
Classroom Tales Using Storytelling To Build Emotional Social And Academic Skills Across The Primary Curriculum

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Storytelling in a Culturally Responsive Classroom
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Stories from the Classroom
Children Tell Stories

Digital Storytelling in the Classroom
Storytelling with Children
Teach Smarter
Stories in the Classroom
The Real Classroom

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SHARP KEENAN

Storytelling in Early Childhood GRIN Verlag

Provides information on integrating digital storytelling into curriculum design.

The Art of Storytelling for Teachers and Pupils Routledge
Trevor Muir uses the power of storytelling and brain science to give educators practical and proven practices to achieve real student engagement, and in return, learning that is permanent and memorable. Any teacher, in any subject area, and in any grade level can use the story-centered framework to transform their classrooms into settings where students are engaged, challenged, and transformed.

The Storyteller's Guide Routledge

Collection of poems about children around the world, focusing on the children's perceptions of war and how the turmoil of war affects their lives. An author's note provides additional context.

Fairy Tales in the Classroom Univ. Press of Mississippi
Instruction on how to tell stories. Includes 12 tales from other countries.

When Stories Come to School Jessica Kingsley Publishers
Seminar paper from the year 2005 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, University of Erfurt (Anglistik), course: Teaching English in Primary School: Current State of Affairs and Future Developments, 15 entries in the bibliography, language: English, abstract: All over the world stories are told to people and children. This phenomenon is very old. Just think of cave-painting which told stories to others only with the usage of pictures. By and by, following generations shared the same principle. That is the same how it went on with stories and fairy-tales. They bring culture along having a great value according to their contents, texts and language which are

authentic. And so they are worth to use them in the classroom to teach a foreign language in connection with cultural features. The offer of children's literature covers old-known and new published books all the time that pupils could not be bored of. The teacher can prepare them in a way that the stories suit the children in conformity with their age, mental stage and interests. So stories are still up to date and being loved by the children, providing a familiar context. There are so many that it is easy to find some for the English speaking classroom. The problem of detecting good stories is more likely. By courtesy of knowledge about the children's interests and the exercise to look over a new book and to know if it is a good one or not, it will be easy to compile a personal bibliography of children's literature. They are proved to pick up previous knowledge of children in the classroom. So storytelling has been established by many English teachers as a worthwhile method. That is the reason for lots of material according to storytelling, which can be found in the internet and in educational literature. In this term paper, I am going to demonstrate the didactic functions of storytelling starting with the concept of this method. Main points will be cognitive aims whi
Story Stenhouse Publishers

Fox Eades shows how storytelling is a crucial element of children's education that can enrich the school curriculum and encourage social and thinking skills. She discusses the different kinds of story that are useful in the classroom, and explores the impact of individual and group dynamics on the telling and reception of these stories.

Teaching with Story Dog Ear Publishing

Consisting of a series of essays written by storytellers who work in the classroom, as well as teachers who use storytelling in the classroom, this title addresses specific curriculum areas, and includes practical, easily replicable lesson plans. Also included is a review and explanation of the current research on the value of storytelling in the classroom in teaching the whole brain using the multiple intelligences and the integration of thinking in the left

and right brain. It makes valid connections to educational standards in curriculum areas. Topics addressed are from the dual viewpoints of storytellers and educators. The Storytelling Classroom is an inspiring, practical and immediately applicable collection of preK through eighth grade lesson plans by and for teachers and media specialists who use storytelling in the classroom and storytellers who work in the classroom. Each lesson plan is linked to National Standards in Language Arts Social Studies, Math or Science and accompanied by an essay which provides a glimpse of the alchemy that occurs when students, teachers and story are brought together: student engagement, classrooms that are alive with thinking students, LEARNING!
Storytelling across the Primary Curriculum Cambridge University Press

"Presents concrete methods of incorporating storytelling by students of all ages into classroom practice to help teachers meet U.S. education standards of reading, writing, speaking, listening, viewing, and visually representing"--Provided by publisher.

