the right pictures.

6.2. *Speech functions – cards*

Stick them on coloured cardboard, so they get more expressive.

If you decide to make card for the colours it is very useful to write the words on the corresponding cardboard.



6.3. *Memory*

Print it on cardboard.

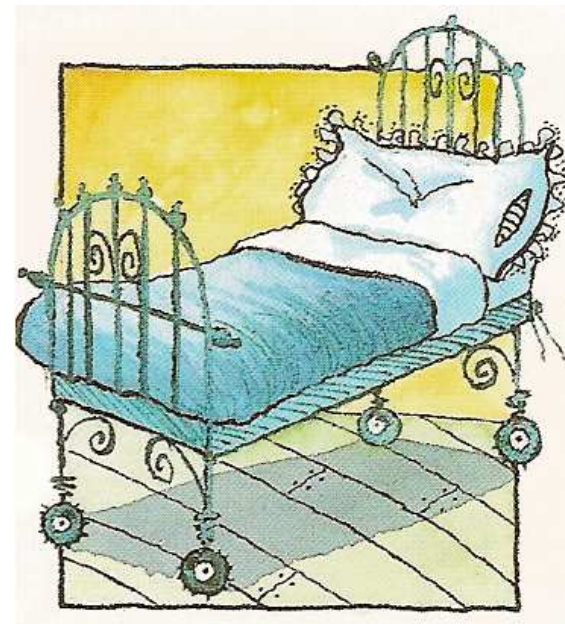
6.4. *Bingo*

Print the boards with the pictures and enlarge them if you want.

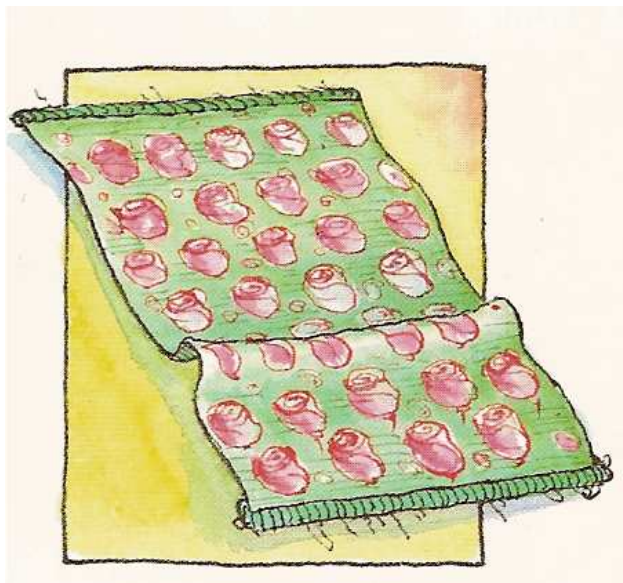
Flashcards – Winnie the Witch



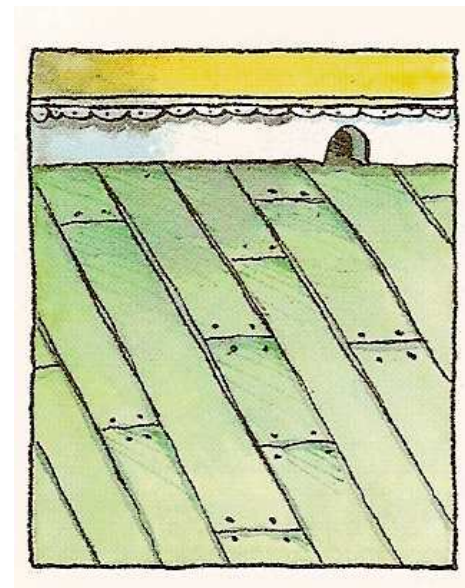
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



bed

bath

floor

carpet

Flashcards – Winnie the Witch



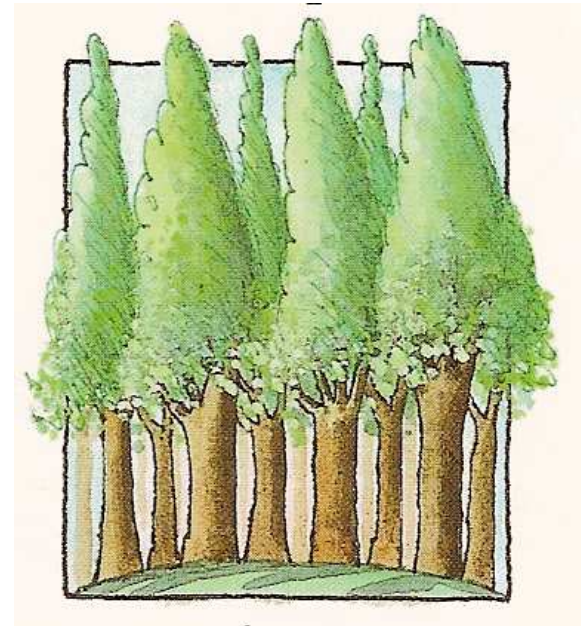
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



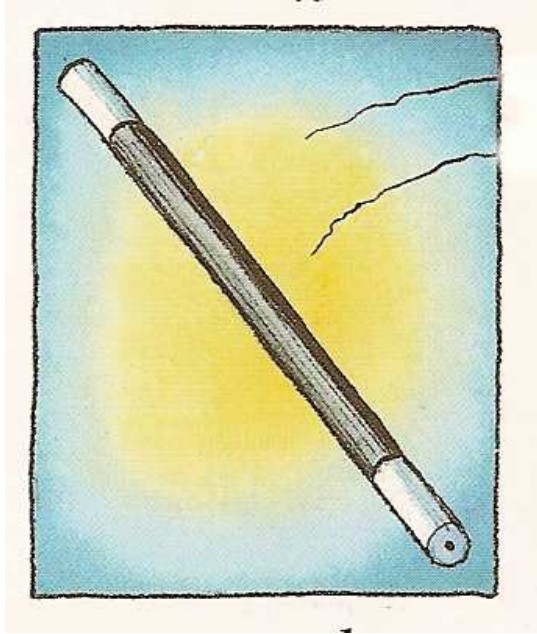
door

eyes

forest

chair

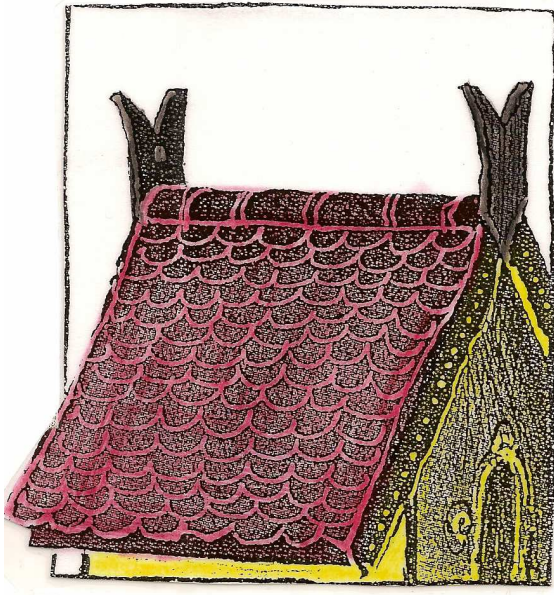
Flashcards – Winnie the Witch



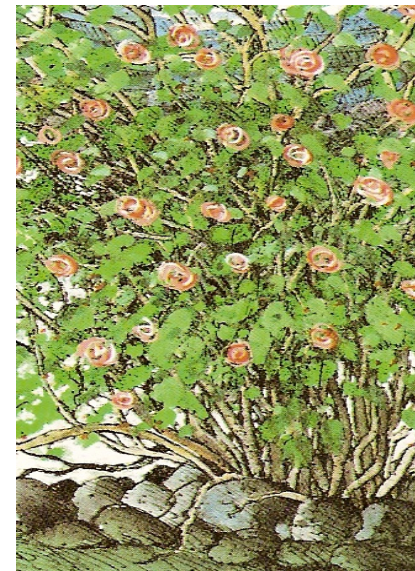
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



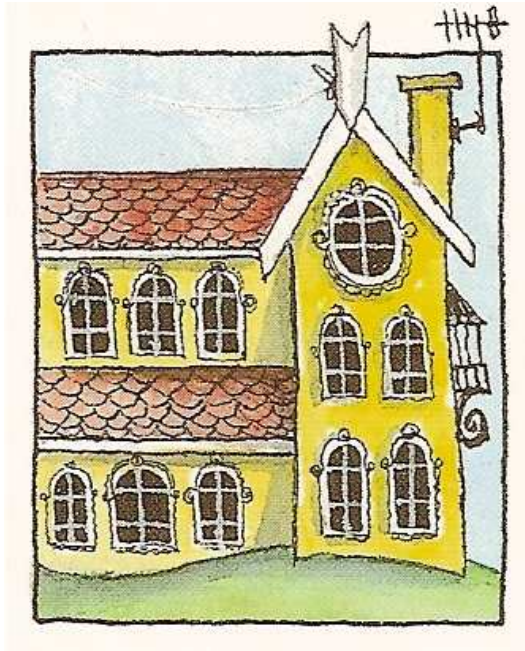
witch

wand

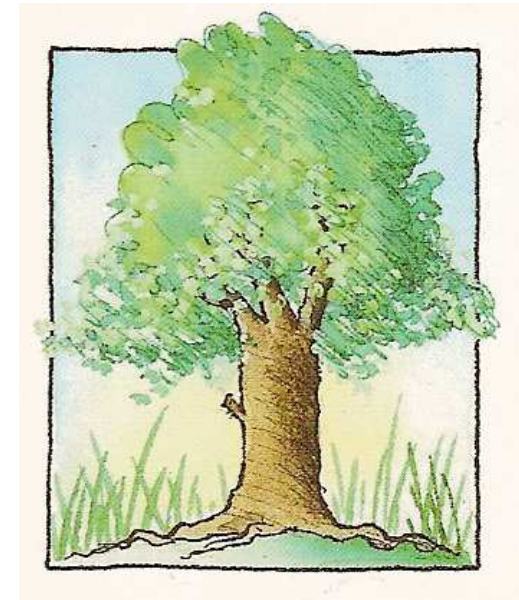
bush

roof

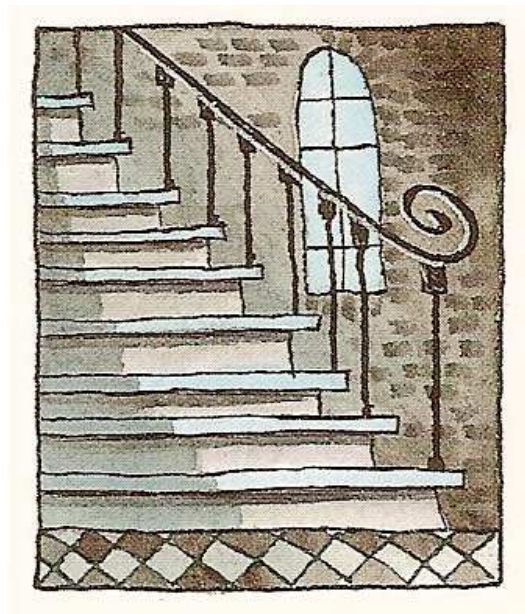
Flashcards – Winnie the Witch



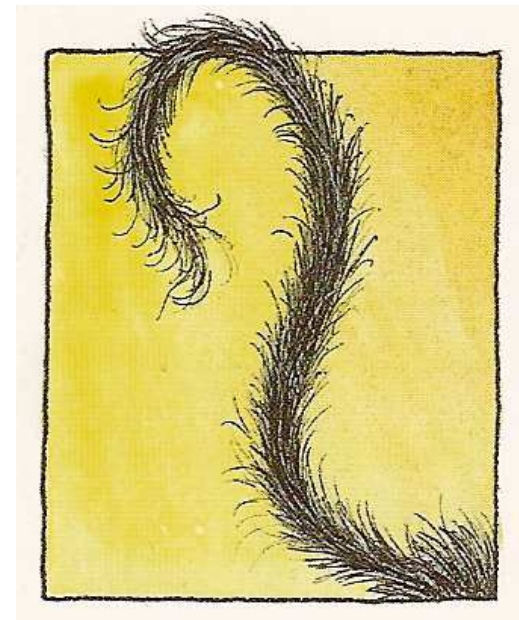
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



