

using

Storytelling

to Develop

Students' Interest in Reading

A Resource Package for English Teachers



**English Language Education Section
Curriculum Development Institute
Education Bureau
The Hong Kong Special Administrative Region**

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Published 2015

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ISBN: 978-988-8159-59-8

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Preface

Using Storytelling to Develop Students' Interest in Reading is a resource package produced by the English Language Education Section, Curriculum Development Institute, the Education Bureau, the Hong Kong Special Administrative Region, in support of the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004). The resource package is based on the professional development activity 'Using Storytelling to Develop Students' Interest in Reading' organised in April 2014. Additional materials and ideas are included for teachers' reference in using storytelling as a teaching strategy in the primary English classroom.

Aims of the Resource Package

The resource package aims to enhance teachers' knowledge and skills in conducting storytelling through providing:

- suggestions on how to incorporate storytelling into the primary English classroom;
- stories and suggested activities; and
- video clips to demonstrate good storytelling techniques.

Contents of the Resource Package

The resource package comprises a **handbook** and a **DVD-ROM**.

- The **handbook** contains the following:

Part I: Introduction

- ⇒ What is storytelling?
- ⇒ Why should storytelling be used in the English classroom?
- ⇒ What is the role of storytelling in the English Language Curriculum?
- ⇒ How should storytelling be conducted in the English classroom?

Part II: Using Storytelling in the Primary English Classroom

Teachers may consider the features of a text in deciding whether the text could be used to conduct storytelling in the primary English classroom. Six stories (Stories 1 – 6) are included in the resource package to illustrate the different features of texts which are suitable for conducting storytelling. Some suggested activities to be conducted before, during and after storytelling are provided for teachers' reference. Only the text version of Stories 1 – 5 is included as Story 6 is a picture book.

Appendix: Transcription of the Storytelling Demonstration

- ⇒ Transcription of the storytelling demonstration is provided for teachers' reference.
- The **DVD-ROM** contains the following:
 - ⇒ An electronic version of the handbook (in both MS WORD and PDF formats)
 - ⇒ Six video clips of the storytelling demonstration

Part I

Introduction

Part I

How much do you know about storytelling? Try to answer the following questions.

Questions	Yes	No
	(Please put a "✓" in the appropriate box.)	
(a) Is storytelling used only when there is spare time in English lessons?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is storytelling only for very young children?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Is storytelling best conducted by NETs?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Are story books and big books a must in storytelling?	<input type="checkbox"/>	<input type="checkbox"/>
(e) Should we teach students to tell stories?	<input type="checkbox"/>	<input type="checkbox"/>

1. What is storytelling?

Storytelling is one of the teaching strategies for reading. It is an effective strategy to hold the attention and concentration span of young, active and restless children. It can stimulate emergent readers' interest in reading as it provides a good opportunity to develop good listening skills and basic reading skills at the same time.

2. Why should storytelling be used in the English classroom?

Storytelling can provide students of all ages with an enjoyable and relaxing learning experience. The length of the stories may vary, depending on the lesson time and the purpose for introducing the stories to the students – for enjoyment and stimulation, developing language skills, teaching the moral, etc. When listening to stories, students can:

- ✓ listen to and take part in the story;
- ✓ give expression to their imaginative ideas;
- ✓ develop skills in listening for explicit and implicit meaning;
- ✓ respond to imaginative experiences with increasing understanding;
- ✓ develop positive attitudes and values;
- ✓ work with narrative texts with teacher support;
- ✓ read the same texts later with teacher support or on their own; and
- ✓ become more independent in writing about or describing their own experience.

3. What is the role of storytelling in the English Language Curriculum?

According to the *English Language Curriculum Guide (P1-6)* (CDC, 2004), schools should develop students' reading skills and strategies in both the General English Programme and Reading Workshops. About 40% of the lesson time could be allocated to the Reading Workshops to strengthen the school-based reading programme. Various teaching strategies could be adopted in the Reading Workshops to enhance students' reading skills development. Storytelling is one of the teaching strategies to help young students learn and practise the key skills and apply the reading strategies in learning to read.

For details of the teaching strategies for reading, please refer to Appendix 5 of the *English Language Curriculum Guide (P1-6)* (CDC, 2004) which is available at http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/primary%201_6.pdf

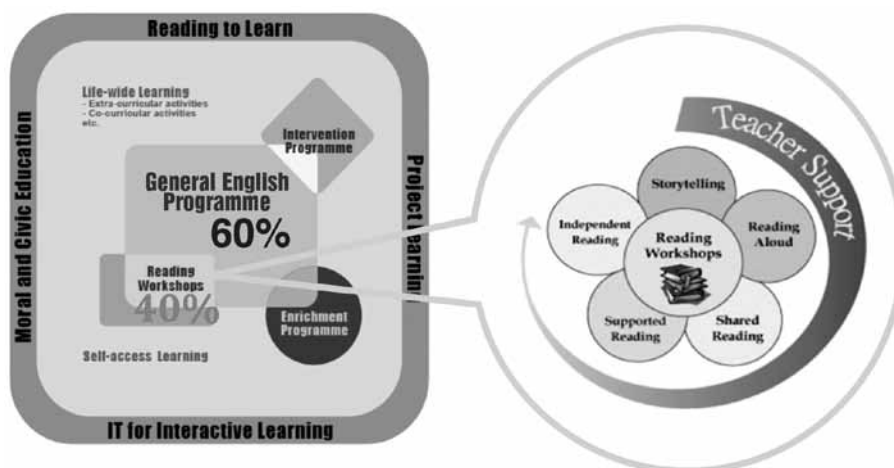


Figure 1: Storytelling in the English Language Curriculum

4. How should storytelling be conducted in the English Classroom?

When conducting storytelling, all English teachers including Native-speaking English Teachers (NETs) can make use of simple language, intonation, facial expressions and appropriate gestures, props and pictures to help students understand and interact with the content of the stories. The vocabulary in the story can be adjusted in the process of storytelling to suit the language proficiency of the students. In storytelling, the use of books is not necessary. Teachers can tell stories drawing upon their own experiences to arouse students' curiosity and sustain their interest.

Part I

Students' participation can be enhanced through making group participating actions/sounds. The teacher may encourage students to repeat a phrase, a catchy refrain or a repetitive pattern as well as copy his/her actions. Students may be provided with the opportunities to become storytellers themselves, so that they can experiment with the use of facial expressions, gestures and intonation. Students can also be invited to assist in telling the story by being the character(s) in the story. They can also be given lines to say. The class can join in and say the lines of the characters.

Below are some suggested steps for teachers to conduct storytelling:

Before storytelling

- Display pictures or real objects and tell students that you are going to tell a story about them.
- Introduce the setting and characters of the story and invite students to predict what the story is about.

During storytelling

- Tell the story, and throughout the process take on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions accordingly.
- Use pictures or relevant props to enhance understanding of the main events or supporting details in the story.
- Invite students to join in at appropriate parts of the story by predicting the next part of the story or inferring the characters' intentions and feelings.
- Invite students to mime the actions/sounds of the characters.
- Ask stimulating questions to check students' understanding of the story.

After storytelling

- Invite students to:
 - sequence some pictures based on the content of the story just told;
 - act out part of the story, using relevant props to remind them of the content of the story; and
 - discuss the events in the story after storytelling.
- Distribute the text version of the story to students and provide them with the opportunity to read the story with teacher support or on their own.
- Teach reading skills by exploiting the story.

Answers to questions about storytelling on p.7:
(a) No; (b) No; (c) No; (d) No; (e) Yes

Part II

Using Storytelling in the Primary English Classroom

Part II

The features of a text should be taken into consideration when deciding whether the text could be used to conduct storytelling in the primary English classroom. Six stories (Stories 1 – 6) are included in the resource package to illustrate the different features of texts which are suitable for conducting storytelling. They are stories containing a simple and clear storyline, repetitive language patterns and/or being a rhythmic chant. Their language is memorable and predictable and students can pick up the language more easily. Students may come across the theme of some of these stories in other Key Learning Areas/subjects, which can help to promote reading across the curriculum. The moral of some of the stories can also enhance students' understanding of positive values and attitudes. One of the stories is from a real book with pictures only. It can help develop creativity in students.

<u>Feature</u>	<u>Story</u>
Simple and clear storyline	All six stories
Rhythmic chant	Story 2 The Bear Hunt
Repetitive language pattern	Story 1 The Tailor Story 2 The Bear Hunt Story 5 The Road to Lhasa
Theme introduced in other Key Learning Areas/subjects	Story 3 Bali (General Studies)
Moral developing positive values and attitudes	Story 3 Bali (respect for others, care for others) Story 4 Jack (spirit of adventure) Story 5 The Road to Lhasa (perseverance)
Picture book	Story 6 Chalk

Figure 2: Summary of features of the six stories in the resource package

With a view to facilitating the use of these stories in English lessons, some suggested activities to be conducted before and after storytelling are provided for teachers' reference. Teachers can also refer to the storytelling demonstration video clips in the DVD-ROM for some ideas about the use of various techniques during storytelling, e.g. 'draw as you tell', variation in rhythm and speed, use of onomatopoeia, repetitive language patterns, intonation, facial expressions, appropriate gestures, props and pictures. Transcription of the storytelling demonstration in the **Appendix** is provided for teachers' reference.

Story 1 The Tailor

Roberto was a tailor. He was a very good tailor. He would make the most wonderful suits for men and the most beautiful dresses for women. He would even make clothes for the Queen, opera singers and film stars. But it was so strange that his own clothes were very old and shabby. He had patches on his elbows and his knees.

