

# TEACHERS ACTIVITIES



## Theme:

Stories can be told through many means, including song and dance.

## Topics For Discussion:

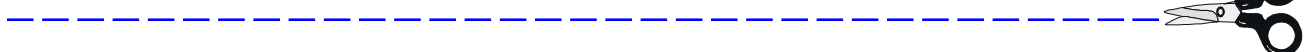
Discuss the concept of "story" with the class. What makes a story a story? What are some different types of stories? Invite students to name some of their favorite stories.



A common plot in folktales involves a small or undistinguished character that lacks power defeating a character that is large, strong, or powerful. Besides *Abiyoyo*, what other stories can students recall that use this plot device? Discuss the ways in which the large, powerful characters are subdued in these stories.



Discuss the fantasy vs. reality aspects of monsters. Where do they originate? With what monsters are students familiar (i.e., through stories, television, movies, etc.)?



Pose the question to the class: "How would you tame a monster?" Encourage creative responses.

## Curriculum Extension Activities:

Develop a set of creative dramatics cards utilizing scenes and characters from familiar stories. Restrict the scenes to 1-3 characters and choose scenes that have obvious emotions. Students must dramatize the scenes using facial expressions and hand and body movements, but no words. For example, they might act out the following: Goldilocks sampling the bowls of porridge; Red Riding Hood realizing her grandmother is really the wolf; Cinderella fleeing from the ball; an enraged Rumpelstiltskin after the miller's daughter guesses his name; and others.

Gather a collection of wordless picture books and share some of them with the class. Discuss ways in which the illustrators tell stories without using words. Have students make their own wordless books and provide an opportunity for them to share their stories with the class. Place their books in the classroom library.



Obtain a copy of the book, *Abiyoyo*, and read the passages that describe the creature to the students. Provide art materials (crayons, chalk, or paints) and have them create their own version of what "Abiyoyo" looks like.



Enlist the aid of an instrumental music teacher and some older students (middle or high school) to bring the instruments that represent the characters in "Peter and the Wolf." Have them demonstrate how the instruments are played as students listen to the differences in the sounds they make. Obtain a recorded version of "Peter and the Wolf" and play it for the students. Discuss how the sounds of the instruments are appropriate for each of the characters.



With the assistance of the music teacher, listen to recordings of familiar folk songs with students and have a sing-along. Discuss with students that folk songs are similar to folk tales in that they are songs of "the people," often relating to occupations, life experiences, or geographical regions.



Play selections of different types of music and discuss the feelings evoked by each piece. Discuss the music in terms of emotions, such as sad, scary, joyful, angry, confused, etc. Talk about the types of story characters that the pieces of music suggest.



With the help of the library media specialist, have students locate information about "monsters" that people have believed are real. Possibilities for research include the Loch Ness Monster, the Abominable Snowman, Bigfoot, Yeti, Sasquatch, or figures from regional lore with which students are familiar. (They might find that the same creature can be referred by different names.)



Gather a collection of song picture books. (See "Supplementary Booklist" for a few suggestions.) Read and sing the books with the class. Discuss the stories in the songs, i.e., name the characters, identify the setting (if there), relate the events in the plot.

**SUPPLEMENTARY BOOKLIST:**

GO TELL AUNT RHODY  
by Aliko (Macmillan)

SHE'LL BE COMIN' ROUND THE MOUNTAIN  
by Tom Birdseye & Debbie H. Birdseye, illus. by Andrew Glass (Holiday House)

SING ME A STORY  
by Jane Browne (Crown)

CELIE AND THE HARVEST FIDDLER  
by Vanessa & Valerie Flournoy, illus. by James E. Ransome (Tambourine)

THIS LAND IS YOUR LAND  
by Woody Guthrie, illus. by Kathy Jakobsen (Little, Brown)

FROG WENT A-COURTIN'  
by John Langstaff (Scholastic)

HUSH LITTLE BABY  
by Sylvia Long (Chronicle)

SWEET BETSY FROM PIKE  
by Robert Andrew Parker (Viking)

SKIP TO MY LOU  
by Robert Quackenbush (Lippincott)

I KNOW AN OLD LADY WHO SWALLOWED A FLY  
by Glen Rounds (Holiday House)

THE HOBYAHS

by Robert D. San Souci, illus. by Alexi Natchev (Doubleday)

OVER IN THE MEADOW

by Olive A. Wadsworth, illus. by Mary Maki Rae (Viking)

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