tree

house

tail

stairs

Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



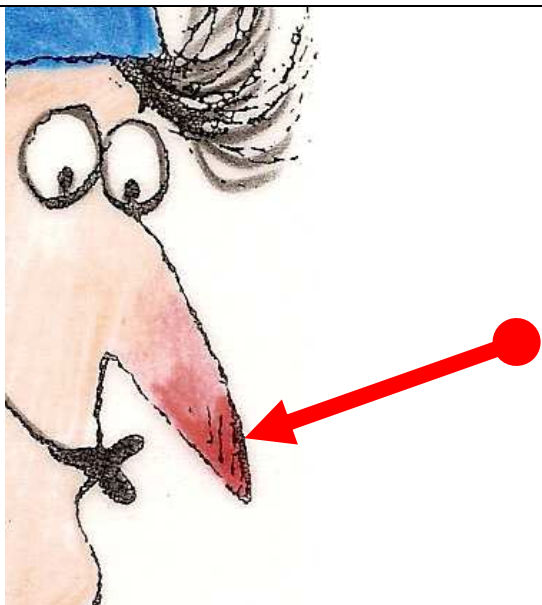
grass

garden

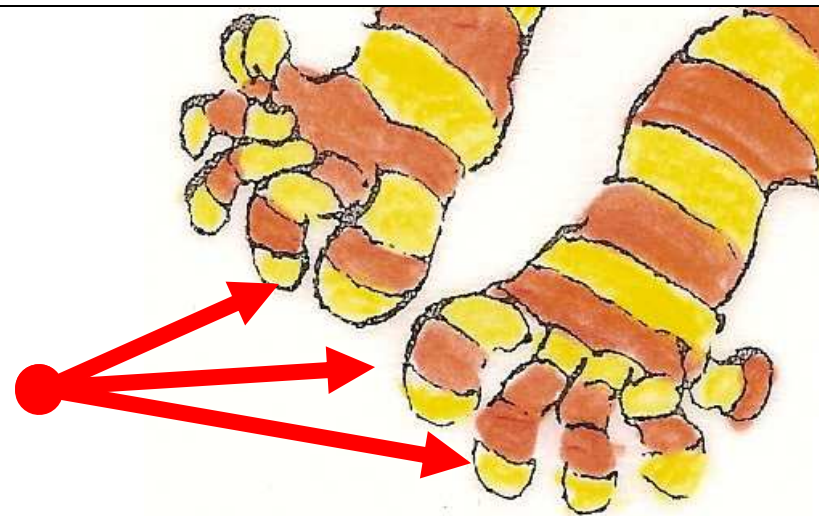
window

cat

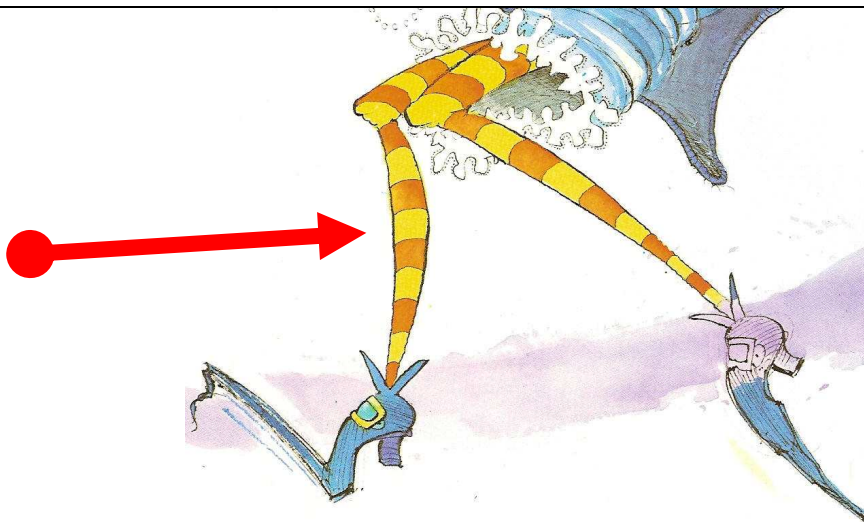
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards –Winnie the Witch



Flashcards – Winnie the Witch



toes

nose

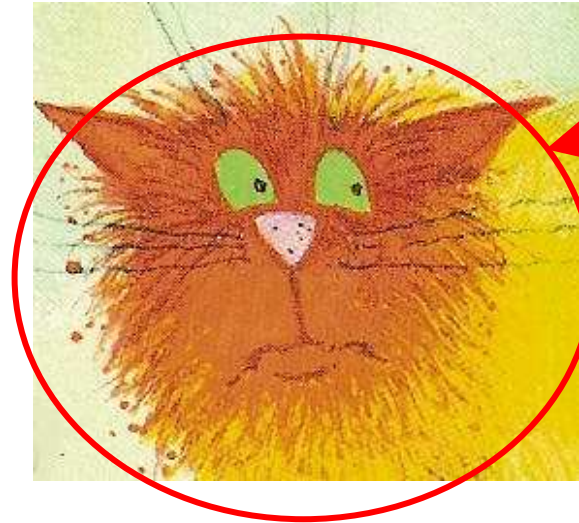
hat

legs

Flashcards – Winnie the Witch



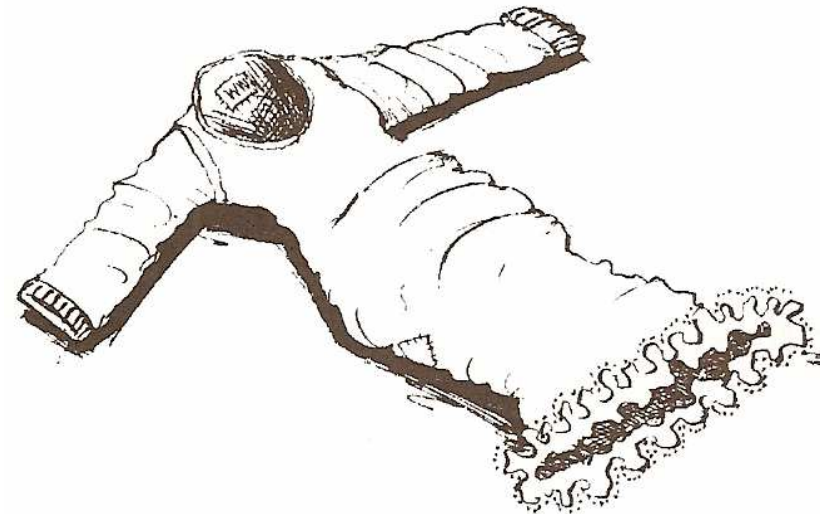
Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



Flashcards – Winnie the Witch



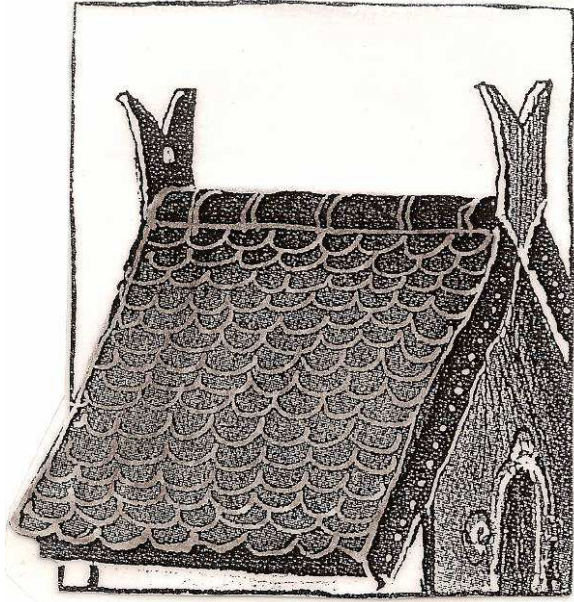
head

shoes

dress

body

Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)



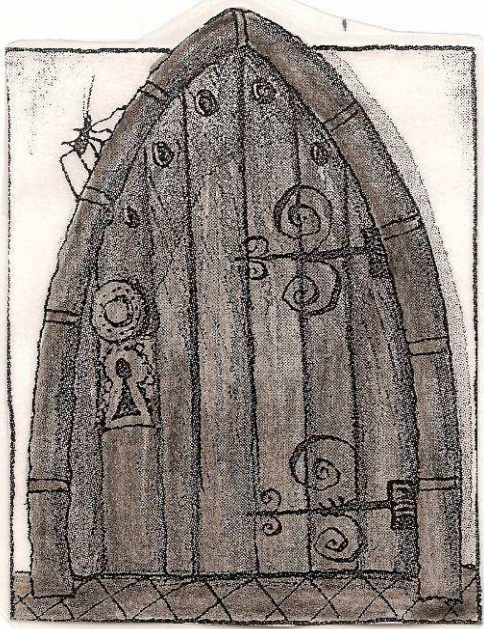
a black bath

a black roof

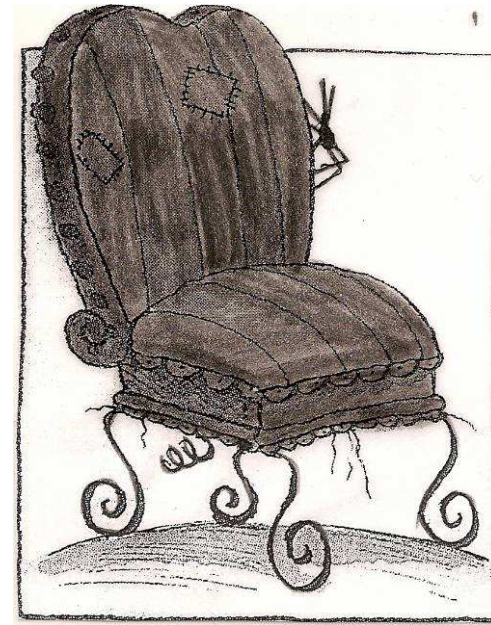
a black cat

a black bed

Flashcards – Winnie the Witch (black)



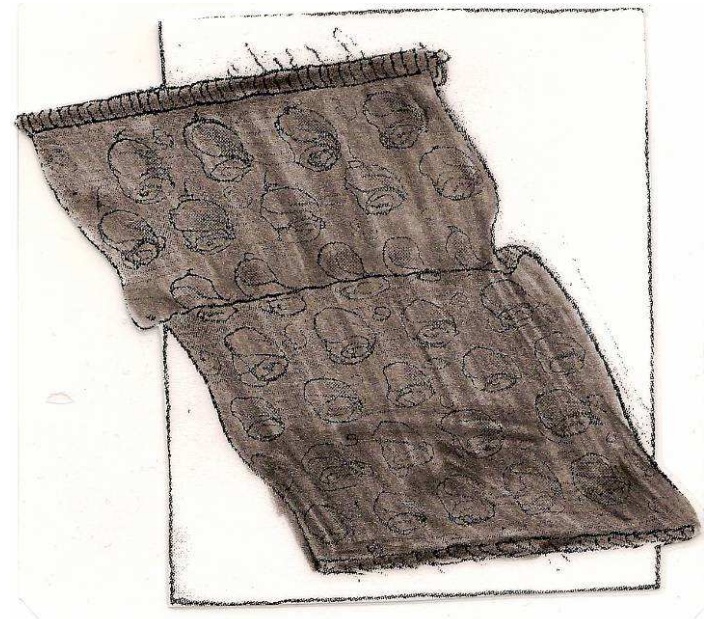
Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)



a black chair

a black door

a black carpet

black stairs

Flashcards – Winnie the Witch (black)



Flashcards – Winnie the Witch (black)

Flashcards – Winnie the Witch (black)