And one day, his wife said to him, 'Roberto, why don't you make yourself a new suit? Think! What a wonderful advertisement it will be as you walk along the road! People will see, and they will go to you! And you could say, "Yes, I made it myself!", and you could give them your name card.' 'No, I don't want to make myself a new suit until I find a special piece of cloth - a piece of cloth that is as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk,' said Roberto.

When Roberto's wife heard that, she said, 'Huh? Are you crazy? Where in Hong Kong can you find a special piece of cloth? A piece of cloth that is as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk.' Roberto just looked at his wife and shrugged his shoulders and said, 'Well, we'll see...'

A few days later, someone knocked on Roberto's front door. And when he opened it, he saw a postman holding a big parcel. The postman gave Roberto the parcel. When he took his scissors and opened the parcel, he found a piece of cloth that was as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk.

'Now, I am going to make myself a new suit,' said Roberto. He then took his scissors and cut the cloth. **Snip~Snip~Snip** And he sewed the cloth. **Da da da da da da da~Da da da da da da da~Da da da da da da da da** And with his needle, he stitched the cloth. **Stitch~Stitch~Stitch**

He made himself a new suit, and he liked that suit so much. He wore it here; he wore it there; he wore it everywhere! In fact, he wore it so much. The suit wore out. It had holes, holes, holes, holes and holes. He was going to throw it away. When he looked again and saw that there was enough cloth to make himself a waistcoat. So, he took his scissors, and with his scissors, he cut the cloth. **Snip~Snip~Snip** And he sewed the cloth. **Da da da da da da da~Da da da da da da da~Da da da da da da da da** And with his needle, he stitched the cloth. **Stitch~Stitch~Stitch**

He made himself a magnificent waistcoat, and he liked that waistcoat so much. He wore it here; he wore it there; he wore it everywhere until it was worn out, too. It had holes, holes, holes, holes

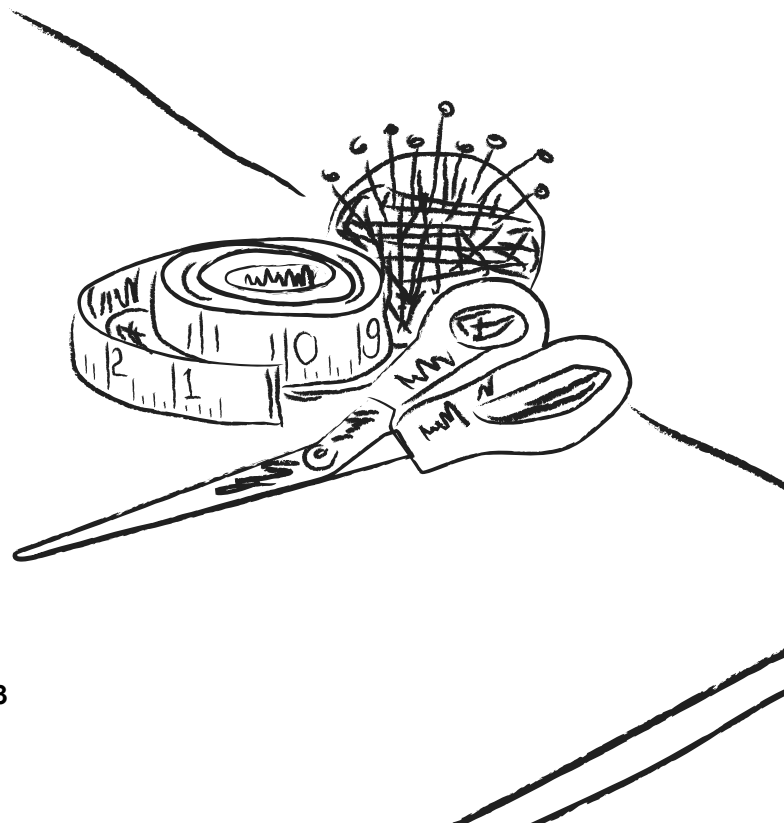
Part II

and holes! So he was going to throw it away. But he looked again and he saw that there was enough cloth to make himself a cap. So he took his scissors and he cut the cloth. **Snip~Snip~Snip** And he sewed the cloth. **Da da da da da da da~Da da da da da da da~Da da da da da da da** And with his needle, he stitched the cloth. **Stitch~Stitch~Stitch**

He made himself a really cool cap, and he liked that cap so much. He wore it here; he wore it there; he wore it everywhere until it was worn out, too. Holes, holes, holes, holes and holes! He was going to throw it away. When he looked again and he saw that there was enough material to make himself a button. So he took his scissors and he cut the cloth. **Snip~Snip~Snip** And he sewed the cloth. **Da da da da da da da~Da da da da da da da~Da da da da da da da** And with his needle, he stitched the cloth. **Stitch~Stitch~Stitch**

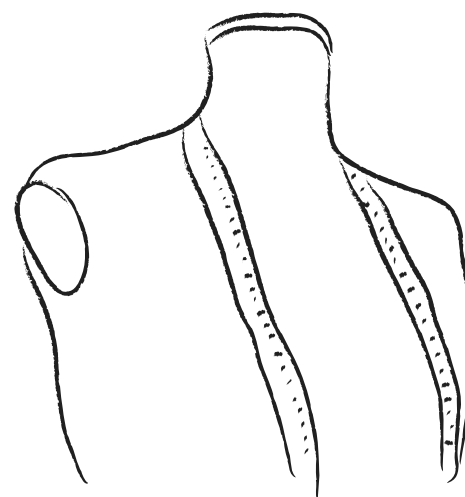
He made himself a wonderful button and he liked that button so much. He wore it here; he wore it there; he wore it everywhere until it was worn out, too. Holes, holes, holes, holes and holes! He was just about to throw it away. When he looked again and saw that there was enough cloth to make himself a story. So he took his scissors. Because it's such a small piece of cloth and he cut it with the scissors very carefully. **Snip~Snip~Snip** And he sewed the cloth. **Da da da da da da da~Da da da da da da da~Da da da da da da da**. And with his needle, he stitched the cloth. **Stitch~Stitch~Stitch**

OUCH! So he made himself a story and he liked that story so much. He told it here; he told it there; he told it everywhere. BUT because it was a story, it never wore out, and he is telling that story to this very day.



Story 1 The Tailor

Suggested activities



Before Storytelling

- Ask students who makes clothes for them (*a tailor*).
- Ask students to mime the actions of a tailor in making clothes, *i.e. cut the cloth, sew the cloth, stitch the cloth*.
- Write the title of the story on the board and ask students to predict what kinds of clothing items are made by the tailor in the story.

During Storytelling

- Employ onomatopoeia (*i.e. sounds that are similar to the noises the words refer to*) and actions to motivate students to participate in storytelling, e.g. **Snip~Snip~Snip** (mime cutting the cloth with scissors).
- Capitalise on the repetitive language patterns, e.g. repeated use of sentence structures 'He wore it here; he wore it there; he wore it everywhere!' and repeated use of literary devices such as similes 'A piece of cloth that is as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk.'
- Invite students to make prediction on what might happen in the story, e.g. what was inside the big parcel delivered to the tailor.

After Storytelling

- Distribute the story text to the students.

For KS1 students:

- Read aloud the story (from the beginning to the parcel delivery) with the class.
- Ask students to read the rest of the story and locate the four clothing items that the tailor made for himself.
- Guide students to suggest other possible clothing items that the tailor can make.
- Write down all the clothing items suggested by students on the board.

For KS2 students:

- Invite two students to role play the dialogue between the tailor and his wife.

Part II

- Draw students' attention to the use of similes, e.g. 'A piece of cloth that is as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk.'
- Ask students to work in groups and give each group a piece of paper and a few markers.
- Ask each group to write similes to describe some clothing items, e.g. 'I want to make pajamas for my mother, I need a piece of cloth that is as bright as the sun.'
- Ask the other groups to listen and draw pictures of the clothing items.

Story 2 The Bear Hunt

We're going on a bear hunt.
We're going to catch a big one.
I'm not scared, I'm not scared!
It's a beautiful day!

We come to a fence,
A very tall fence.
We can't go over it.
We can't go through it.
We've got to go under it!
Hugggh! Huggghh! Huggghhh!
Crawl! Crawl! Crawl! Crawl!

We're going on a bear hunt.
We're going to catch a big one.
I'm not scared! Huh!
It's a beautiful day!

We come to a bridge,
A very long bridge.
We can't go under it.
We can't go through it.
We've got to go over it!
Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Hey!

We come to some mud,
Very sticky mud.
We can't go over it.
We can't go DIG! DIG! under it.
We've got to go through it!
Squish, Squish, Squish! Squish, Squish, Squish! Weeeeeeeeeeeeeee!

We come to a hill,
A very high hill.
We can't go under it.



Part II

We can't go DIG! DIG! through it.
We've got to go over it!
Huff! Puff! Huff! Puff! Huff! Puff! Huff! Puff!

We get to the top.
Have you seen the bears yet?
NO!
Let's take a rest! Arhhhhhhhhhhh!

We run down the other side – da da da da da da da da da da
We come to a river,
A very wide river.
We can't go over it.
We can't go BLURP BLURP BLURP BLURP BLURP! under it.
We've got to go through it!
Splish! Splash! Splish! Splash! Splish! Splash!

We come to a cave,
A dark spooky cave.
Something's dripping,
Drip! Drop! Plip! Plop!