Once Upon a Time Little, Brown Books for Young Readers
Starting from the question 'what is a story?' Storytelling Across the Primary Curriculum leads the reader through the theory and practise of storytelling as an educational method - a method taught by the author over the last ten years through Primary English teaching programmes. This practical book gives teachers the skills and confidence to use storytelling and the spoken word in new and exciting ways in the classroom. It will also give teachers the confidence to 'put down the book' and trust themselves to tell, rather than read, a story. It provides a wealth of examples of cross-curricular teaching opportunities, including a section on the ways in which the teaching of phonics can be embedded in the 'real' language of story. Storytelling Across the Primary Curriculum is ideal for trainee and practicing primary school teachers who want to develop their classroom practice within the field of storytelling. Students on BA Primary, BEd, and PGCE courses, particularly those specialising in English, will also

benefit from this book's stimulating and intuitive approach to teaching English language and literacy.

Give a Listen Libraries Unlimited

Jason Ohler, well-known education technology teacher, writer, keynoter, futurist, and Apple Distinguished Educator, guides educators on how to effectively bring digital storytelling into the classroom. The author links digital storytelling to improving traditional, digital, and media literacy and offers teachers ways to:

- o Combine curriculum content and storytelling
- o Blend multiple literacies within the context of digital storytelling
- o Plan for creating and executing digital stories.

You Don't Know Jack Libraries Unlimited

An exploration of story-telling as discourse through a wide range of teaching activities.

Performance Literacy Through Storytelling August House

Make storytelling a part of your daily curriculum! This practical guide from Nile Stanley and Brett Dillingham shows busy K8 teachers how to use storytelling to motivate and engage all readers and writers while supporting the standards. Mini-lessons at beginning, intermediate, and advanced levels help teachers weave storytelling into the fabric of today's standards-based classroom and construct their own skillful literacy lessons. Reluctant and striving readers and writers, English language learners, and even more advanced storytellers will love the confidence they gain as they move from developing to delivering a variety of stories for a variety of audiences. Teachers will love the many benefits of "performance literacy," or teaching children how to write and perform stories:

- [[Develop literacy skills: language, vocabulary, comprehension, writing process, speaking, and listening along with performance skills and self-expression;
- [[Easily integrate learning across the content areas;
- [[Deepen the connection between home, school, and community;
- [[Promote students' creativity and activate their prior knowledge;
- [[Encourage respect and self-improvement as students learn to critique each other's stories and performances in a non-threatening manner.

Developing Literacy Through Storytelling comes complete with a story index, curriculum tie-ins, digital storytelling tips, and information for using the companion website with supplemental multimedia. An audio CD includes more than 70 minutes of stories and songs from the authors themselves, in addition to other well-known storytellers, performers, and

educators: Karen Alexander, John Archambault, David Plummer, Heather Forest, Brenda Hollingsworth-Marley, Gene Tagaban, and Allan Wolf. Don't just teach literacy—perform it!

Stories Hawthorn Press

This resource offers a series of grade-appropriate lessons that link storytelling in the classroom with the development of essential language skills. *Literacy Development in the Storytelling Classroom* shows just how powerful a tool storytelling can be for building vital language skills—not just reading and writing, but speaking, listening, visual literacy, and information literacy as well. It is an exceptionally rich and rewarding resource that helps teachers and tellers work together to focus story time on language development. Moving grade-by-grade from pre-K to middle school, *Literacy Development in the Storytelling Classroom* offers both research-based ideas and specific lesson plans for using storytelling to promote literacy learning. Lessons seamlessly integrate material from traditional domains of social studies, science, math, and language arts, while incorporating elements from the creative arts, such as music, visual arts, drama, dance, and folk crafts as both storytelling vehicles and curriculum extensions. The stories themselves in this collection are drawn from the full spectrum of the world's cultures—every child is represented, and every child will benefit from the concepts and lessons in this remarkable book.

Classroom Tales Rowman & Littlefield

"Jack and the Beanstalk," "Little Jack Horner," and "Jack the Giant Killer" are all famous tales and rhymes featuring the same hero, a character who often appears in legends, fairy tales, and nursery rhymes. Unlike moralizing fairy tale heroes, however, Jack is typically depicted as foolish or lazy, though he often emerges triumphant through cleverness and tricks. With their roots traced back to England, Jack tales are an important oral tradition in Appalachian folklore. It was in his Appalachian upbringing that Kevin D. Cordi was first introduced to Jack through oral storytelling traditions. Cordi's love of storytelling eventually led him down a career path as a professional storyteller, touring the US for the past twenty-seven years. In addition to his work as a storyteller, Cordi worked a second job in an unrelated field—a high school teacher—and for many years, he kept his two lives separate. Everything changed when Cordi began telling stories in the classroom and realized he was connecting with his students in

ways he had not previously. Cordi concluded that storytelling, storymaking, and drama can be used as systems of learning instead of as just entertainment. In *You Don't Know Jack: A Storyteller Goes to School*, Cordi describes the process of integrating storytelling into his classroom. Using autoethnographic writing, he reflects upon the use of storytelling and storymaking in order to promote inquiry and learning. He argues that engaging with the stories of others, discovering that one voice or identity should not be valued over the other, and listening, especially listening to stories of difference, are of utmost importance to education and growth.