Flashcards – Winnie the Witch (black)

a black house

Winnie the Witch

a big tall hat

a long red nose

a black magic wand

ten long toes

a blue dress

a broomstick

a warm coat

a pair of stockings

blue shoes

a magic book

Wilbur the cat

a long black tail

big green eyes

ears

eyes

legs

whiskers

body

head

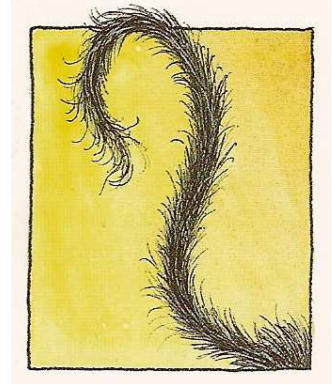
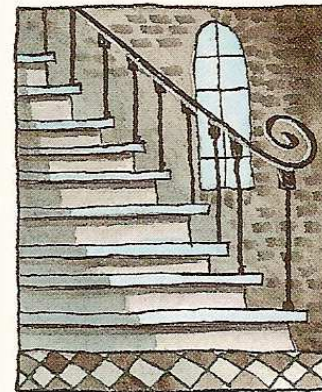
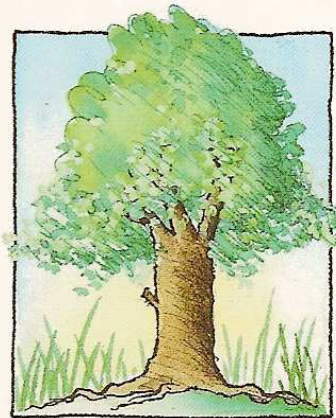
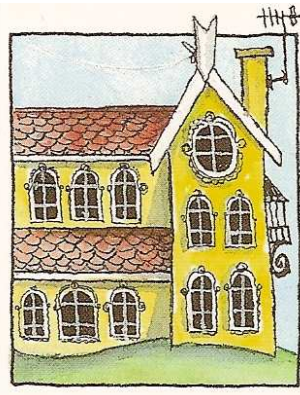
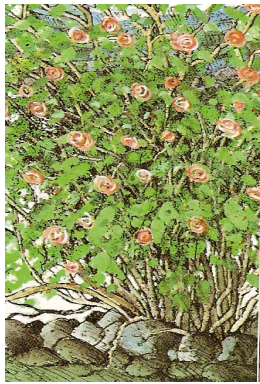
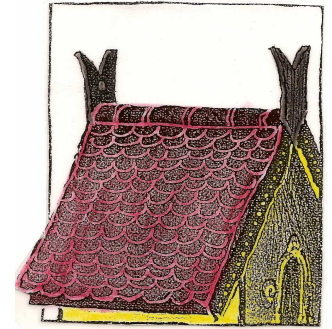
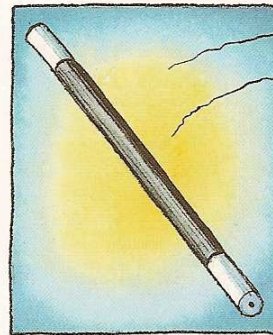
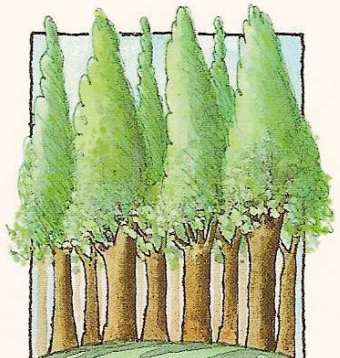
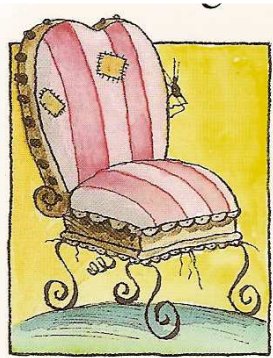
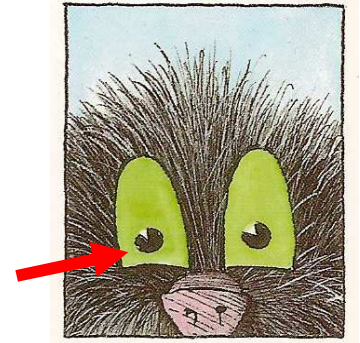
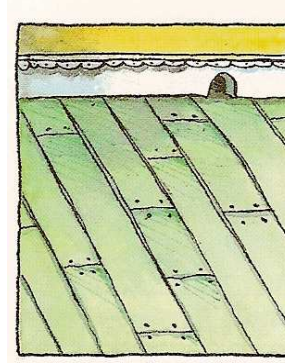
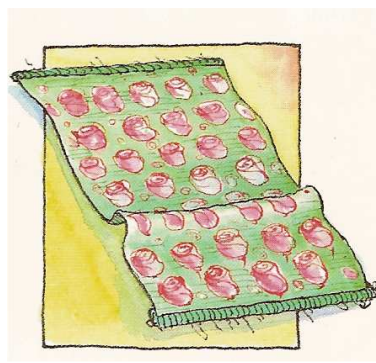
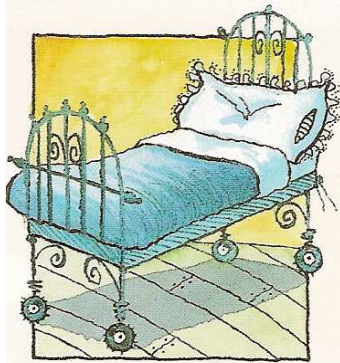
tail

a

two

four

My cat has got



bath

bed

carpet

floor

eyes

chair

forest

wand

witch

roof

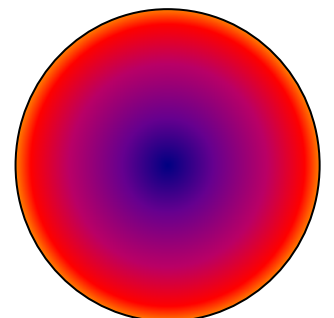
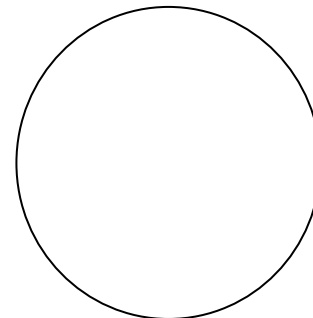
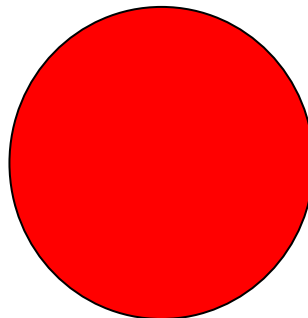
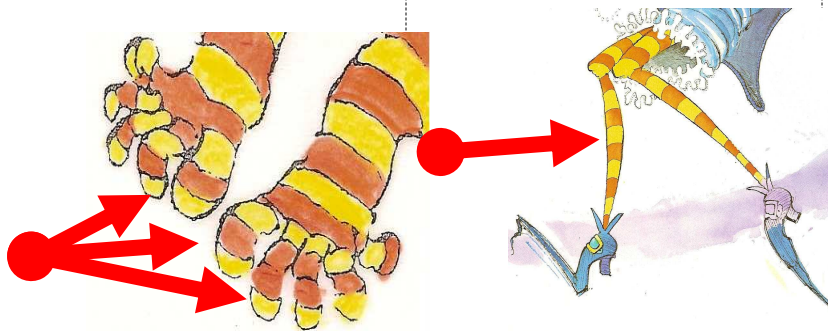
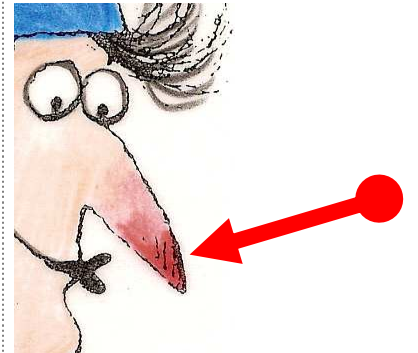
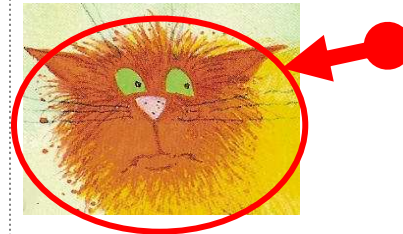
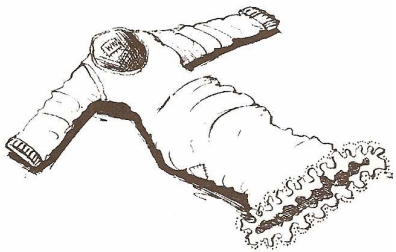
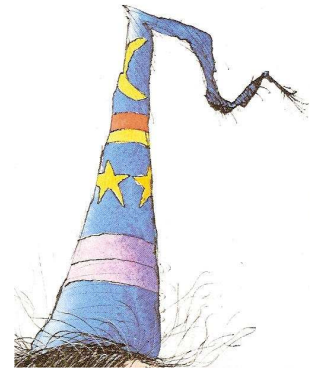
bush

