A simple guide to stories as pedagogy

Conducting the session:

☞ Take up **one story per week** during the English period.

☞ Choose the story based on **difficulty level and suitability level** for your classroom

☞ Refer Table 1 to identify the **possible strategies corresponding to the tech infrastructure** available at your school.

☞ Based on this, **evaluate the given activities** and the **specific language competencies** that they can help develop. **Modify as needed**.

*Table 2 is an **exemplar** of a story that is aligned to a story in class 6 textbook in terms of the **theme and learning outcomes**. **You can do a similar mapping for the other stories using the blank template**

☞ Gather the class together and **prepare them for the story**. You can use the following phrases as **prompts to generate their interest**: 'It's story time!', 'Sit down, everyone.', 'Are you ready?', 'Is everyone ready to listen?', 'Who is listening?', 'Let's say it together …','Now you say it.'

☞ Play the **audio/video of the story or narrate it** for your students.

☞ Conduct the activities to promote **oral expression, comprehension, constructing discourses and creative expression** in an enjoyable manner.

☞ When conducting the activities, **make provisions for students to participate/respond in alternate ways**. If some students are unable to write their responses, ask them to speak it out or if they are not comfortable speaking, they could draw.

After the session:

Make brief notes about individual students, using criteria such as:

• Listens carefully

• Shows involvement (comments, asks questions)

• Is able to use some English words and phrases to respond to questions related to the story

• Is able to retell the story partly or completely in English

• Is able to connect the story to their own experiences/prior knowledge and share

Reflect on the classroom session using the following questions and **share in the CoP group.**

• Describe the classroom transaction – How did you begin the class, how was the story-based resource used, how were the activities conducted?

• Did you create any additional activities? If yes, please describe them

• Were the students actively engaged? How could you tell?

• Were the students able to participate in the activity and respond?

• Which competencies do you think the story and the activities helped develop?

• Is there anything you would do differently when using the same story and activities next time?

Table 1

Case	Tech Infra	Context possibilities	Strategies
case 1	1 device (computer/laptop/tab/phone)	Device can be used by teacher to access resources as reference	Teacher could : -read out the story as a listening exercise using storytelling techniques -create flash cards/a chart with given illustrations printed out -conduct activities for whole class -conduct activities in small groups -create TLMs and additional activities
case 2	Phone/Tab/ Computer + speaker	Device + speaker can be used to play the audio story, vocabulary for pronunciation	In addition to the possibilities in the previous case, the teacher could: -Play the audio story as a listening exercise -Provide opportunities for repeated listening and pronunciation practice -Provide opportunities for students to retell the story -Write the story on the board, play the story and provide opportunity for reading along -Use listening exercise as a prompt and ask students to complete the story
case 3	Computer + projector (without speaker)	Device can be used to display the story text and images and by the teacher to access reference resources	In addition to the strategies in case 1, the teacher could: -Use the story visuals and narrate the story with expressions or have students narrate it -Use the story with text for guided reading exercise -Ask students to read aloud individually or as a group -Use different image prompts related to the story to conduct activities where children work individually/in groups.
case 4	1 computer + projector + speaker OR Smartclass/TV	Device(s) can be used to play the audio-visual story Devices can also be used separately to engage students in different modes	In addition to the strategies in the previous cases, the teacher could: - Play the story video and engage students in discussions to improve their listening and speaking skills - Assign students topics or themes to prepare short oral presentations. The projector can be used to display related images and prompts - Use projector to display vocabulary words or images and play interactive vocabulary games like guessing the word, providing definitions, or creating sentences
case 5	Computer lab	Students can use computers in pairs or individually to listen, read and complete the related activities	Teacher could: - Support and facilitate peer learning and self-learning among students - Create listening/reading stations using a speaker and computer/projector separately to engage children in different activities simultaneously

Table 2

Class: 6
Class: 6   **Textbook Story:** *Lighthouse*   **Related story for language enrichment:** *Ammachi's amazing machines, Pishi caught in a storm*   **Themes: Science and Technology, Inventions, Nature, Family and relationships**

Activity	Learning Outcomes
• Listening to the story	• Listens and comprehends the stories "light house" and "Ammachi's amazing machines"
• Reading the story	• Reads, understands and comprehends the main idea of the text • Learns new words related to lighthouse/ vehicles/journey • Learns about minimal pairs, antonyms and exclamatory sentences
• Which famous inventors do you know? • Have you ever thought about inventing anything? What would you invent?	• Responds to a variety of questions on familiar and unfamiliar texts verbally or in writing • Identifies main ideas, characters, sequence of ideas and events and relates with their personal experience
• How are our lives impacted by inventions? List a few important ones	• participates in activities in English like role play, group discussion, debate, etc. • writes words / phrases / simple sentences
• Students can make groups of 3-4 and talk about different inventions (each group can take different topics and then present to the class).	• participates in activities in English like role play, group discussion, debate, etc. • uses meaningful sentences to describe /factual / imaginary situations in speech
• List a few simple machines that Sooraj and Ammachi used to make barfi in the story. Write its importance/uses in a short paragraph	• Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • Drafts, revises and writes short paragraphs based on verbal, print and visual clues • Writes coherently with focus on appropriate beginning, middle and end in English
• Write down the steps to make Ammachi's coconut burfi.	• Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • Drafts, revises and writes short paragraphs based on verbal, print and visual clues • Writes coherently with focus on appropriate sequencing of ideas

Class:
Textbook Story:
Related story for language enrichment:
Themes:

Activity	Learning Outcomes

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