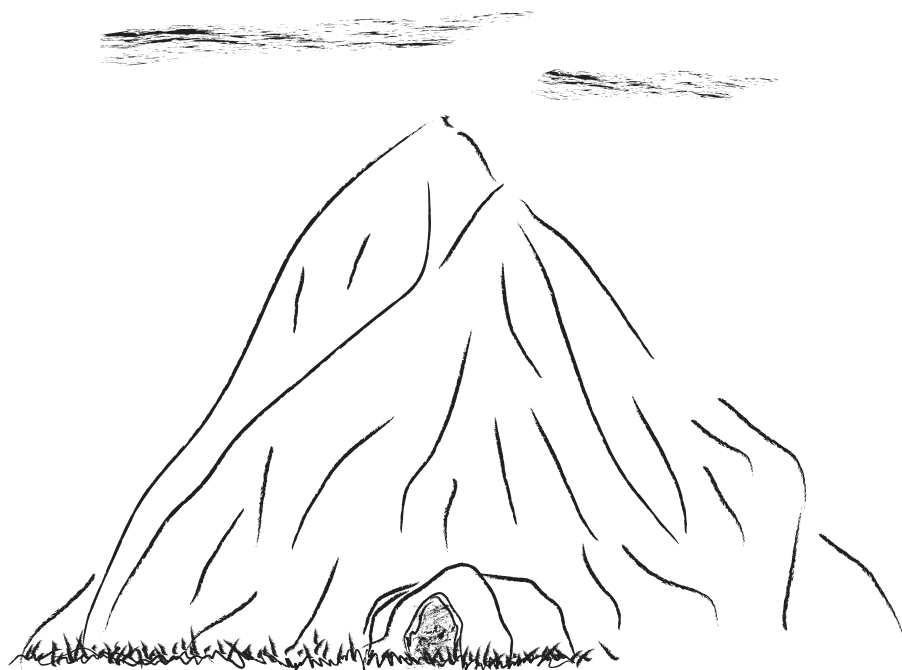
We're going on a bear hunt.
We're going to catch a big one.
I'm not scared!
It's a beautiful day outside!

ARGGHHHHHHHHHHHHH!
Something's breathing.
Something's snoring! Zzzz! Phew! Zzzz! Phew! Zzzz! Phew!
Reach out your hand.
Something's there!
It's... a ... BEAR!
ARGGHHHHHHHHHHHHH!

Run from the cave.
Down to the river – Splish! Splash! Splish! Splash!
Run up the hill – da da da da da da da da da da
Get to the top.
Have you seen the bear yet?
IT'S BEHIND US!
ARGGGHHHHHHHHHHHHH!

Run down the other side – da da da da da da da da da da
Run to the mud – Squish! Squish! Squish! WOW!
Run to the bridge – Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp!
Run to the fence – Huggggggghhhhhh!
CRAWL! CRAWL! CRAWL! CRAWL!

Run all the way home.
Open the door! Eggggggg!
Run up the stairs – da da da da da da da da da da
OH NO! I FORGOT to CLOSE the door! – da da da da da da da da da da
SLAMP! ZAP! ZAP! ZAP!
CHA! CHA! CHA! CHA! CHA! CHA!
I am NEVER going on a bear hunt again!
Aaaaaaaaaaaaaaaaaagh!



Story 2 The Bear Hunt

Suggested Activities

Before Storytelling

- Display the picture of a bear and ask students to share how they will feel/felt when they see/saw a bear.
- Tell students that you are going to tell them a story about a journey to find a bear and remind them to pay attention to what the main character did when s/he met the bear.

During Storytelling

- Employ onomatopoeia, e.g. Hugggh, squish, puff, blurp and actions to motivate students to participate in storytelling, e.g. 'We come to a bridge - (Stand up, march and salute) Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp!'
- Say one phrase at a time and encourage students to repeat each phrase and copy the accompanying actions. (Please refer to the storytelling demonstration in the DVD-ROM.)
- Demonstrate variation in the rhythm and speed in reading aloud. (Please refer to the storytelling demonstration in the DVD-ROM.)
- Emphasise and place stress on the adjectives used in the story, e.g. big, tall, long.

After Storytelling

- Distribute the story text to the students.

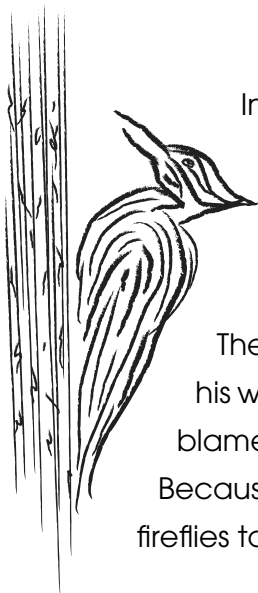
For KS1 students:

- Read aloud the story with the class.
- Ask students to work in groups and identify the places mentioned, e.g. a fence, a bridge.
- Give each group a piece of paper and a few markers.
- Ask each group to draw picture of one place and write 'go_____ the _____', e.g. 'go under the fence'.
- Ask the whole class to tell the story together and hold up their group's pictures in turns.

For KS2 students:

- Allow time for students to read the story.
- Ask students to work in groups.
- Give each group a piece of paper and a few markers.
- Ask each group to draw the route of the bear hunt journey and design a bear warning sign with one or two suggestions on what to do when they see a wild bear, e.g. Do not feed wild bear!, Do not shout!, and then present the route and the bear warning signs to the class.

Story 3 Bali



In Bali, there is a very special lizard, called gecko. He has a very special cry. The gecko goes GEC~KO, GEC~KO. At one night, the Chief of the village was trying to get to sleep and the gecko was outside his window. It was going GEC~KO, GEC~KO.

The Chief couldn't get to sleep because it was making so much noise. He opened his window and he said, 'Gecko, would you mind not making all that noise?' 'Don't blame me!' the gecko said. 'It's all because of the fireflies. They go ON~OFF, ON~OFF. Because the fireflies are flashing their lights, I can't get to sleep. Please go and tell the fireflies to stop flashing their lights.' And the Chief said, 'Okay!'

So the next day, the Chief came to the fireflies. He said, 'Fireflies, you got to stop flashing your lights.' The fireflies went ON~OFF, ON~OFF. 'Because of you...' said the Chief, '...the gecko goes GEC~KO, GEC~KO. And I can't get to sleep.' The fireflies said, 'Don't blame us! It's all because of the woodpecker. The woodpecker goes TAP~TAP~TAP. He is obviously sending out the warning. Maybe there's gonna be an earthquake.' 'Oh dear!' the Chief said, 'I will go and speak to the woodpecker.'

The Chief came to the woodpecker and he said, 'Woodpecker...' The woodpecker went TAP~TAP~TAP. 'You got to stop doing that! Because of you, the fireflies go ON~OFF, ON~OFF, and the gecko goes GEC~KO, GEC~KO and I can't get to sleep.' 'Oh dear!' said the woodpecker, 'Don't blame me! It's the frog. I hear the frog going CROAK~CROAK. So obviously he is worried about something.' 'Oh dear!' the Chief said, 'I'd better go and find out what is worrying the frog.'

He came to the frog and said, 'Frog...' The frog went CROAK. 'You got to stop doing that!' And the frog said, 'Why?' The Chief said, 'Because of you, the woodpecker goes TAP~TAP~TAP and the fireflies go ON~OFF, ON~OFF and the gecko goes GEC~KO, GEC~KO and I can't get to sleep.' 'Oh dear!' said the frog, 'Don't blame me! It's the dung beetle. Every day, I see the dung beetle rolling together big balls of poo poo. He rolls it along the street. Isn't it dirty?' And the Chief said, 'It certainly is. You carry on going on CROAK. I will go to speak to the dung beetle.'

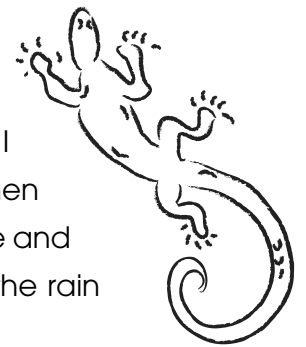
When he came to the dung beetle, he saw it going HURRRR! PEW! HURRRR! PEW! He said, 'You got to stop doing that! Because of you, the frog goes CROAK. The woodpecker goes TAP~TAP~TAP, and the fireflies go ON~OFF, ON~OFF and the gecko goes GEC~KO, GEC~KO and I can't get to sleep.' The dung beetle said, 'Don't blame me! It's not my poo poo. No! It belongs to the

Part II

water buffalo. Every day, I see the water buffalo come home and it drops its poo poo... SPLAT!... right there on the street. Isn't that dirty? So I come along, and I clean it up.' 'Oh!' said the Chief, 'That's very good of you. Well done! I am going to speak to the water buffalo.'

The Chief came to the water buffalo and said, 'Hey! Water buffalo...' The water buffalo went SPLAT! 'Hey! Be careful! Could you stop dropping your poo poo on the street? Because of you, the dung beetle goes HURRRR! PEW! The frog goes CROAK. The woodpecker goes TAP~TAP~TAP, and the fireflies go ON~OFF, ON~OFF and the gecko goes GEC~KO, GEC~KO and I can't get to sleep. The water buffalo said, 'Oh! Don't blame me! No. It's the rain.' 'The rain?' asked the Chief. 'Yes!' answered the water buffalo. 'Every afternoon, the rain comes down so hard that it knocks the stones out of the way. It leaves big holes, potholes in the ground. So when we come along, we drop our poo poo. SPLAT! And we fill up the holes. Isn't it better that people put their foot in the poo poo but not in a hole? If they put it in the hole, they might trip up. They might break their ankle.' And the Chief said, 'You know, water buffalo, that's very good! Ok, you keep dropping your poo poo. SPLAT! But not on me!'