house

tree

stairs

tail



garden

grass

window

cat

hat

dress

body

shoes

head

nose

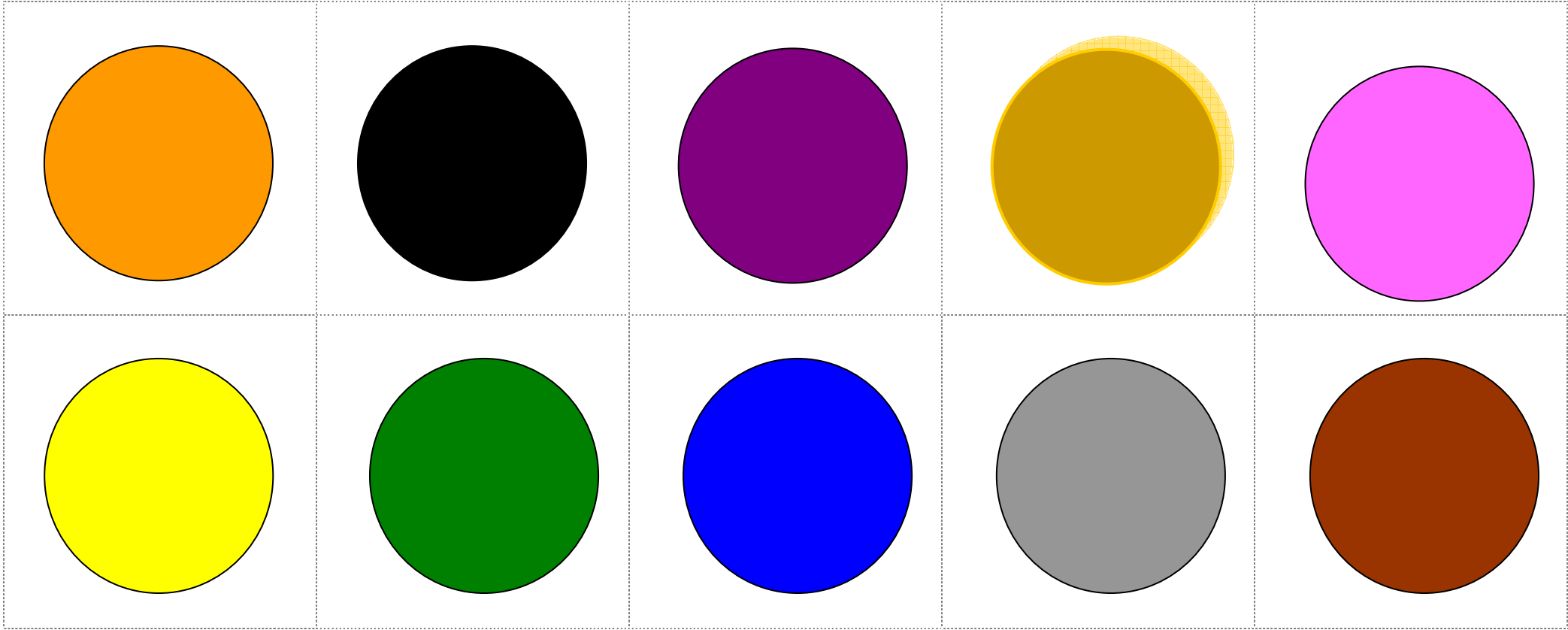
toes

legs

red

white

coloured



orange

black

purple

gold

pink

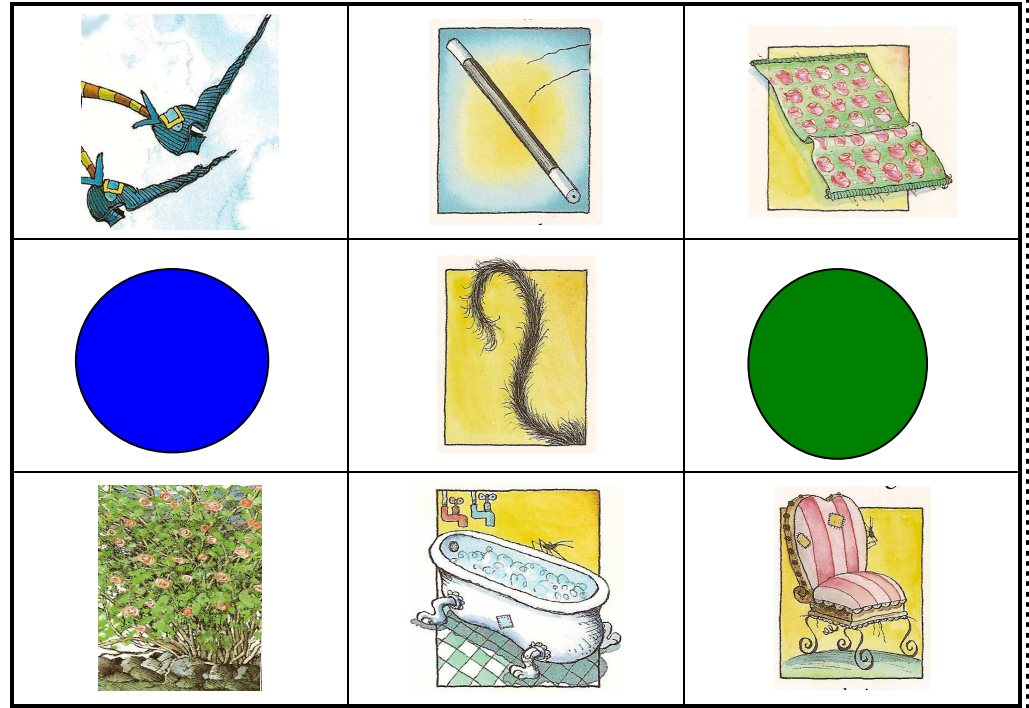
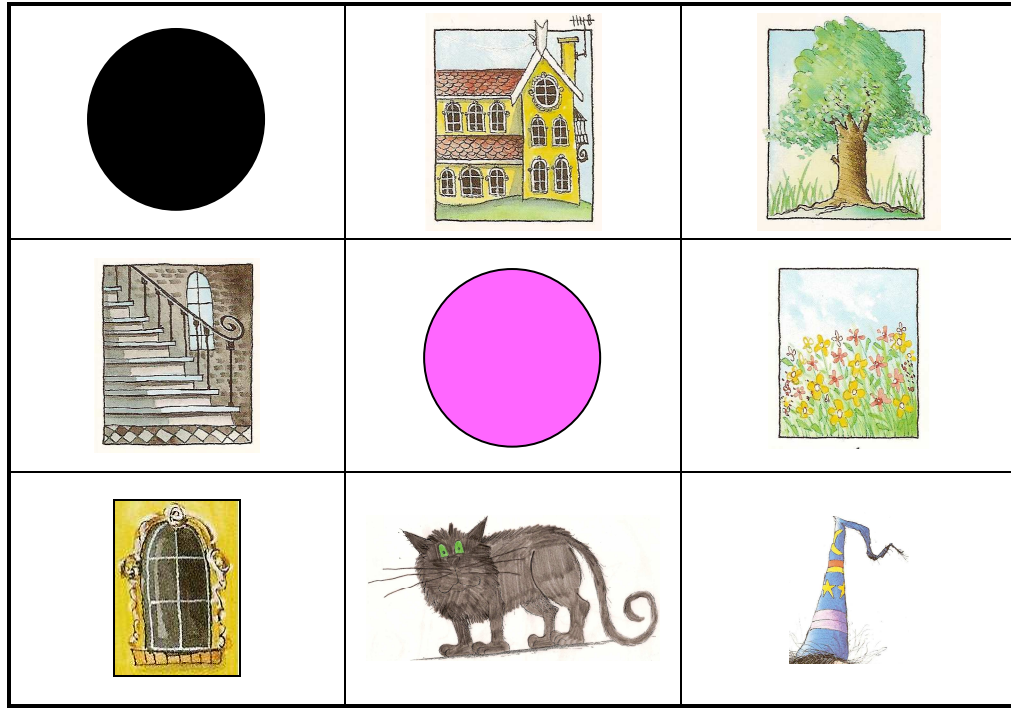
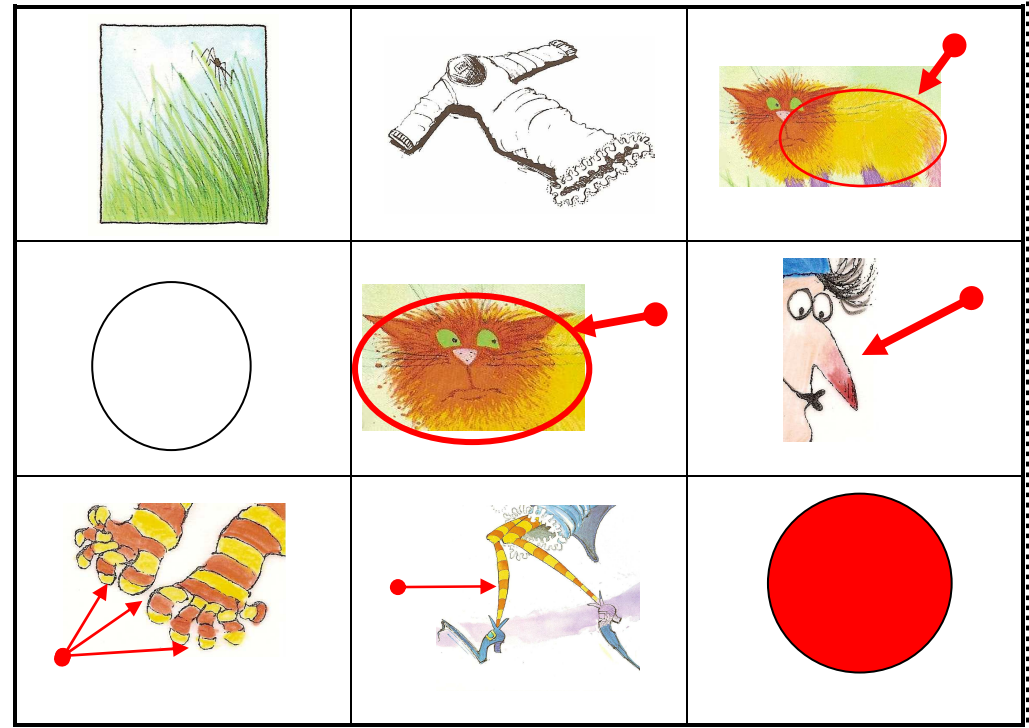
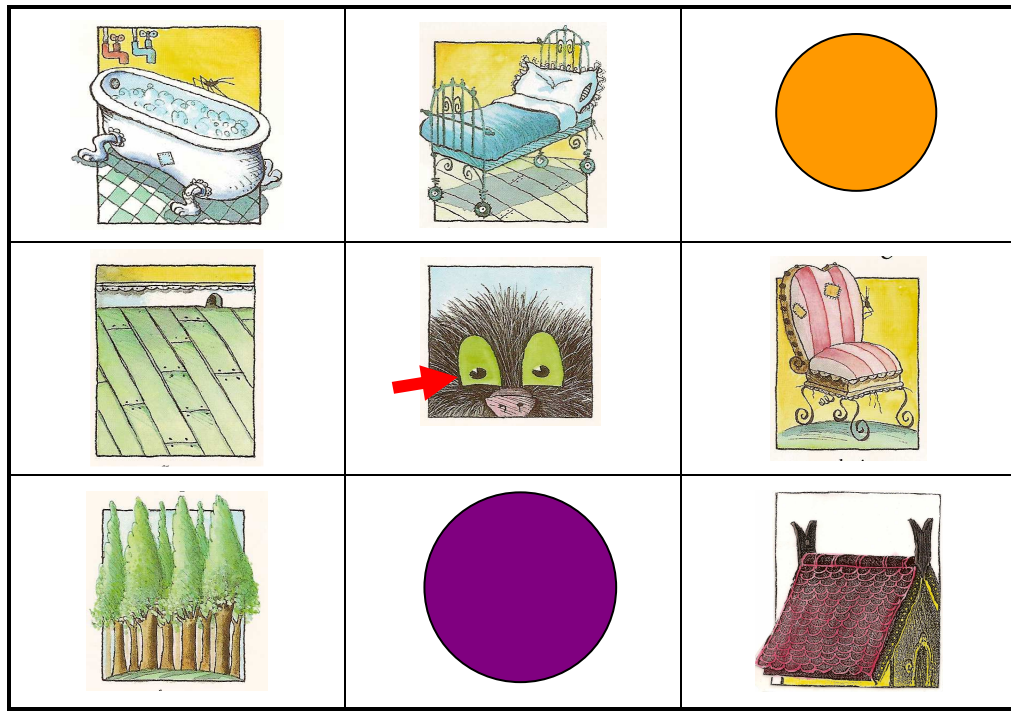
yellow

