

Create a Story

Presenter:

Dr. Kathryn Michel

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STEP 1



C

Choose a Story

R

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Essential Language

A

Aim of the lesson

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Entertainment

C

Choose a Story

A good TPRS story has:

- Exciting characters
- Predictable sequence- beginning/middle/end
- Can be adapted for use in language classroom
- Age appropriate content
- Length of story can be shortened and still make sense

Some Challenges:

- Many stories are too long and complex
- Vocabulary may need to be adapted to make language and content comprehensible
- There aren't many TPRS stories created for First Nations languages

Sources for stories:

- Create your own
- Blaine Ray's "Look I Can Talk" series
- Carol Gaab and other sources online
- Your own traditional stories
- Children's fables and/or books

Our Traditional Stories are Adaptable

- Secwepemc storytellers often adapted Aesop tales and stories from other cultures, such as:
 - Tortoise and the Hare
 - How the Bear Lost His Tail
- Neighbouring language groups may have a selection of stories that have similar themes/land forms
- Find out what stories other teachers are using successfully in their language classes

R

Rewrite

First Rewrite of Story:

- Simplify the story as much as you can think of.
 - deleting some characters,
 - Simplify or changing, deleting plot lines,
 - Take out added descriptions
 - One or two locations

E

Essential Language

Key Vocabulary of the Story:

- Circle the key vocabulary in the story
 - Make a list of all the words that students have not been taught yet
 - Cross out any vocabulary that is non-essential to the story
 - Change difficult words that are essential to the story into simpler words if possible

Ask these questions:

- “Can the new words be made comprehensible to my students in a short timeframe?”
 - “If not, can I substitute other words to make it more comprehensible?”
- “Which words are “TPR-able”?”
- “Is the plot simple enough for my students to follow?”
 - Does it have a predictable beginning/middle/end?
 - If not, can I adapt it into a simplified version?

Simplify the Story:

- To an easier tense (past or present)
- Keep pronoun forms consistent (3rd person singular)
- Remove non-essential sentences or reword as necessary

A

Aim of the lesson

1. Contain target vocabulary, such as high frequency phrases like, “But...” or “He likes/dislikes” or “...all the time”
2. Over 90% of the vocabulary are known/ comprehensible to the students
3. Contains a maximum of one new abstract vocabulary or phrase that is “not readily TPR’able”, for example, “he believes”, or “she felt”

T

Time & Tense

1. Time of day, movement
2. What tense are you reinforcing, teaching?
3. Think about how much time, how many days you want to spend on the story before you & the students lose interest

E

Entertainment

What makes a story interesting?

- Involves an exciting adventure or event
- There is tension and/or interesting dynamics between characters
- Foreshadowing occurs that sets up suspense or anticipation
- Students can relate to the plot and/or characters
- Contains 2 or 3 locations so that there is movement in the story. Usually exaggerated, bizarre or locations with personal interest work best