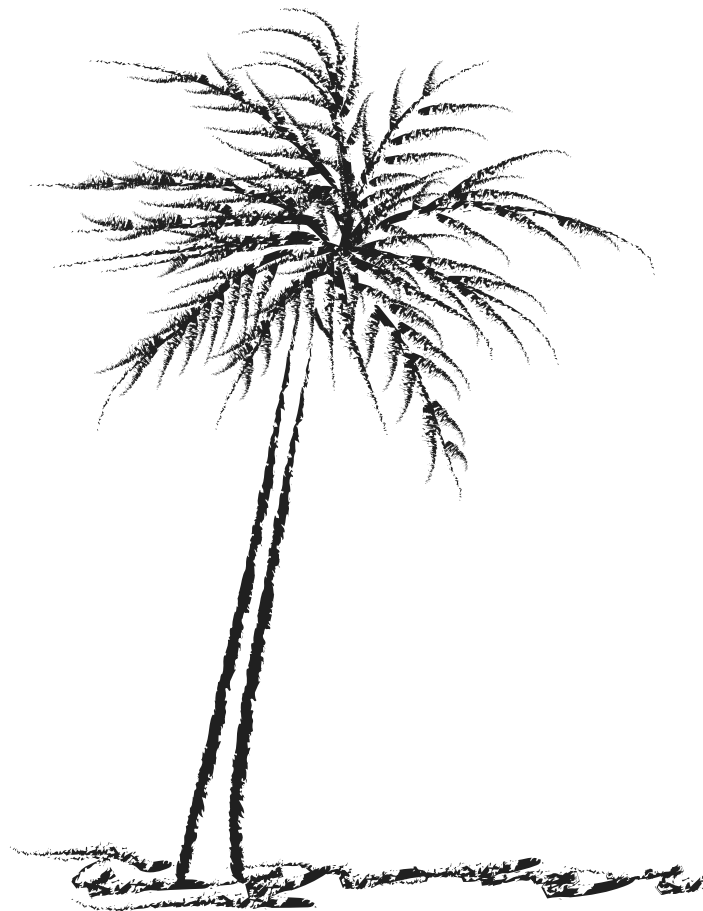
That night, the Chief was trying to get to sleep. But, outside his window, there was the GEC~KO, GEC~KO. 'Gecko, would you mind not making that sound outside my window? I can't get to sleep,' said the Chief. The gecko said, 'I thought you are going to tell the fireflies to stop flashing their lights.' The Chief then told the gecko all about the fireflies, the woodpecker, the frog, the dung beetle and the water buffalo. 'I don't want to know about that!' the gecko said. 'If it is the rain that causes the trouble, tell the rain to stop raining!'



The next day, the Chief set off. 'How can I stop the rain from raining? I know. I am going to climb the highest mountain in Bali.' He started to climb up the mountain. WOW! It was hot and hard work. He stopped halfway up and looked around. He saw how beautiful Bali is. He saw the forest with all its trees. He saw the rivers and the lakes. He saw the women. And they all stood in a long line, carrying their fruits and their flowers to the temple because they want to make offerings to their god. And he thought that Bali was very beautiful. Why? Because of all the rain. If there was no rain, there would be no trees. No rain, no rivers. No water, no fruits, no flowers. 'But what to say to gecko?' That night again, the Chief was trying to sleep and again outside his window... GEC~KO, GEC~KO 'Gecko, would you please stop making that sound?' And the gecko said, 'But I thought you're going to get to stop the rain from raining.' And the Chief said, 'But if it stops raining, there will be no puddles.' And the gecko said, 'So? Who needs puddles?' And the Chief said, 'Well, mosquitoes. Because that's where mosquitoes breed.' And the gecko said, 'EWW!'

Who needs mosquitoes?’ And the Chief said, ‘You do because that’s what you eat.’ And the gecko said, ‘Oh yeah!’ The Chief said, ‘If there’s no rain, there’ll be no puddles. No puddles, no mosquitoes. So everything...’ said the Chief, ‘...is connected. We all need one another.’

And that is why when you go to Bali on holiday, you will still see the rain come down every afternoon. It rains a lot in Bali. You’ll see the water buffaloes drop their poo poo. SPLAT! You may, if you look very carefully, see the dung beetles HURRRR! PEW! You will certainly hear the frogs go CROAK. You will probably hear the woodpeckers go TAP~TAP~TAP. If you are lucky, you will see the fireflies go ON~OFF, ON~OFF. And you will probably hear the gecko cry GEC~KO, GEC~KO. But now this particular gecko has moved away from the Chief’s window and he makes his cry much more softly. GEC~KO



Story 3 Bali

Suggested Activities

Before Storytelling

- Use a world map to show students the geographical location of Bali.
- Give some brief information about Bali or invite students to share what they know about Bali.
- Tell students that it rains a lot in Bali and ask them to guess why.
- Tell students that they are going to listen to a story which explains it.

During Storytelling

- Employ onomatopoeia and actions to motivate students to participate in storytelling, e.g. GEC~KO, TAP~TAP~TAP. (Please refer to the storytelling demonstration in the DVD- ROM.)
- Use picture cards of animals to enhance students' understanding of the characters.
- Select some students to role play the characters and mime their actions in the story.

After Storytelling

- Distribute the story text to the students.

For KS1 students:

- Choose a few dialogues said by the main characters from the story.
- Print the dialogues out and cut them into strips.
- Ask students to work in groups and arrange the dialogues according to the sequence of the story plot.
- Ask the class to read aloud the story.

For KS2 students:

- Allow time for students to read the story 'Bali'.
- Discuss the moral of the story by identifying the key sentence from the story (i.e. Everything is connected).
- Ask students to illustrate it with other examples, e.g. 'We hate walking because it makes us hot. In fact, walking and sweating is good for health.'

Story 4 Jack

One day Jack went to stay with his grandpa, who lives in a village in the New Territories. His grandpa was very old and he went to bed very early. Because the village was far away from the city, there was no wi-fi and Jack couldn't use his mobile phone there. Jack thought, 'Oh no! What am I gonna do?' Grandpa liked reading books very much and he had a big library. So Jack went to the library and he chose a book from the bookshelf. When he brought the book down, a piece of paper fell from the book. Jack, being a curious boy, picked it up.

On the piece of paper, he saw that there was a river. He looked again and he saw that there was also a lake. And he looked again and he saw mountains marked on the paper. And suddenly Jack said, 'Oh! I know where this is! That river is the one that goes in front of grandpa's house. That lake is just down the road, a couple of kilometres away. And I can see those mountains from my bedroom window on the second floor.' Jack looked at the map again and suddenly he saw that there was a cross marked on the map. He said, 'Oh no! This is not just any ordinary map. It's a treasure map! I know where that cross is. That is old Mr Wong's farm! I've got nothing else to do. I'm gonna go and find the treasure.' He thought, 'If I'm going to get the treasure, the first thing I need is something to dig it up. I need a spade.' And so he went and got himself a spade to dig up the dirt.

Then he walked to Mr. Wong's farm. When he got to Mr. Wong's farm, he looked around and he thought, 'Um...Where is the treasure? I know... There is a big shed in the barn. I'm going to dig there'. And he went to the barn. He came to one corner and he started to dig a hole. But as he dug a hole, suddenly he heard a sound, WOOOOOO! Jack was very scared. He looked around. He didn't know what was making the sound. And he thought, 'HELP! I need to find something to protect myself.' He got a stick, a big stick. Then, he went back to his hole. He said, 'This is a big hole. There's no treasure.'

He went to the next corner of the barn and he began to dig. And as he dug, WOOOOOO! WOOOOOO! He was very scared. At that moment, the moon came out and began to shine. Jack looked around to see what was making the sound WOOOOOO! He was very scared because he couldn't see anything. He ran around the barn. There was a little shed, a small wooden hut and that's where Mr. Wong kept his firewood to keep warm. Jack ran inside the shed and he looked out through a little hole on the wall to see if he could see what was making the WOOOOOO!

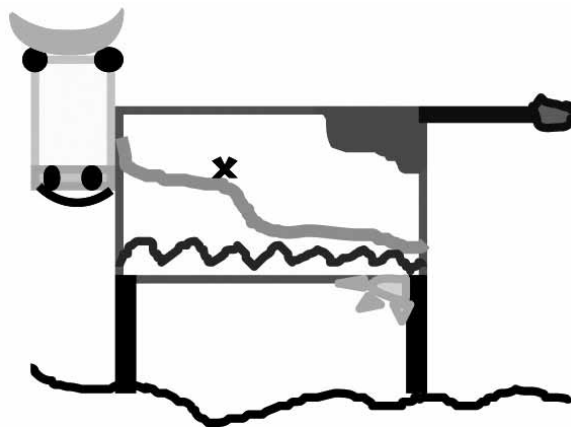
After a while, there was no sound. Jack thought, 'Now I'm gonna go home. I want to get back to grandpa.' So he opened the door and he came out from the shed. And as he came out,

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WOOOOOO! Jack ran inside the shed, closed the door, and looked out through another hole to see what was making the sound. He was so scared. He did not go home, all night.