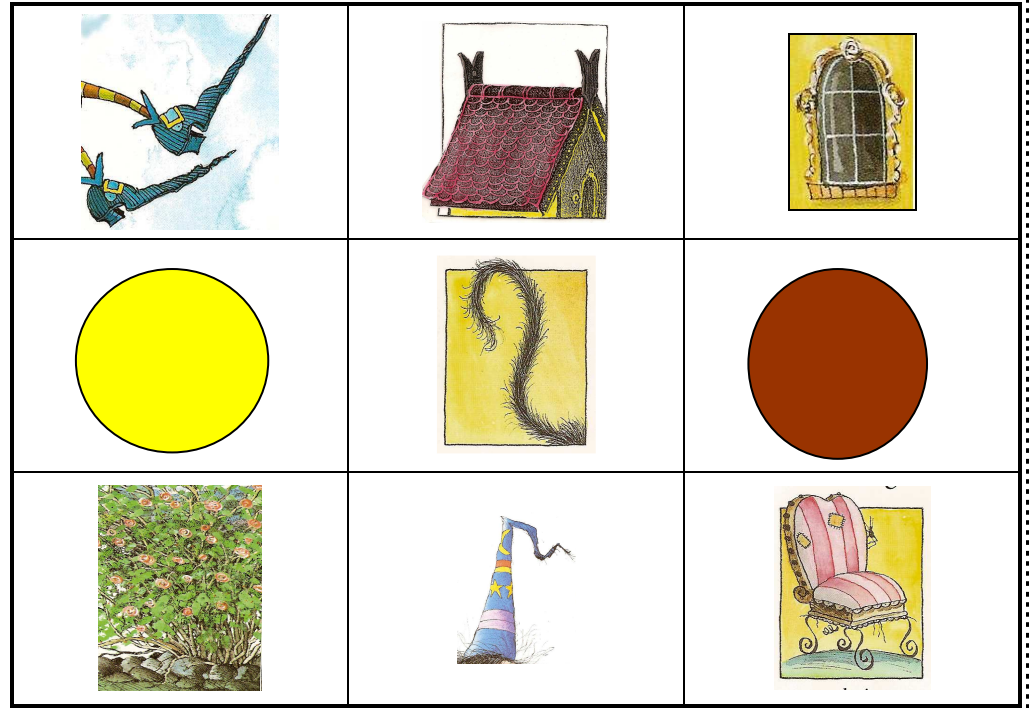
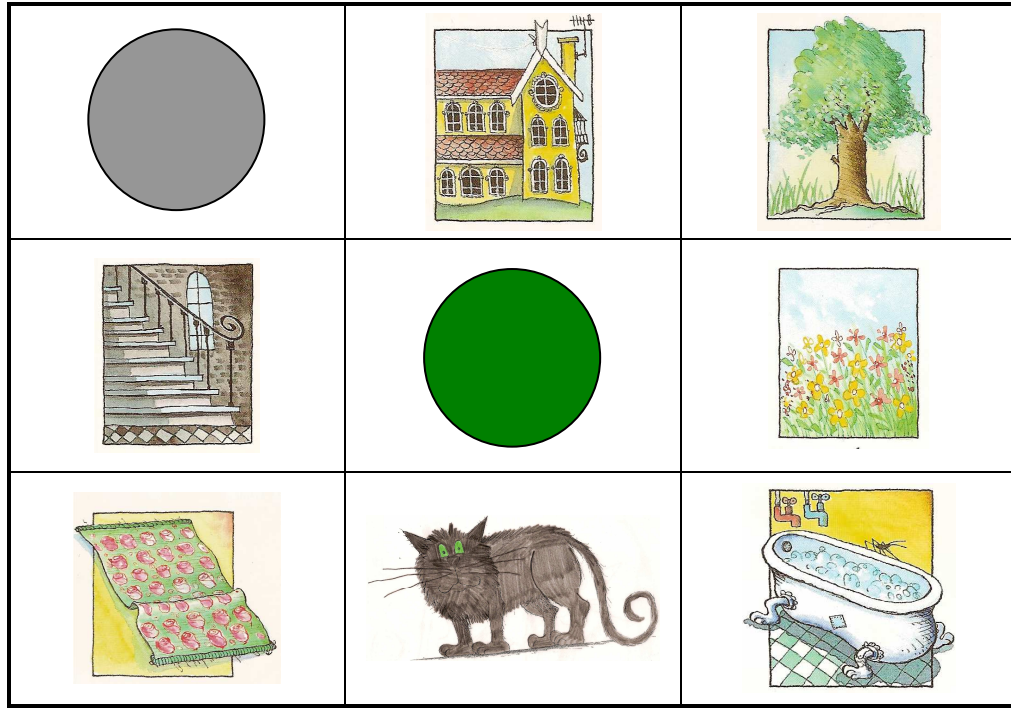
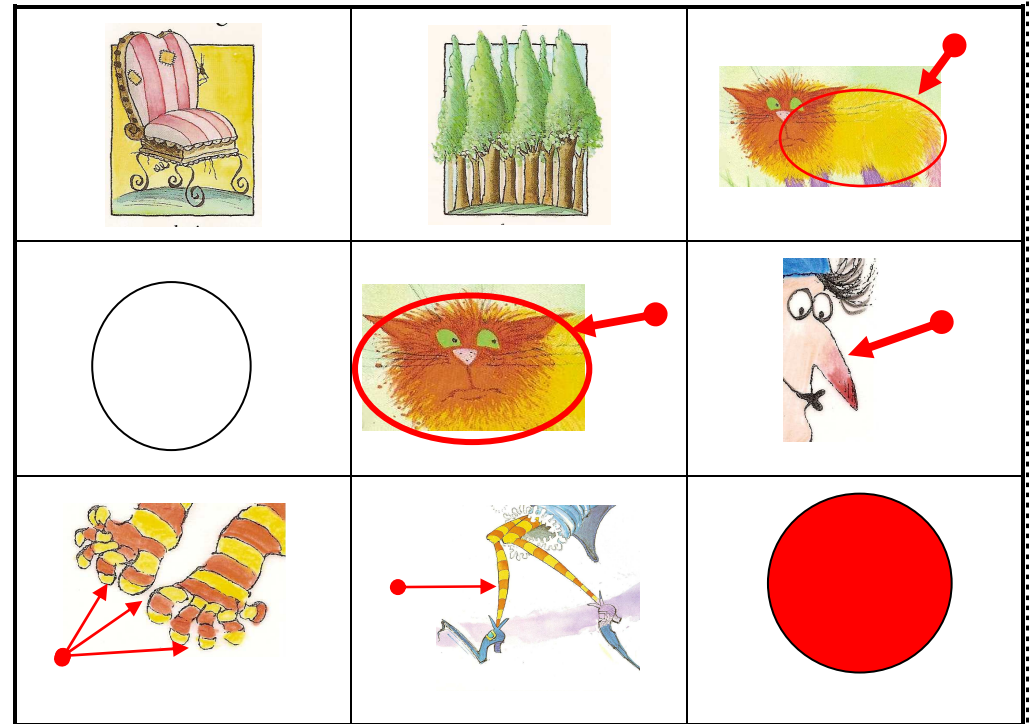
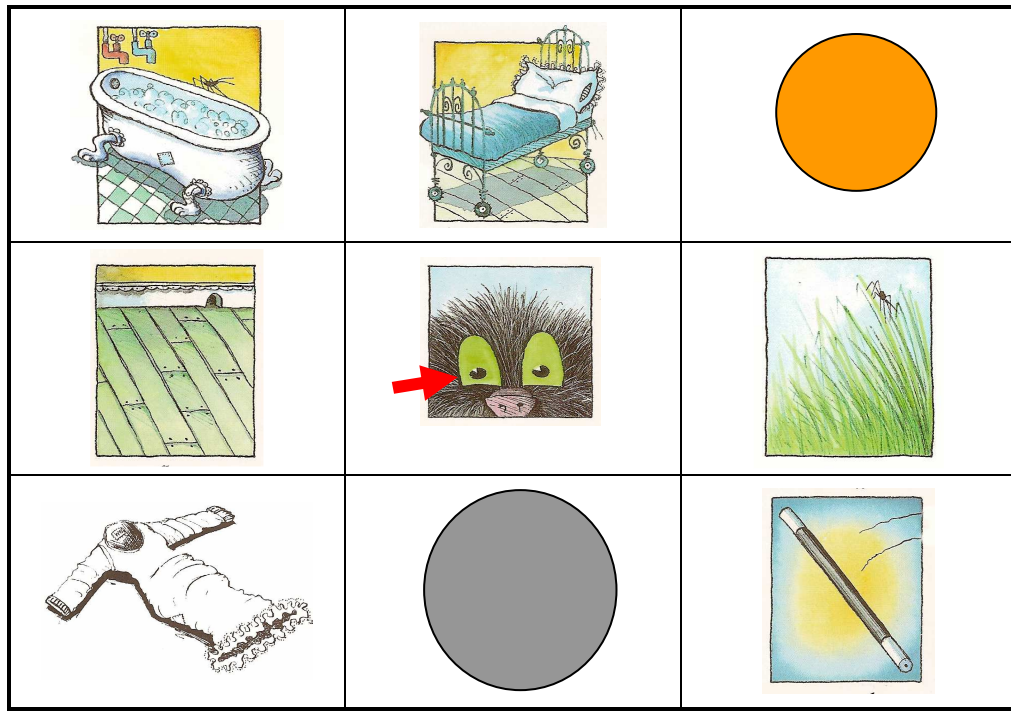
green

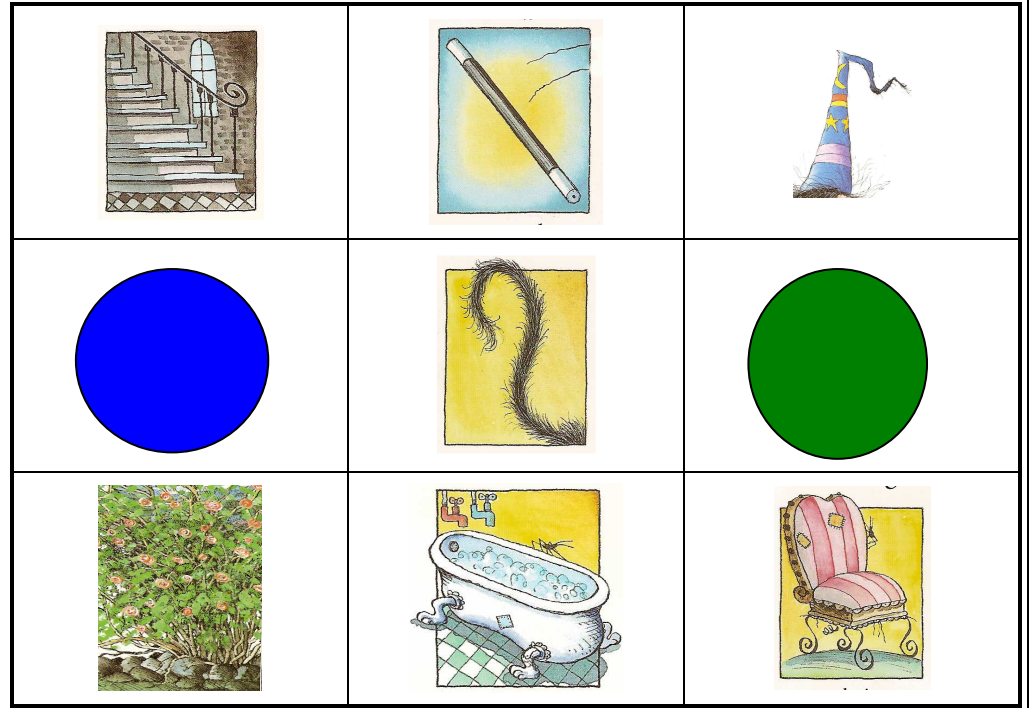
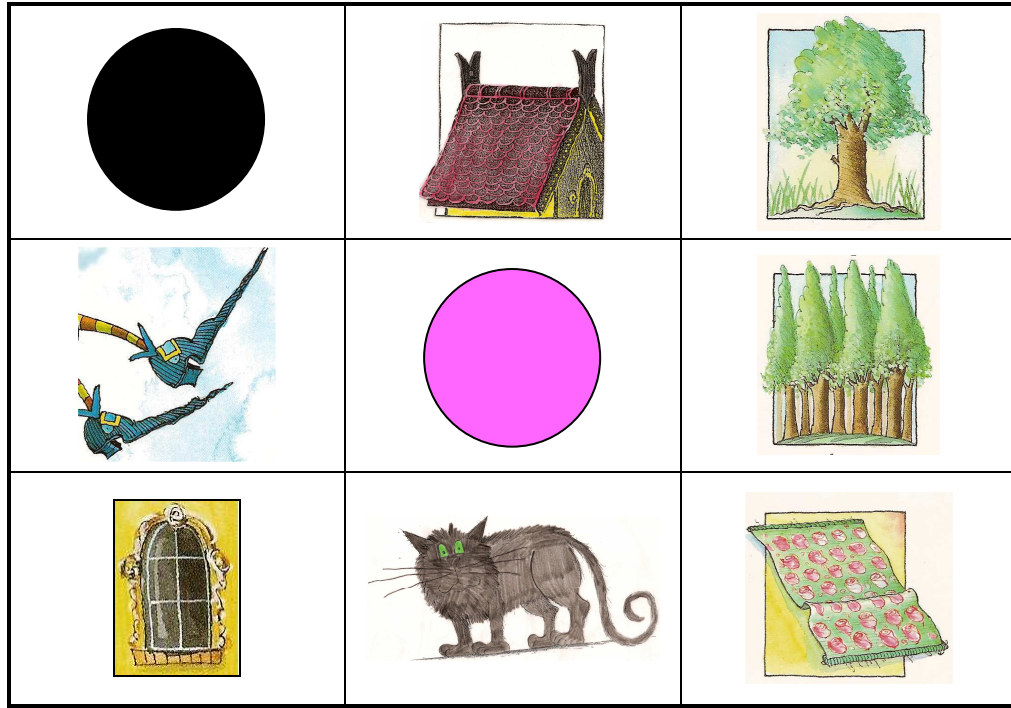
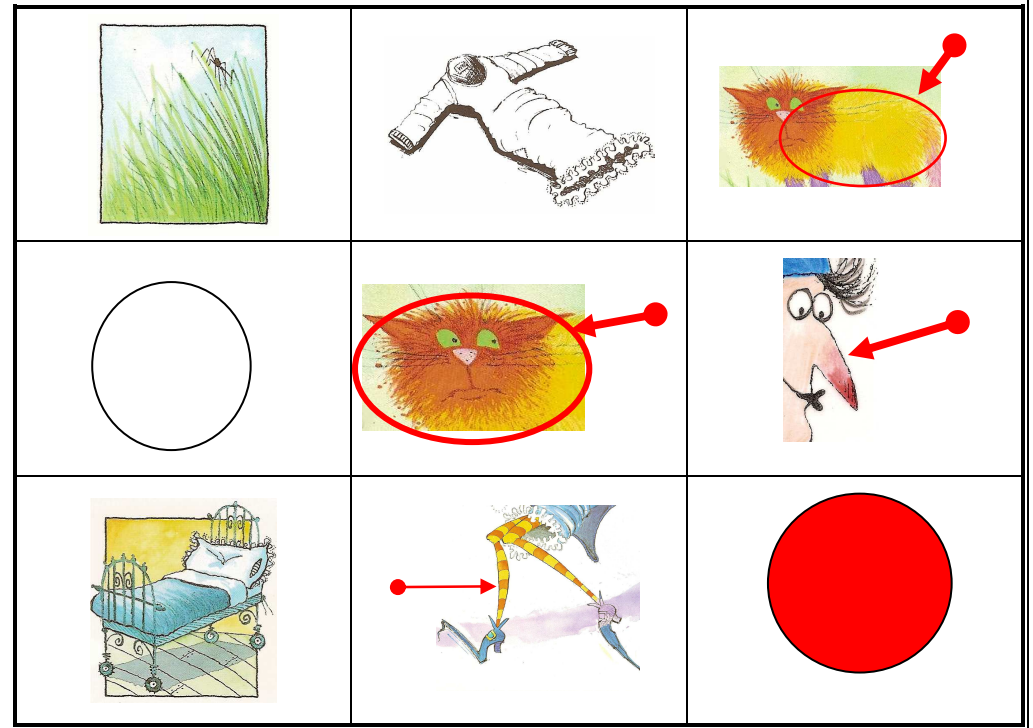
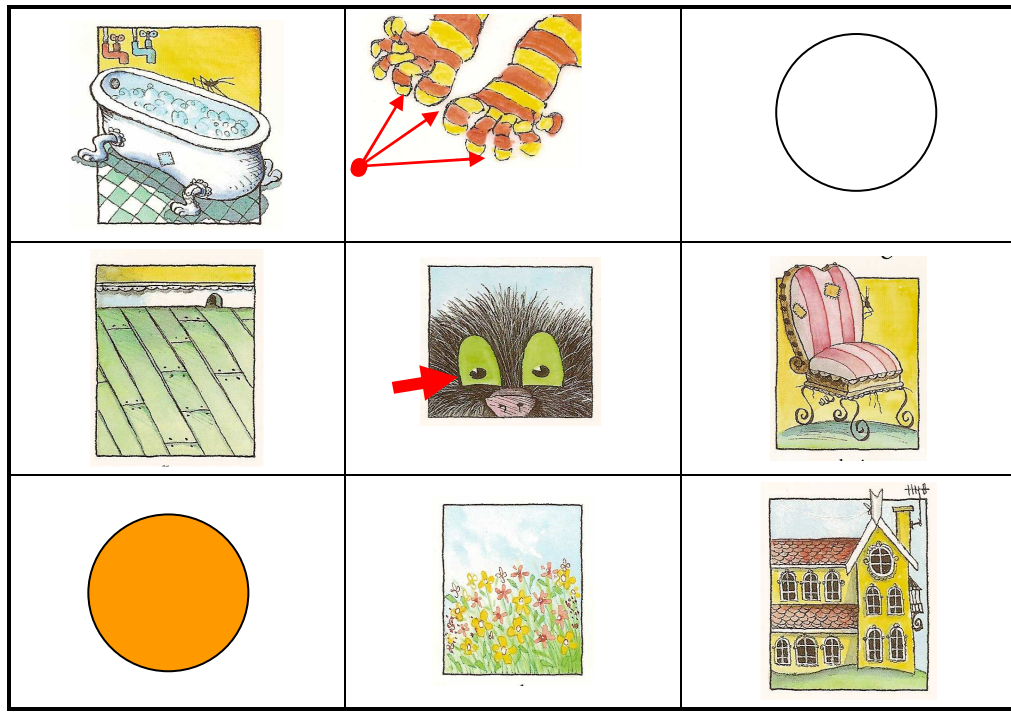
blue