Literacy Development in the Storytelling Classroom Parkhurst Brothers Publishers Incorporated

Part of a complete approach to learning and improving literacy using storytelling, from *Storytelling Schools*, which offers resources and training for teachers.

Using Storytelling to Support Children and Adults with Special Needs SAGE

"Presents concrete methods of incorporating storytelling by students of all ages into classroom practice to help teachers meet U.S. education standards of reading, writing, speaking, listening, viewing, and visually representing"--Provided by publisher.

Children Tell Stories Taylor & Francis

This wide-ranging book shows teachers and other educational professionals how to engage in highly creative approaches to the use of story, which can be centred around myths and legends, personal stories, life stories or stories created by children themselves, and highlights how storytelling can open new worlds for children with or without special educational needs.

The Storyteller's Start-up Book Maupin House Publishing, Inc. Discover new, practical methods for teaching literacy skills in your early childhood classroom. Has teaching early literacy skills become a stumbling block to getting your preschool students kindergarten ready? Break out of the tired "letter of the week" routine and learn how to transform your lessons with fun and effective techniques. *Teach Smarter: Literacy Strategies for Early Childhood Teachers* will equip teachers to infuse every aspect of their teaching with exciting hands-on literacy teaching methods that engage students and help them build authentic connections with books, so that 100% of their students will have a strong literacy foundation and will be fully prepared for success in

kindergarten and beyond. Respected author Vanessa Levin, veteran early childhood educator and author of the “Pre-K Pages” blog, breaks down the research and translates it into realistic, actionable steps you can take to improve your teaching. Features specific examples of teaching techniques and activities that engage students in hands-on, experiential learning during circle time, centers, and small groups. Offers a simple, four-step system for teaching literacy skills, based on the foundational principles of early literacy teaching Demonstrates how to build your confidence in your ability to get 100% of your students ready for kindergarten, long before the end of the school year Understand the problems with traditional literacy teaching and identify gaps in your current teaching practice with this valuable resource.

The Didactic Functions of Storytelling in the Primary

School Classroom Bloomsbury Publishing USA

This book makes the perfect addition to teachers' and librarians' story time selections, containing 25 educational and entertaining tales from around the world as well as proven storytelling

techniques. Storytelling predates reading. Storytelling is a vibrant tradition in nearly every culture on earth. And of course, storytelling serves as a perfect medium for educating young children and early readers. Specifically intended for elementary school and public librarians, teachers, storytellers, and camp counselors, *Tell Along Tales!: Playing with Participation Stories* contains 25 adapted tales from Czechoslovakia, Germany, Ireland, Korea, Norway, Spain, and West Africa that are appropriate for kindergarten through sixth grade students. These stories are linked to standards and are full of fun audience participation, making them perfect for the library, classroom, camp, or home. The book will illuminate the best methods for telling a tale, describe various types of audience participation and how to encourage it, identify elements in a story that provide opportunity for participation, explain when to include audience participation, and share the author's proven audience management techniques. *Videotelling* Cambridge University Press

I have been a storyteller since early childhood. My grandfather Paullin - Gramps in my book *TWISTERS, BRONC RIDERS & CHERRY PIE* - was a master storyteller, and I loved to listen to him. As a child, I often told stories to myself. Of course, I was always the hero in those stories. I was always strong and courageous, and I never failed at anything. I also told stories to others, to my playmates and my family. When I married, I told stories to my wife, and she believed them - at first. When my children were born, I began telling them stories at an early age. To this day when we get together as a family, I tell stories. My first experience of using stories to educate came when I was teaching history to junior high and high school students. People often complain about how dry and uninteresting history is, and their complaints are often justified due to the boring way history is taught. But history does not have to be dry and uninteresting. When told as a story, history comes alive, and it is fascinating. So, in all of my history classes, I told stories. Not only did the kids enjoy the classes, they also learned a lot of history.

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