He stayed there until the morning. And in the morning, the sun came up and it shone. It's lovely. The sun was shining. Jack told himself, 'I can go home! I am not scared anymore.' So he threw away his big stick. If only Jack had looked back as he walked to grandpa's home, he would have seen that the ghost was actually a cow! A COW!

Can you see the cow?



Story 4 Jack

Suggested Activities

Before Storytelling

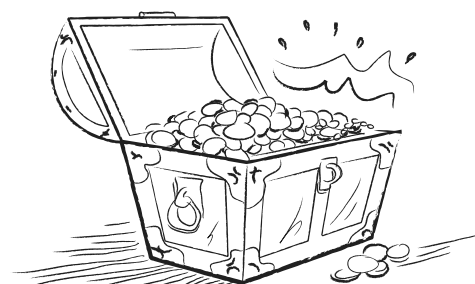
- Set the scene of the story by saying that students are going to listen to a story about a boy called Jack, who went to stay with his grandfather for one day.
- Guide students to predict the content of the story by relating it to their previous experience or world knowledge about staying in a village in the New Territories.

During Storytelling

- Use the technique of 'draw as you tell' - draw as you are telling the story; pause where appropriate to show students what you have drawn to stimulate their imagination.
- Create suspense through the use of onomatopoeia to hold the students' attention, e.g. 'WOOOOOO!' (*i.e. the voice of a cow*).
- Create surprises with the final product (*i.e. the completed picture*).

After Storytelling

- Distribute the story text to the students.



For KS1 students:

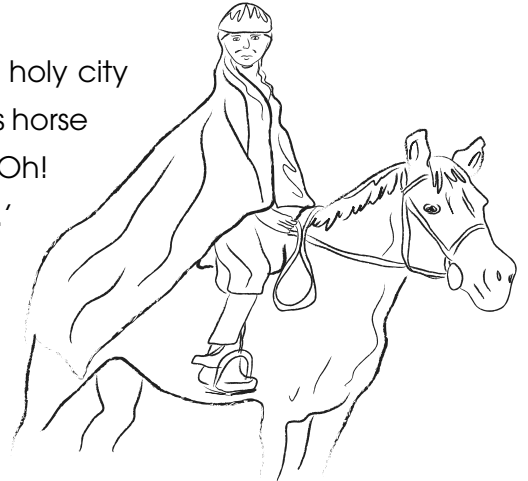
- Ask students to read Paragraphs 1 to 3 of the story.
- Guide students to infer how Jack felt about staying with his grandpa.
- Ask students to read the rest of the story (*i.e. Paragraphs 4 and 5*).
- Distribute some sentence strips describing the events mentioned in Paragraphs 4 and 5 to students.
- Ask students to work in groups and put the events following the order in Paragraphs 4 and 5.
- Introduce the story map (*i.e. the setting, characters, problem, events, solution, ending*).
- Ask students to read the story and complete the story map.

For KS2 students:

- Draw students' attention to the connectives used in the story to express sequences, e.g. after, before, then, next.
- Ask students to link the events in the story map in the correct sequence using appropriate connectives.
- Guide students to discuss the moral of the story (*i.e. the spirit of adventure*).

Story 5 The Road to Lhasa

An old woman sat beside the road and led all the ways to the holy city of Lhasa. One morning, a magnificently dressed man rode on his horse and said rudely, 'You, woman, how far is it to Lhasa?' She said 'Oh! It's very very far. You won't get there before the night time.' 'What? Of course I will. Look at my marvellous horse.' And he dug in his heels and he rode away.



The woman sat beside the road. A little later, a young girl came along, leading her yak. The yak was so big and hairy but the girl was so small and slim. When she saw the old woman, she said politely, 'Excuse me.' The old woman said, 'Yes.' 'How far is it to Lhasa?' 'Oh! It's far, very far, but don't worry. You will get there before the night comes.' 'Will I?' said the girl uncertainly. 'Yes,' said the old woman. 'Go on.' And the girl gave her yak a gentle tug. They started walking.

They walked up the steep and winding path. Up, up, up into the mountains. As she walked, she was afraid that she might slip and fall down into the rushing river below. But then she found a bridge and she crossed over the bridge. She came to a forest, a BIG forest on the mountain. The wind was very strong. As she walked through, she struggled to go on. The wind was so strong that it knocked her down. CAK~DON~CAK~DON

But the girl picked herself up and she kept on walking. One step at a time; one foot in front of the other. She went up beyond the trees and then she was in the land of snow. There was no path to follow. There were only stones that other people had piled up to guide the way. The girl was very scared. She thought she might get lost and that she wouldn't reach Lhasa before the night came. But she kept on walking. One step at a time; one foot in front of the other.

In the afternoon, she walked past the man lying on the ground beside his horse. They were both asleep. They had ridden so hard. They could ride no more. The girl wished that she could also lie down and rest. She was so tired but she knew what she had to do. She gave her yak a gentle tug and kept on walking. One step at a time; one foot in front of the other.

And in the very late afternoon, as she came towards another bridge, suddenly, she heard some sound – the sound of drums, gongs and temple bells. When she got to the ridge and looked over into the next valley, there was Lhasa – the holy city of Lhasa with all its temples and its monks. She had made it all the way to the holy city of Lhasa, walking one step at a time; one foot in front of the other.

Story 5 The Road to Lhasa

Suggested Activities

Before Storytelling

- Show pictures of a Catholic Church, a Buddhist temple and a Lhasa temple.
- Play some audio clips of temple bells in Lhasa and ask students to guess where they can hear the sound.
- Give them some background information about Lhasa.
- Introduce the setting and characters of the story by telling students they are going to listen to a story about a man and a girl taking a long journey to Lhasa.
- Guide students to predict the content of the story by guessing what types of difficulties they may have on the way to Lhasa.

During Storytelling

- Use visual and audio aids, e.g. pictures of Lhasa, traditional music and pictures made with the use of a tangram to stimulate imagination and introduce cultural elements. (Please refer to the storytelling demonstration in the DVD- ROM.)
- Guide students to focus on the repeated sentence, 'One step at a time; one foot in front of the other.' and relate it to how the young girl arrived at Lhasa.
- Capitalise on the repetitive language patterns and bring out the symbolic meaning of mountain climbing.

After Storytelling

- Distribute the story text to the students.
- Ask students to read the story.

For KS1 students:

- Ask students what they think about the man with the horse and the girl with the yak.
- Assign different students to take on the role of the old woman/the man/the young girl in the story.
- Invite them to read aloud the dialogues between the characters, using appropriate intonation.

For KS2 students:

- Introduce the activity "Hot Seat".
- Assign three students to take on the role of the old woman, the man and the young girl.
- Ask students to interview each of the characters in the story,
- Ask students to work in groups to prepare the questions to ask each character,
- The three students take turns on the "Hot Seat" to be interviewed.

Story 6 Chalk

Suggested Activities

The text version is not available for *Chalk*, which is a book with pictures only. Teachers can use any other picture books. Please find the information about the book *Chalk* below for reference.

Name of the book : **Chalk**
Author : **Bill Thomson**
ISBN – 13 : **9780761455264**

Before Storytelling

- Show students the cover of the picture book.
- Guide students to identify the title on the book cover, “CHALK” and read aloud the title with the students.
- Check students’ understanding of the word ‘chalk’ by asking them to point to some chalk in the classroom.
- Draw students’ attention to the illustration (*i.e. a dinosaur*) on the book cover.
- Guide students to predict the content of the story by relating the illustration (*i.e. a dinosaur*) to the title (*i.e. CHALK*).
- Ask students some questions to prompt responses, e.g. Where can we usually find some chalk? Who usually uses chalk? Do you think the dinosaur uses the chalk in the story? What do you think the story is about?.



During Storytelling

- Get students to work out details for the story, e.g. names of the three children in the story, what the kids draw with the chalk, how the dinosaur is feeling by asking them questions to facilitate co-construction of creative ideas.
- Record students’ suggestions/ideas, e.g. ‘Let’s draw ____ because he/she/it/they can ____.’ on the board to facilitate the activities to be conducted after storytelling.
- Help students to make predictions about the likely development of the story and infer ideas and feelings of the characters.

After Storytelling

For KS1 students:

- Ask students to work in groups of three.
- Ask each group to imagine they were the kids in the story.

- Ask students to think about what they would draw to make the dinosaur disappear and why.
- Invite some groups to share their drawings by practising the language patterns, 'Let's draw _____ because _____.'

For KS2 students:

- Ask students to work in groups of three.
- Ask each group to change part of the story by substituting the dinosaur with some other unpleasant things or persons, together with a creative solution.
- Invite some groups to share their ideas by practising the language patterns, 'Let's draw _____ because _____.'



Appendix

Transcription of the Storytelling Demonstration

Story 1 The Tailor

Storyteller: My first story is about a tailor. Do you know what a tailor makes? You don't know? Anybody knows what a tailor does? A tailor... a tailor makes clothes. He sews clothes. And the tailor in my story was a very good tailor. He would make for men the most wonderful suits. For businessmen, for the president, Mr Obama, now he's coming to Asia. And for women, OH, he would make the most beautiful dresses. For the Queen, for opera singers, for film stars... But the strange thing was that his own clothes were very old and shabby. When I said shabby... he had patches on his elbows, he had patches on his knees. He even had patches on his... OH, I am sorry, on his... *(Point to his hips)*

And one day, his wife said to him, 'Roberto, why don't you make yourself a new suit? Think, what a wonderful advertisement it will be as you walk along Tong King Road. People will see, and they will go WOW! And you could say, "Yes, I made it myself!" and *(Give a name card to one student)* you could give them your name card.' It's okay. You can take that. And Roberto said, 'No, I don't want to make myself a new suit until I find a special piece of cloth. A piece of cloth that is as dark as night, as colourful as the rainbow, as strong as steel and as soft as silk.' Do you know what is silk? It's a kind of cloth. It's very soft. *(Turn to teacher observers)* Any of the ladies wearing silk today? Oh! They're only teachers. They can't afford silk. Silk is very expensive. Silk is very soft. It feels very nice. If you go to Thailand on holiday, then you must buy some silk. Very nice!