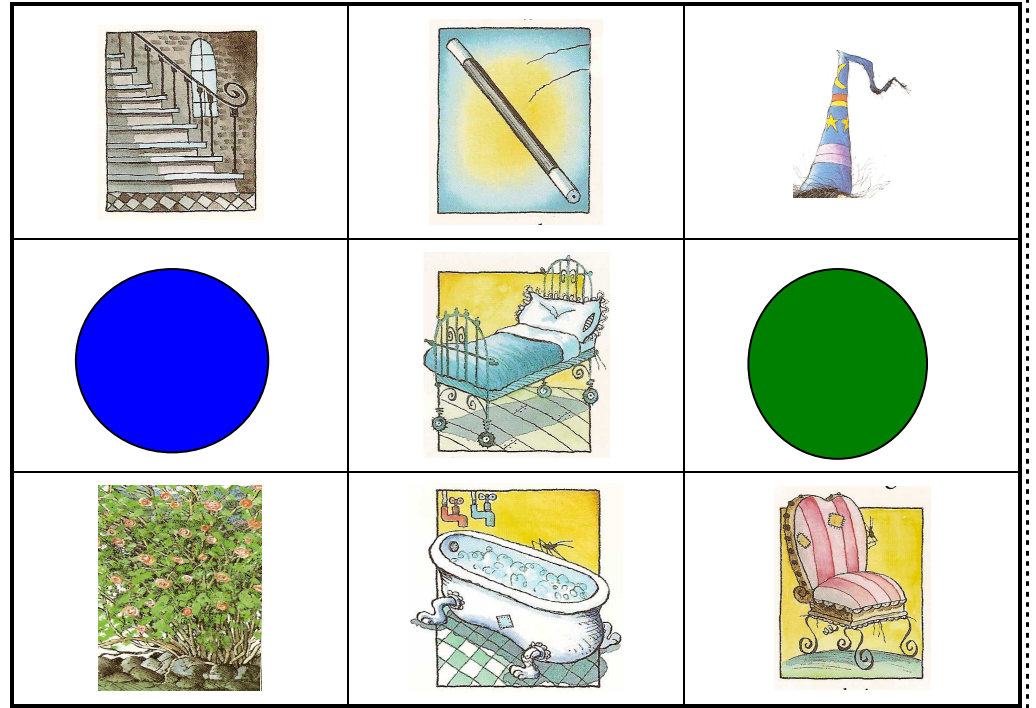
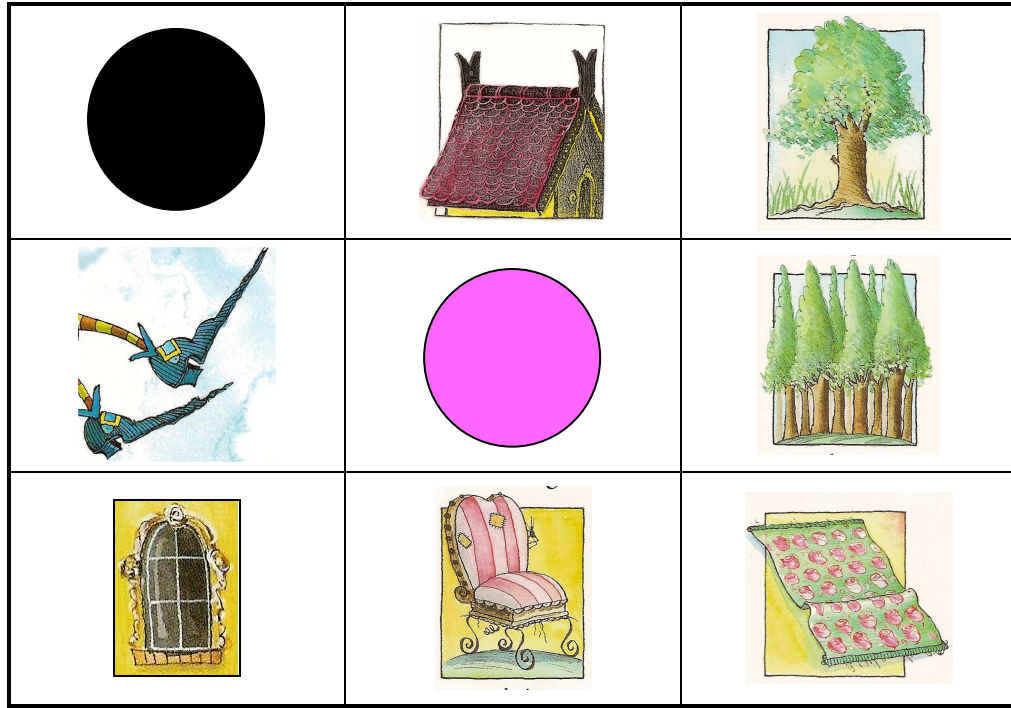
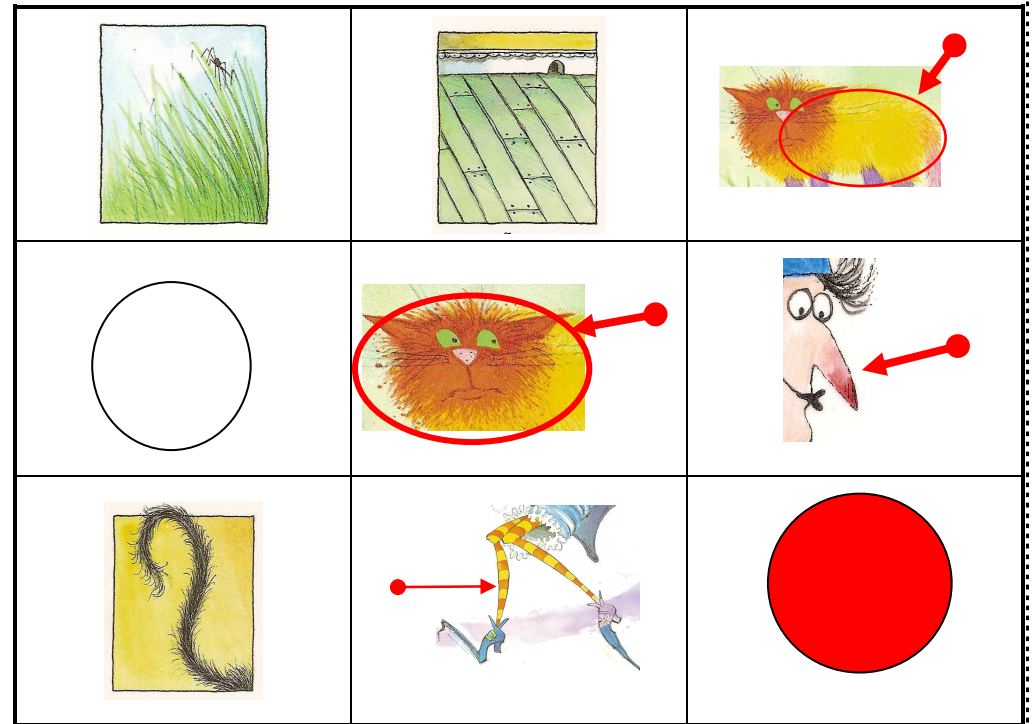
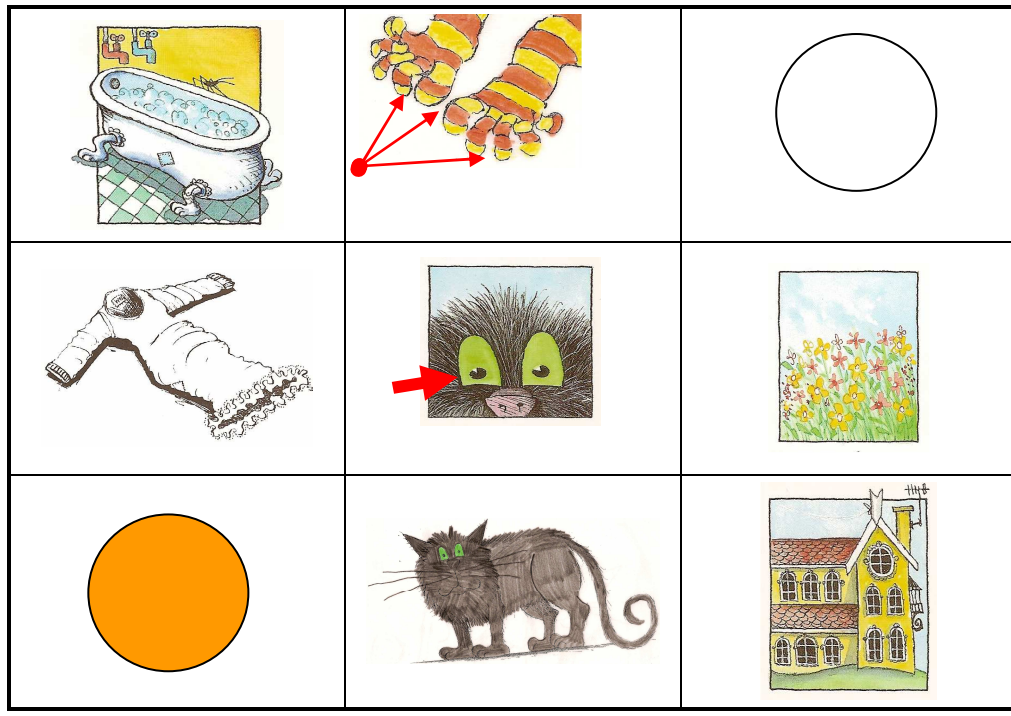
grey

