

Bring Stories Alive with Storytelling

1. Is storytelling the same as story reading?

No. The table below shows the main differences between storytelling and story reading!

Storytelling	Story reading
Re-telling a story, using our own words along with words from the book.	Reading aloud a story.
Props often used. However, many professional storytellers just use their body language and voice to bring stories to life.	Usually without props. Reader reads the book aloud, showing the audience the words and pictures.

Check it out!

Professional Storyteller Katie Korroch uses a list of characters and a map consisting of circles with arrows leading to one another, telling her what happens after each event.

→ Storytelling Tips with Karrie Korroch— <https://youtu.be/8dLWG-uQVUM>



Storytelling Tips with Karrie Korroch

2. **How will our pupils benefit from storytelling?**

- Bonding, establishing a shared activity that you can both engage in
- Educational, a process in which the child is involved and therefore has a hand in their own learning
 - o Presentation skills (Pronunciation, Tone, Body Language)
 - o Vocabulary

An example of teaching vocabulary to children through storytelling:



Here, the word “persevering” appears in *Women of Discovery*, a book in the World of Discovery book collection’s Level C Set 3. Every book in the collection spotlights and defines difficult words, so storytellers can incorporate these explanations into their storytelling.

3. **What is a successful storytelling? (criteria)**

- Engaging
- Passionate
- Educational— pupils have learned something

4. **How can we bring stories alive with storytelling?**

What to highlight:

- Characters, symbols (E.g. The trees in *The Magic Faraway Tree*), sounds

An example of using sound to animate a story:



This recording contains text from *Wild Orchids*, a book from the World of Discovery Book Collection’s Level C Set 2. In this clip, the onomatopoeia that was illustrated has been incorporated into the storytelling!

- Words that repeat

Performing the story:

- Tone
 - o Passion and enthusiasm
 - Start with a book or a story you or your child would enjoy! It’s easier to sustain interest and enthusiasm when the topic is something you

like talking about, or the topic is something the child likes listening to and learning about.

- Exaggeration– Be larger than life! Below, storyteller Miss Manisha uses large gestures and exaggerated expressions to convey the story.
- <https://youtu.be/pFEMMxgng94>



- Pacing

- Vary your pacing!
 - This could be in response to the mood of the story, or the events (e.g. an increase in pacing to build tension)
- Below, in just 30 seconds, professional storyteller Kevin Cordi demonstrates this. He speeds up, he slows down, and he pauses for effect.
 - Chicken in the Library by Professional Storyteller Kevin Cordi—
https://youtu.be/rO3i_3WN7tk?t=102
- In comparison, below is a recording that shows how rhyme might flow in a story, and guide the pacing of the story.



This is a recording of *Brave Beachley*, a book from Level B Set 2 of the World of Discovery Book Collection. The whole story is written in rhyme, and this guides the way it is told.

- Body language and gestures
 - Make it dynamic, as we often encourage show and tell to be– show, not tell!
 - Perform what happens in the story, and illustrate things animatedly, as professional storyteller Anne E. Stewart demonstrates below. The children follow!