So his wife when she heard that, she went 'Huh?'. She said, 'Are you crazy?' She said, 'Where in Hong Kong can you find a special piece of cloth? A piece of cloth that is as dark as night...' *(Talk to all students)* Why don't you join in with me? Put these things down on the floor, so they don't drop down and say it with me, do the actions, put things down on the floor. Here we go!

'A piece of cloth, it is *(Form a shelter above his head with hands)* as dark as night, *(Draw a curve with his hand)* as colourful as the rainbow, *(Clench his fists)* as strong as steel and *(Rubbing his fingers)* as soft as silk.' And Roberto just looked at there and shrugged his shoulders and said, 'Well, we'll see.'

Well a few days later, there came a knock BAK~BAK~ BAK on his front door. And when he opened it, there was a man from DHL with a big parcel. When he took

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his scissors and open the parcel, (*Talk to one of the students*) what do you think he found inside the parcel? What do you think was inside the parcel? Have a guess.

Student: Just a parcel.

Storyteller: Just a parcel? An empty parcel? No! What a horrible thing.

Students: Some special cloth

Storyteller: Some special cloth! What a clever boy you are. Yes. He found a piece of cloth that was...Here we go...

Students: (*Form a shelter above his head with hands*) As dark as night, (*Draw a curve with his hand*) as colorful as the rainbow, (*Clench his fists*) as strong as steel and (*Rubbing his fingers*) as soft as silk. (*Write the word "Silk" on the blackboard*)

Storyteller: 'Now, I am going to make myself a new suit.' So he took his scissors. (*Talk to all students and form a pair of scissors with his fingers*) Take your scissors. With his scissors, he cut the cloth. Snip~Snip~Snip Say it with me.

Students: (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Storyteller: And he sewed the cloth. (*Mime sewing the cloth with a sewing machine*) Da da da da da da~Da da da da da da da~Da da da da da da da da

Students: (*Mime sewing the cloth with a sewing machine*) Da da da da da da da~Da da da da da da da da

Storyteller: And with his needle, he stitched the cloth. (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch Go!

Students: (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch

Storyteller: He made himself a new suit, and he liked that suit so much. He wore it here; he wore it there; he wore it everywhere! Well done. He wore it everywhere. In fact, he wore it so much. The suit wore out. It has holes, holes, holes, holes, holes. Eww...He was going to throw it away. When he looked again and saw that there was enough to make himself a waistcoat. (*Point at his own waistcoat*) This is a waistcoat, what I am wearing because it comes to the waist. So, he took his scissors, and with his scissors, he cut the cloth and here we go. (*Mime cutting the cloth with scissors*) Cut~Cut~Cut

Students: (*Mime cutting the cloth with scissors*) Cut~Cut~Cut

Storyteller: And he sewed the cloth. (*Mime sewing the cloth with a sewing machine*) Da da da da da da~Da da da da da da da~Da da da da da da da da

Students: (*Mime sewing the cloth with a sewing machine*) Da da da da da da da~Da da da da da da da da

Storyteller: And with his needle, he stitched the cloth.

Students: (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch

Storyteller: And he made himself a magnificent waistcoat, and he liked that waistcoat so much. He wore it here; he wore it there; he wore it...

Students: ... everywhere!

Storyteller: Until it, too was worn out. It has holes, holes, holes, holes, holes! Eww...! So he was going to throw it away. But he looked again, he saw that there was enough material to make himself a cap. (*Mime putting on a cap*) A Cap. So he took his scissors and he cut the cloth. (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Students: (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Storyteller: And he sewed the cloth.

Students: (*Mime sewing the cloth with a sewing machine*) Da da da da da da da~Da da da da da da da~Da da da da da da da da

Storyteller: And with his needle, he stitched the cloth

Students: (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch

Storyteller: And he made himself (*Mime putting on the cap*) SHOOPI! a really cool cap, and he liked that cap so much. He wore it here; he wore it there; he wore it...

Students: ... everywhere!

Storyteller: Until it, too was worn out. Holes, holes, holes, holes, holes! He was going to throw it away. When he looked again, he saw that there was enough material to make himself (*pointing to a button on his shirt*) a button. So he took his scissors and he cut the cloth. (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Students: (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Storyteller: And he sewed the cloth.

Students: (*Mime sewing the cloth with a sewing machine*) Da da da da da da da~Da da da da da da da~Da da da da da da da da

Storyteller: And with his needle, he stitched the cloth.

Students: (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch

Storyteller: And he made himself a wonderful button and he liked that button so much. He wore it here; he wore it there; he wore it...

Students: ... everywhere!

Storyteller: Until it, too was worn out. Holes, holes, holes, holes, holes! He was just about to throw it away. When he looked again and saw that there was enough cloth to make himself a story. A story. So he took his scissors and very carefully because it's such a small piece of cloth and he cut with scissors. Here we go! (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Students: (*Mime cutting the cloth with scissors*) Snip~Snip~Snip

Storyteller: And he sewed the cloth.

Students: (*Mime sewing the cloth with a sewing machine*) Da da da da da da da~Da da

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da da da da da~Da da da da da da da

Storyteller: And with his needle, he stitched the cloth.

Students: (*Mime sewing the cloth with a needle*) Stitch~Stitch~Stitch.

Storyteller: (*Mime being hurt by a needle*) OUCH! So he made himself a story and he liked that story so much. He told it here; he told it there; he told it...

Students: ... everywhere!

Storyteller: BUT but but but but, because it was a story. It never wore out, and he's telling that story to this very day. Thank you very much.

Story 2 The Bear Hunt

Now this story is a journey. Just to help some people (*Put up a drawing on the blackboard*), so we're going to (*Point to the different places/objects while talking*) start at home. We gonna go...we come to a fence. You know what a fence is? Yes? Then we gonna go over a bridge, we got some mud. (*Talk to the students*) You've got some shoes on. Good! OK! We gonna go over the hill, across a river, and we come to a cave. And what we are looking for in the cave is a bear! (*Show a picture of bears*) A bear! We've got some actions. That's why you need to join in to do this, otherwise you will never remember. Here we go, copy me.

(*Slap thighs, clap hands, snap fingers*) We're going on a bear hunt
We're gonna catch (*mime the action of a bear*) a B-I-G one,
(*Point at himself with his thumbs*) I'm not scared, I'm not scared!
(*Reach out both arms to the sides*) It's a beautiful day

(*Slap thighs, clap hands, snap fingers*) We come to a fence,
(*Raise the left arm high*) A very tallllll--ll fence
(*Mime going over a fence with his left arm*) We can't go over it
(*Mime opening a fence and going through it with his left arm*) We can't go HUH HUH through it
(*Mime going under the fence with his left arm*) We've got to go unnn--der it
(*Mime lifting a fence*) Hugggh! Huggghh! Huggghhh!!
(*Mime crawling*) Crawl! Crawl! Crawl! Crawl!

(*Slap thighs, clap hands, snap fingers*) We're going on a bear hunt
We're gonna catch (*mime the action of a bear*) a B-I-G one,
(*Fold his arms*) I'm not scared! Huh
(*Reach out both arms to the sides*) It's a beautiful day

(*Slap thighs, clap hands, snap fingers*) We come to a bridge,
(*Mime crawling over a long bridge with his fingers*) A very lonnn--g bridge
(*Mime going under a bridge with his left arm*) We can't go under it
(*Mime going through a bridge with his left arm*) We can't go through it
(*Mime going over a bridge with his left arm*) We've got to go over it
(*Stand up, march and salute*) Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Hey!

(*Slap thighs, clap hands, snap fingers*) We come to some mud,
(*Mime touching some very sticky mud*) Very sticcc--ky mud

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(Kicking his right leg) We can't go over it

(Mime digging) We can't go DIG! DIG! under it

(Rub his hands and smile) We've got to go throuuu--gh it!

(Mime walking in the mud and making a splash) Squish, Squish, Squish! Squish, Squish, Squish!

Weeeeeeeeeeeeeee!

(Slap thighs, clap hands, snap fingers) We come to a hill,

(Raise the left arm high) A very hiii--gh hill,

(Mime going under a hill with his left arm) We can't go under it,

(Mime digging) We can't go DIG! DIG! through it

(Mime going over a bridge with his left arm) We've got to go ooo--ver it

(Mime carrying a backpack, walking and sweating) Huff! Puff! Huff! Puff! Huff! Puff! Huff! Puff!

(Slap thighs, clap hands, snap fingers) We get to the top,

(Mime looking for the bear with a pair of binoculars) Have you seen the bears yet?

(Scratch his head) NO!

(Stretch and sit down) Let's take a rest Arhhhhhhhhhhhh!

(Slap thighs, clap hands, snap fingers) We run down the other side

(Mime running) Da da da da da da da da da da

We come to a river

(Reach out his arms to the left and right) A very wiii--de river

(Mime going over a bridge with his left arm) We can't go over it

(Mime breathing under the water) We can't go BLURP BLURP BLURP BLURP BLURP! under it

(Rub his hands and smile) We've got to go throuuu--gh it!