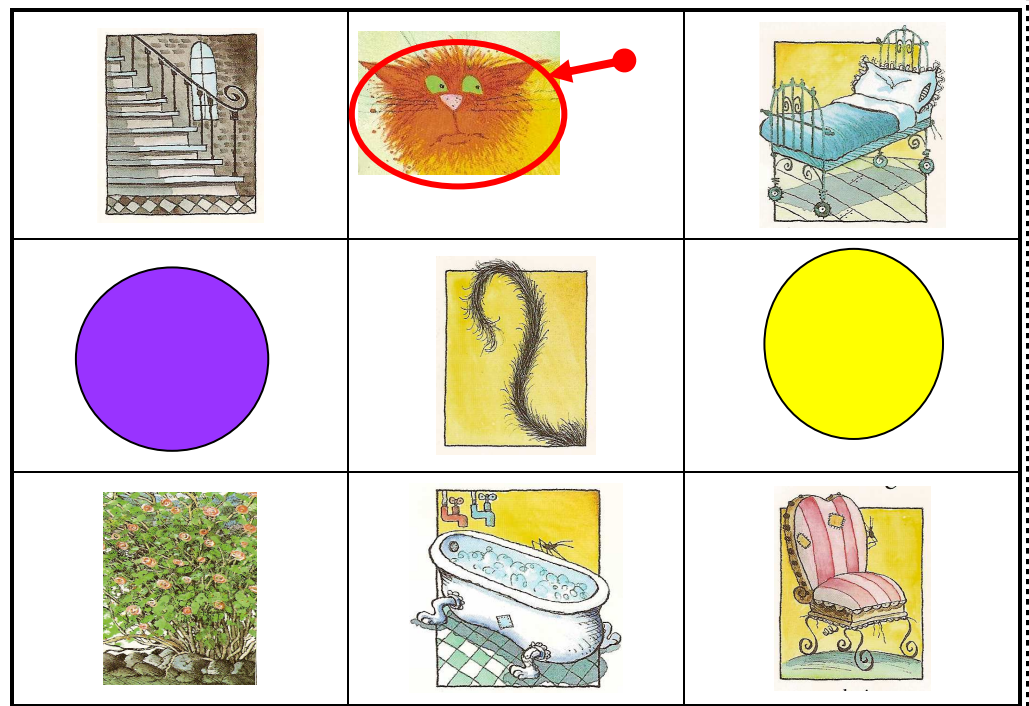
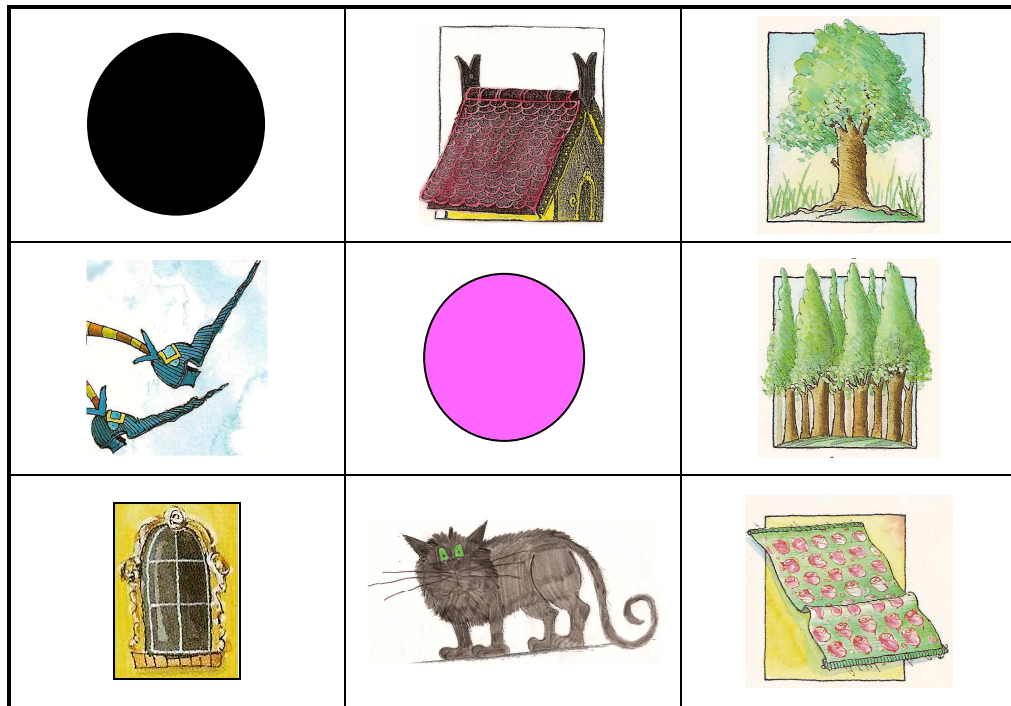
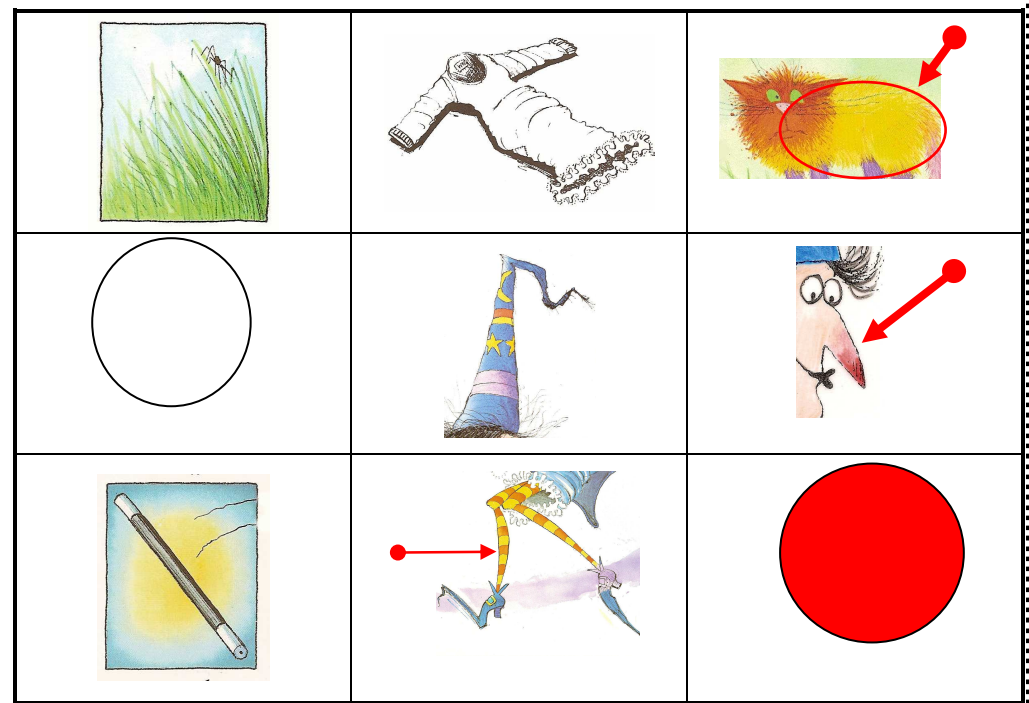
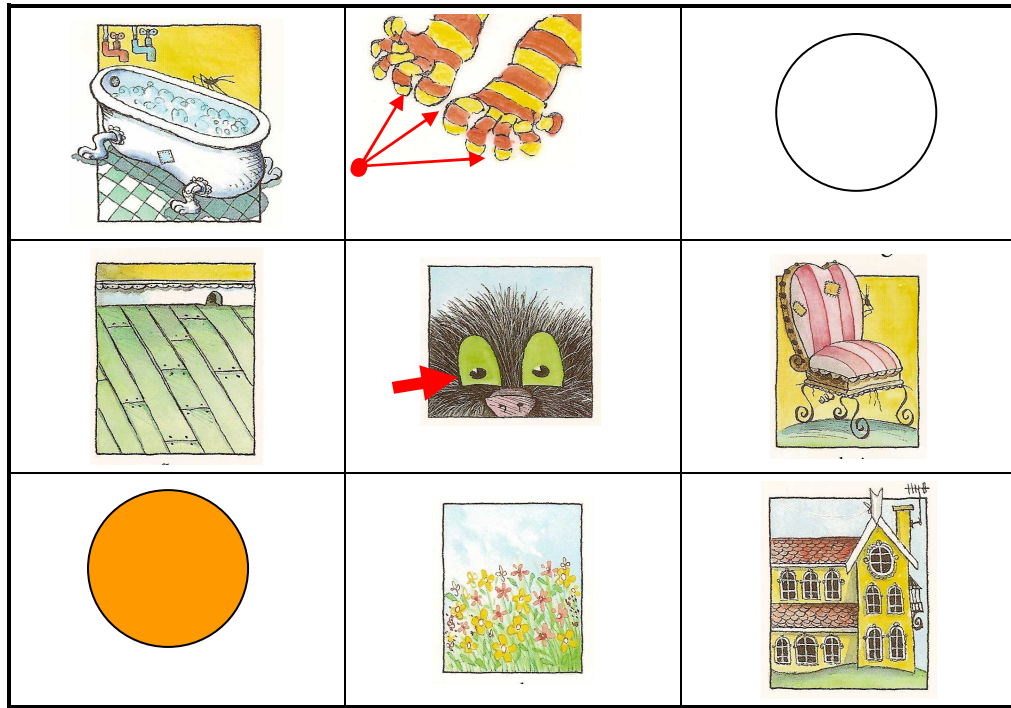
brown