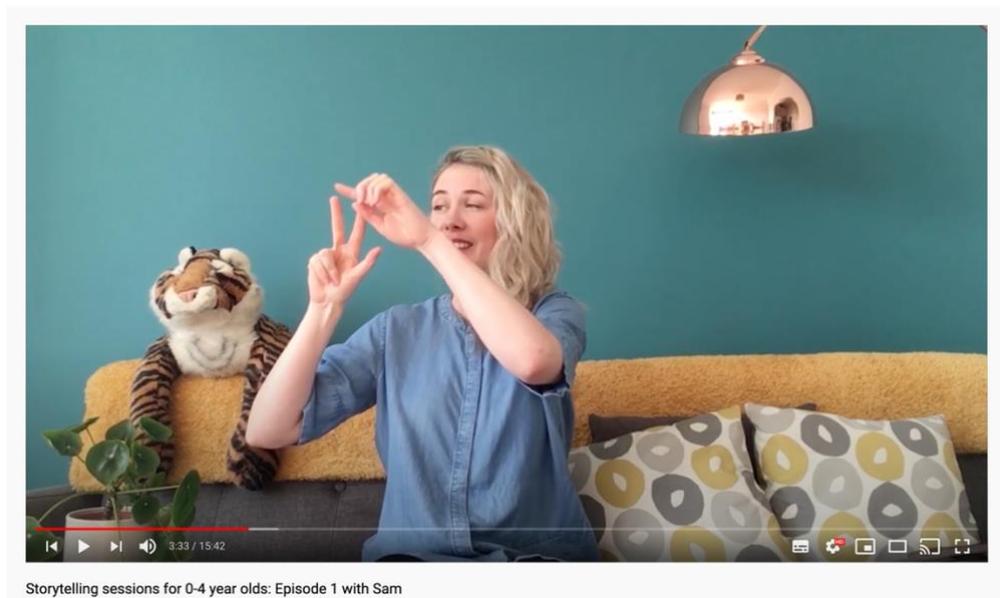
Storytelling with children

- Becomes a cinematic experience; the children are now immersed in a visual re-enactment of the story!
- Repeat gestures for icons or actions in the story– eventually these will stick!
- Aiding the child’s visualisation and learning
 - Referring to the text can be helpful in being the visual for difficult words, and placing it in context
 - Explain the meaning, and revisit this every time you encounter the word, with less and less prompting from you for the answer each time
 - Highlight certain illustrations or portions of the illustrations, and draw attention to what you want the child to take away from the story

Making the story exciting and relatable:

- Storytelling is not one-sided! Ask the child to contribute to your storytelling! Involve them in the process– background music, environmental noises, guessing what happens next

- With younger children especially, get them to mimic your gestures, or even the illustrations of the book! Here, professional storyteller Sam shows how she gets the children to count with her, engaging them by asking them to follow along what she does.



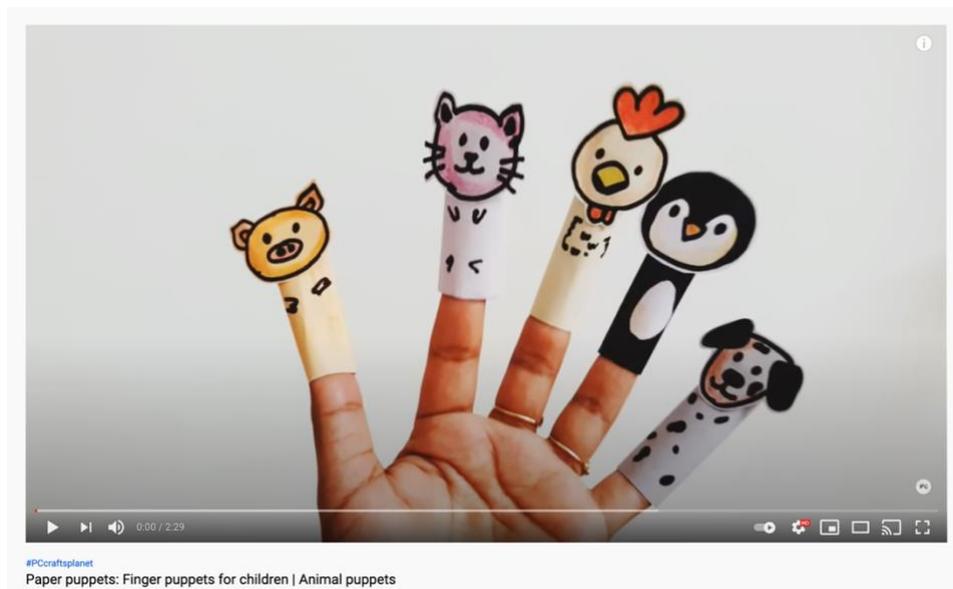
- In the same vein, make the story relatable and understandable to the child within their own context– is what the character doing something they would do? Is this linked to their daily life? Spark their imagination!

5. *What props can we use?*

- Storytelling apron
- Story Bag



- Gather figurines, objects, anything that would help to illustrate your story, and add them into a bag to be used as props!
 - Making a story bag, and how it works— <https://youtu.be/-QIOGDeADuc>
- Finger puppets
- This video shows a simply way of making finger puppets that can be done with kids, requiring only paper, glue, and colouring supplies that could be entirely up to you
 - Paper puppets: Finger puppets for children | Animal puppets— <https://youtu.be/Vhz5WHr9d6E>



[Now check out one of our *World of Discovery* books: *San's Home*](#)