(Mime Swimming) Splish! Splash! Splish! Splash! Splish! Splash!

(Slap thighs, clap hands, snap fingers) We come to a cave

(Form a shelter above his head with hands) a dark spooo-ky cave

(Slap thighs, clap hands, snap fingers) Something's dripping

(Reach out the left and right and arm) Drip! Drop! *(Touching his head)* Plip! Plop!

(Slap thighs, clap hands, snap fingers) We're going on a bear hunt,

(With a frightening facial expression) We're gonna catch a big big big big big one,

(Cover the ears) I'm not scared,

(Point to the left) It's a beautiful day outside

(With a frightening facial expression) ARGGGHHHHHHHHHHHHH!

(Whisper) Something's breathing,

Something's snoring! Zzzz! Phew! Zzzz! Phew! Zzzz! Phew!

(Reach out the right arm) Reach out your hand.

(Point to the front) Something's there!

(Cry out) It's... a ... BEAR!

(With a frightening facial expression) ARGGGHHHHHHHHHHHHH!

(Slap thighs, clap hands, snap fingers in up tempo)

Run from the cave

Down to the river – (Mime swimming the breaststroke) Splish! Splash! Splish! Splash!

Run up the hill – (Mime going up a hill with fingers) da da da da da da da da da da

Get to the top

Have you seen the bear yet?

(Point to the back with thumbs) IT'S BEHIND US!

(Raise both arms) ARGGGHHHHHHHHHHHHH!

(Slap thighs, clap hands, snap fingers in up tempo)

Run down the other side –

(Mime going down a hill with fingers) da da da da da da da da da da

Run to the mud –

(Mime walking in the mud and nearly slipping) Squish! Squish! Squish! WOW!

Run to the bridge –

(Hit the thighs with fists) Stomp! Stomp! Stomp! Stomp! Stomp! Stomp! Stomp!

Run to the fence – (Mime lifting the fence) Hugggggggghhhhhh!

(Mime crawling) CRAWL! CRAWL! CRAWL! CRAWL!

(Slap thighs, clap hands, snap fingers in up tempo)

Run all the way home

Open the door! (Mime opening a door) Eggggggggg!

Run up the stairs –

(Mime going up the stairs with fingers) da da da da da da da da da da

(Cover the head with both hands) OH NO! I FORGOT to CLOSE the door! –

(Mime going down the stairs with fingers) da da da da da da da da da da

(Mime closing a door) SLAMP! (Mime locking a door) ZAP! ZAP! ZAP!

(Mime locking a door) CHA! CHA! CHA! CHA! CHA! CHA!

I am (Wave both hands) NEVER going on (Mime the action of a bear) a bear hunt again!

(Sigh) Aaaaaaaaaaaaaaaaaagh!

Story 3 Bali

Storyteller: This next story comes from... (*Write the word "Bali" on the blackboard*) Where is that? Bali. Anybody knows where Bali is? Anybody knows? We can do some Geography teaching, can't we? Bali is in Indonesia. It is in Indonesia. Do you know where Indonesia is? Sort of south from here. Just down below the equator. It's a very small island but a very beautiful Island. But I am not being paid by the Hong Kong... I mean the Bali tourism authority, so I won't say any more. In this story, I need a volunteer to help me. Yes, the back row... (*Invite one boy to join*). Thank you very much. Come come come. Very good.

In Bali, they have a very special lizard, called gecko. A gecko. Ok, (*Ask the boy to hold a picture of a gecko*) hold that for me. And he has a very special cry. The Gecko goes... GEC~KO, GEC~KO.

Students: GEC~KO, GEC~KO

Storyteller: (*Talk to the students*) Oh, you want to do it and help him? Well, ok, why don't we do that? (*Talk to the boy*) I would like to get you do it on your own but you thank all your friends afterwards.

At one night, the Chief of the village was trying to get to sleep and the gecko was outside his window and it was going... (*Lead the students to say GEC~KO*)

Students: GEC~KO, GEC~KO

Storyteller: The Chief couldn't get to sleep because it was making so much noise, so he opened his window and he said, 'Gecko, would you mind not making all that noise?' And the gecko said, 'Don't blame me!' He said, 'It's all because of the fireflies.' (*Invite two girls to join*) One, two, could you come and join me? Ok?

(*Show a picture of a firefly*) Now, the fireflies... (*Talk to the two girls*) Come and stand right here. You stand right here and the girl gonna stand next to you. That's right. Very Good. Come here. Thank you.

The firefly is a little insect and right on its bottom, it has a light. Can you imagine you have a light on your bottom? And the fireflies... (*Ask one of the girls to hold the picture*) Could you hold that? OK. And they go like this... (*Open and close his hands*) ON~OFF, ON~OFF. He said, 'Because the fireflies are flashing their lights, I can't get to sleep. Please go and tell the fireflies to stop flashing their lights.' And the Chief said, 'Okay!' So the next day, the Chief came to the firefly.

He said, 'Fireflies, you got to stop flashing your lights.' And the fireflies went...
(Open and close his hands) ON~OFF, ON~OFF.

Students: (Open and close their hands) ON~OFF, ON~OFF.

Storyteller: 'Because of you,' said the Chief, 'the gecko goes ...'

Students: GEC~KO, GEC~KO

Storyteller: '...and I can't get to sleep.' The fireflies said, 'Don't blame us!' They said, 'It's all because of the woodpecker...' (Show a picture of a woodpecker and invite a boy to join) OK, come here. Our third...Ok, the woodpecker. The woodpecker going... (Mime the action of a woodpecker with his index finger) TAP~TAP~TAP. (Talk to the boy) Can you do that for me?

Students: (Mime the action of a woodpecker with their index fingers) TAP~TAP~TAP

Storyteller: (Talk to the boy) Not down here. Your beak should be here. A sharp beak. (Mime the action of a woodpecker with his index finger) TAP~TAP~TAP

(Continue to tell the story) He is obviously sending out the warning. Maybe there's gonna be an earthquake. 'Oh dear!' so the Chief said, 'I will go and speak to the woodpecker.' So the Chief came to the woodpecker and he said, 'Woodpecker...' And the woodpecker went... (Mime the action of a woodpecker with his index finger)

Students: (Mime the action of a woodpecker with their index fingers) TAP~TAP~TAP

Storyteller: Wow! Very fast. OK. He said, 'You got to stop doing that! Because of you, the fireflies go... (Open and close his hands)

Students: (Open and close their hands) ON~OFF, ON~OFF

Storyteller: '... and the gecko goes...'

Students: GEC~KO, GEC~KO

Storyteller: '...and I can't get to sleep.' 'Oh dear!' said the woodpecker, 'don't blame me!' He said, 'It's the... (Show a picture of a frog) frog.' The frog... (Invite a boy to join) Come on, Ivan. You look like frog to me. It's very good. Ok. You are my frog today. Thank you, Ivan.

He said, 'I hear the frog going... CROAK~CROAK. So obviously he is worried about something.' 'Oh dear!' the Chief said, 'I'd better go and find out what is worrying the frog.' So he came to the frog and he said, 'Frog...' And the frog went... CROAK. 'You got to stop doing that!' And the frog said, 'Why?' The Chief said, 'Because of you, the woodpecker goes...' (Mime the action of a woodpecker with his index finger)

Students: (Mime the action of a woodpecker with their index fingers) TAP~TAP~TAP

Storyteller: (Open and close his hands) '...and the fireflies go...'

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Students: (Open and close their hands) ON~OFF, ON~OFF

Storyteller: '... and the gecko goes...'

Students: GEC~KO, GEC~KO

Storyteller: '... and I can't get to sleep.' 'Oh dear!' said the frog, 'don't blame me!' He said, 'It's the dung beetle.'

(Talk to the students) What is a dung beetle? (Show a picture of a dung beetle and invite a boy to join) Tommy, come here. Ok, come here. The dung beetle is a little beetle and it rolls along. And this is a big ball of poo poo. Poo poo... OK? (Mime smelling something stinky) YUCK! WOOOOOOOOOO!

He said, 'Every day, I see the dung beetle rolling together big balls of poo poo.' EWW! 'And he rolls it along the street. Isn't it dirty?' And the Chief said, 'It certainly is, Ivan, the frog.' 'Certainly.' 'You carry on going on... CROAK. I will go to speak to the dung beetle.' So when he came to the dung beetle, and he saw the dung beetle... The dung beetle is going... (Stretch out his arms) HURRRR! (Mime smelling something stinky) PEW! (Stretch out his arms) HURRRR! (Mime smelling something stinky) PEW!

Students: (Stretch out their arms) HURRRR! (Mime smelling something stinky) PEW! (Stretch out their arms) HURRRR! (Mime smelling something stinky) PEW!

Storyteller: He said, 'You got to stop doing that.' He said, 'Because of you, the frog goes... CROAK'

Students: CROAK

Storyteller: '... the woodpecker goes...' (Mime the action of a woodpecker with his index finger)

Students: (Mime the action of a woodpecker with their fingers) TAP~TAP~TAP

Storyteller: '...and the fireflies go...' (Open and close his hands)

Students: (Open and close their hands) ON~OFF, ON~OFF

Storyteller: '... and the gecko goes...'