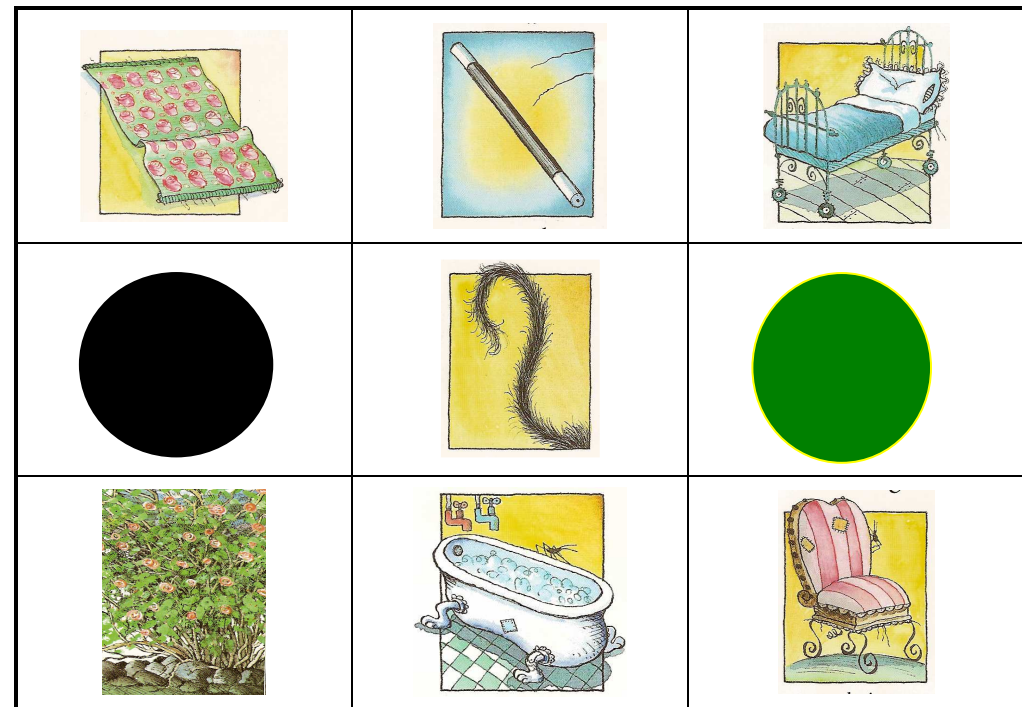
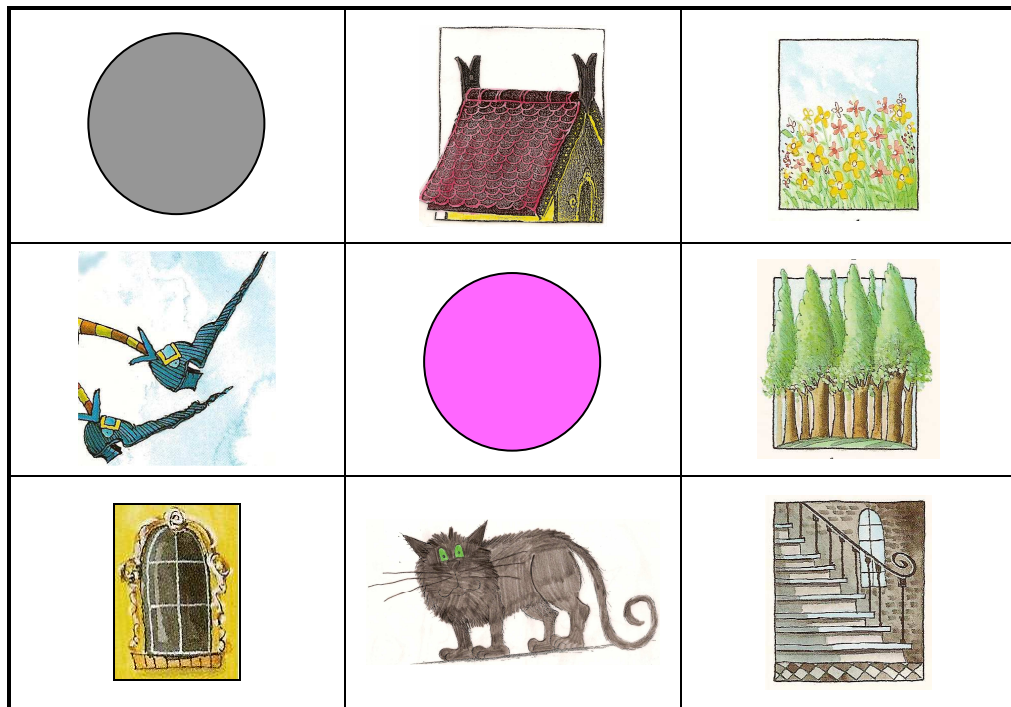
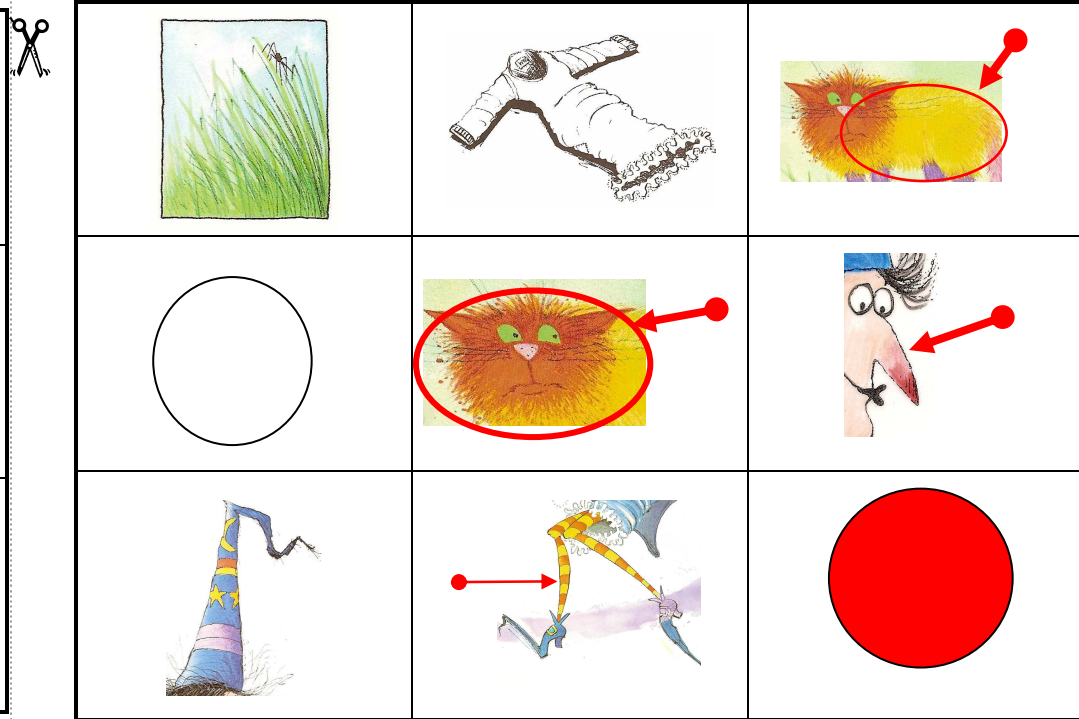
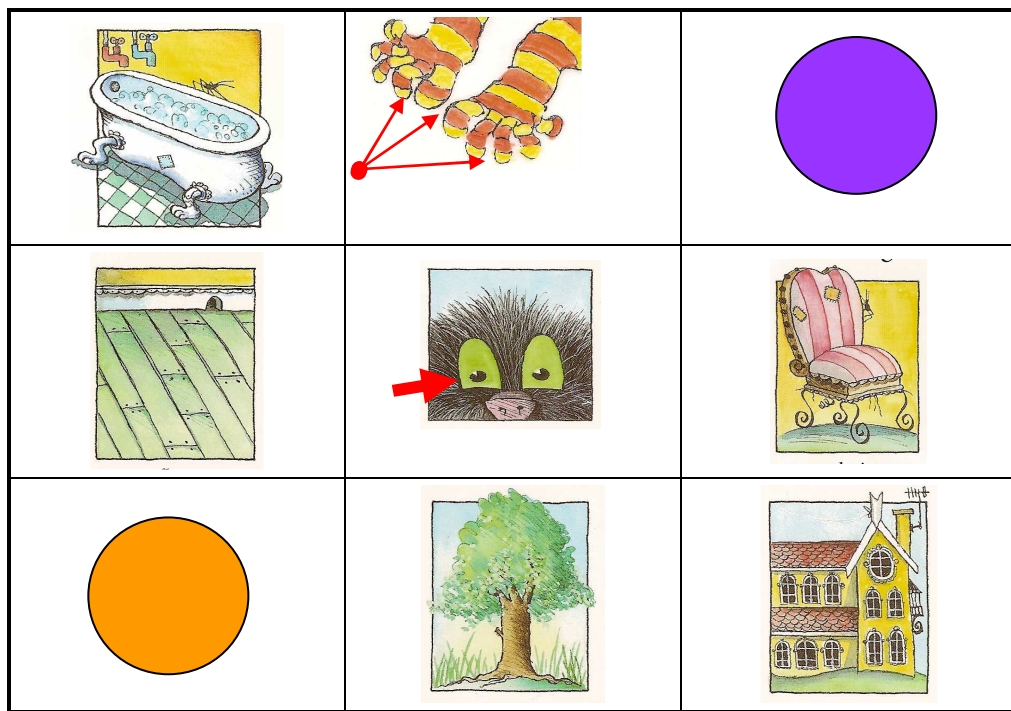












7 Rückblick und Ausblick

(Sonja Daldos und Patrizia Reichegger)

Rückblickend auf den Nachmittagsunterricht in Englisch haben wir die positive Erfahrung gemacht, dass die Schüler/innen der für sie neuen Sprache sehr offen und motiviert begegnen. Begeistert waren sie vor allem von der offenen und kommunikativen Unterrichtsform, von den zahlreichen Liedern, Reimen, Tänzen und Spielen, von den kurz gehaltenen Phasen schriftlichen Arbeitens und vom häufigen Wechsel der Aktivitäten.

Storytelling war sicherlich ein Höhepunkt und eine intensive Erfahrung für die Kinder (und für uns). Eine glückliche Wahl war sicherlich das Bilderbuch „Winnie the Witch“, da sowohl der Inhalt als auch die Aufmachung und die Gestaltung der Geschichte sehr ansprechend und witzig sind. Durch die altersgerechte Vorbereitung des Wortschatzes und nicht zuletzt durch die große Motivation der Schüler/innen ist es allen gelungen, der Geschichte zu folgen, den Inhalt zu verstehen und den erarbeiteten Wortschatz in einfachen Formen anzuwenden.

Der einzige Wermutstropfen war, dass wir wenig Zeit zur Verfügung hatten. Um alle Möglichkeiten, die die Geschichte bietet, ausschöpfen zu können, wären mehrere Einheiten notwendig.

Das Buch eignet sich sehr gut für den Einsatz im ersten Unterrichtsjahr, da die Themen mit dem Curriculum übereinstimmen. Das Buch kann als Einstieg in die verschiedenen Themen oder zu deren Vertiefung eingesetzt werden.

Toll ist, dass auch „Winnie flies again“ und „Winnie in Winter“ als Ausgabe für Anfänger in Englisch erhältlich sind, und somit die sympathische Titelfigur öfters wiederkehren kann.

Durch den Enthusiasmus der Kinder und den Erfolg, den wir beim Geschichten erzählen erleben durften, sind wir sicher, dass „Storytelling“ ein fixer Bestandteil unseres zukünftigen Englischunterrichts sein wird.

8 Quellennachweis

(Sonja Daldos und Patrizia Reichegger)

Winnie the Witch, Korky Paul and Valerie Thomas

Edition for learners of English – Oxford University Press - ISBN 0-19-431904-0

Winnie in Winter, Korky Paul and Valerie Thomas

Edition for learners of English – Oxford University Press - ISBN 0-19-431922-9

Winnie Flies Again, Korky Paul and Valerie Thomas

Edition for learners of English – Oxford University Press - ISBN 0-19-437709-1

www.storynet-advacacy.org

Storytelling with children, Andrew Wright, Oxford University press, 1999

Young learners, Sarah Philips, Oxford University press, 1993

Storytime, Teacher's Guide 4, Westermann, 2006