Students: GEC~KO, GEC~KO

Storyteller: '...and I can't get to sleep.' And the dung beetle said, 'Don't blame me!' He said, 'It's not my poo poo. No! It belongs to... (Show the picture of a water buffalo) the water buffalo. (Invite a girl to join) Come on Josephine, here we go. Ok.

'Every day,' he said, 'I see the water buffalo comes home and it drops its poo poo... SPLAT!... right there on the street. Isn't that dirty? So I come along,' said the dung beetle, 'and I clean it up.' 'Oh!' said the Chief, 'that's very good of

you. Well done! I am going to speak to the water buffalo.'

And the Chief said, 'Hey! Water buffalo...' And the water buffalo went SPLAT! (Mime avoiding stepping on the poo poo) 'Hey! Be careful! Could you stop dropping your poo poo on the street? Because of you, the dung beetle goes...' (Stretch out his arms) HURRRR! (Mime smelling something stinky) PEW! (Stretch out his arms) HURRRR! (Mime smelling something stinky) PEW!

Students: ... and the frog goes ...'

Storyteller: CROAK

Students: '... the woodpecker...' (Mime the action of a woodpecker with his index finger)

Storyteller: (Mime the action of a woodpecker with their index fingers) TAP~TAP~TAP

Students: '...and the fireflies...' (Open and close his hands)

Storyteller: (Open and close their hands) ON~OFF, ON~OFF

Students: '... and the gecko...'

Storyteller: GEC~KO, GEC~KO

Students: '... and I can't get to sleep.' And the water buffalo said, 'Oh! Don't blame me!' She said, 'No. It's the rain.' 'The rain?' 'Yes,' she said, 'every afternoon, the rain comes down so hard. It knocks the stones out of the way. And it leaves big holes, potholes in the ground. So when we come along, we drop our poo poo. SPLAT! And we fill up the holes. Because isn't it better that someone put their foot in the poo poo and not in a hole? Because if they put in the hole, they might trip up. They might break their ankle.' And the Chief said, 'You know, water buffalo, that's very good! Ok, you keep dropping your poo poo. SPLAT! (Mime avoiding stepping on the poo poo) But not on me!'

So that night, the Chief was trying to get to sleep when outside his window, there was the GEC~KO, GEC~KO...

GEC~KO, GEC~KO

Students: 'Gecko, would you mind not making that sound outside my window? I can't

Storyteller: get to sleep.' The gecko said, 'I thought you are going to tell the fireflies (Open and close his hands) to stop flashing their lights.' And the Chief told the gecko all about the fireflies and the woodpecker and the frog and the dung beetle and the water buffalo. 'I don't want to know about that,' he said, 'if it is the rain that causing the trouble, tell the rain to stop raining!' 'Oh!'

So the next day, the Chief set off. 'How can I stop the rain from raining? I know. I am going to climb the highest mountain in Bali.' And he started to climb up the mountain. WOW! (Mime wiping the sweat on his forehead) It was hot and hard

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work. And he stopped halfway up. And he stopped and he looked around. He saw how beautiful is Bali. He saw the forest with all its trees. He saw the rivers and the lakes. He saw the women. And they all in a long line, carrying their fruits and their flowers to the temple because they want to make offerings to their god. And he thought Bali is very beautiful. Why? Because of all the rain. If there was no rain, there will be no trees. No rain, no rivers. No water, no fruits, no flowers. 'But what to say to gecko?' That night again, the Chief was trying to sleep and again outside his window...

GEC~KO, GEC~KO

Students: (*Mime opening the window*) 'Gecko, would you please stop making that sound?' And the gecko said, 'But I thought you're going to get to stop the rain from raining.' And the Chief said, 'But if it stops raining, there will be no puddles.'

(*Talk to the students*) Do you know what puddles are? Go outside of the front door of your school. And you will see the puddles on the pavement. When the rain comes down, it makes little puddle.

And the gecko said, 'So? Who needs puddles?' And the Chief said, 'Well, mosquitoes. Because that's where mosquitoes breed.' And the gecko said, 'EWW! Who needs mosquitoes?' And the Chief said, 'You do because that's what you eat.' And the gecko said, 'Oh yeah!' The Chief said, 'If there was no rain, there'll be no puddles. No puddles, no mosquitoes. So everything...' said the Chief, 'is connected. We all need one another.'

(*Talk to the students*) And that is why when you go to Bali on holiday, you will still see the rain come down every afternoon. It rains a lot in Bali. You'll see the water buffaloes drop their poo poo. SPLAT! You may, if you look very carefully, see the dung beetles... (*Stretch out his arms*) HURRRR! (*Mime smelling something stinky*) PEW! You will certainly hear the frogs go... CROAK. You will probably hear the woodpeckers go... (*Mime the action of a woodpecker with his index finger.*) TAP~TAP~TAP. If you are lucky, you will see the fireflies go... (*Open and close his hands*) ON~OFF, ON~OFF. And you will probably hear the gecko cries... GEC~KO, GEC~KO. But now this particular gecko has moved away from the Chief's window and he makes his cry much more softly.

(*Softly*) GEC~KO

Students: Oh! That is a really soft gecko. And the Chief can sleep well at night.

Storyteller: Thank you very much! Well done!

Story 4 Jack

This is a story about Jack. (*The story teller drew on a piece of drawing paper as he told the story.*)

One day Jack went to stay with his grandpa, who lives way way out in the New Territories. I said way beyond Tai Wo. It's way way way away.

He went to stay with his grandpa. His grandpa was very old. He went to bed very early. And the bad news was, where grandpa lived, no wi-fi, no mobile. And Jack thought, 'Oh no! What am I gonna do?' But grandpa was old-school. He had a big library. So Jack went to the library and he brought down a book. And when he brought the book down, (*Show the students what he has drawn on the piece of paper*) a piece of paper fell out from the book. So Jack, being a curious boy, he picked it up.

On the piece of paper, he saw (*Show the students what he has drawn on the piece of paper*) there was a river, a river. He looked again and he saw there was also a lake, (*Show the students what he has drawn on the piece of paper*) a lake. And he looked again and he saw that marked on the piece of paper there were (*Show the students what he has drawn on the piece of paper*) mountains. And suddenly Jack said, 'Oh!' He said, 'Oh!' He said, 'I know where this is!' He said, 'That river is the river that goes in front of grandpa's house. That lake is just down the road, a couple of kilometres, and those mountains I can see from my bedroom window on the second floor.' And Jack looked at the map again and suddenly he saw... marked on the map (*Show the students what he has drawn on the piece of paper*) there was a cross. He said, 'Oh no, this is not just any ordinary map. It's a treasure map!' He said, 'I know where that cross is. That is old Mr Wong's farm! I've got nothing else to do. I'm gonna go and find the treasure.' He thought, 'If I'm going to get the treasure, the first thing is I need something to dig it up. I need a spade.' And so he went and got himself (*Show the students what he has drawn on the piece of paper*) a spade to dig up the dirt.

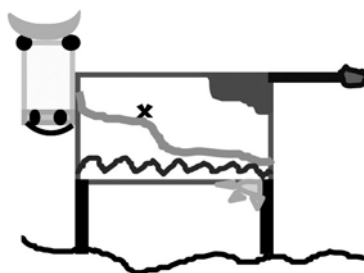
Then he walked to Mr. Wong's farm, and when he got to Mr. Wong's farm, he looked around and he thought, 'Um...where? I know...' He said, 'There is a big shed in the barn. (*Show the students what he has drawn on the piece of paper*) I'm going to dig there'. And he went to the barn, and he went to one corner and he started to dig (*Show the students what he has drawn on the piece of paper*) a hole. But as he dug a hole, suddenly he heard a sound, WOOOOOO! Jack was very scared. He looked around. He didn't know what was making the sound. And he thought, 'HELP! I need to find something.' And he got a stick, (*Show the students what he has drawn on the piece of paper*) a big stick. Then, he went back to his hole. He said, 'This is a big

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hole. There's no treasure.' And he went to the next corner of *(Show the students what he has drawn on the piece of paper)* the barn and he began to dig. And as he dug, WOOOOOOO! WOOOOOOO! He was very scared. At that moment, the moon came out and began to shine. *(Show the students what he has drawn on the piece of paper)* Jack looked around to see if he could see what was making the sound WOOOOOOO! He was very scared, he couldn't see anything so he ran around the barn and there was a little shed, a small wooden hut *(Show the students what he has drawn on the piece of paper)* and that's where Mr. Wong had kept his firewood to keep warm. It gets cold right, in winter? So he kept his firewood to keep him warm. And Jack ran inside and he looked out through a little hole *(Show the students what he has drawn on the piece of paper)* in the wall to see if he could see what was making the sound WOOOOOOO! After a while that was no sound, so Jack thought, 'Now I'm gonna go home. I want to get back to grandpa.' So he opened the door and *(Show the students what he has drawn on the piece of paper)* he came out from the door. And as he came out, WOOOOOOO! so Jack ran back inside, close the door, and he looked out through *(Show the students what he has drawn on the piece of paper)* another hole to see if he could see what was making the sound. He was so scared. He did not go home, all night.

He stayed there until the morning. And in the morning, the sun came up and it shone and it's lovely. *(Show the students what he has drawn on the piece of paper)* The sun was shining. And now Jack said, 'I can go home! I am not scared anymore.' So he threw away his big stick and if only, if only Jack had looked back as he walked home to grandpa, he would have seen that the ghost was actually *(Show the students what he has drawn on the piece of paper)* a cow! A COW!

Can you see the cow?



Story 5 The Road to Lhasa

Storyteller: The Road to Lhasa. Lhasa. What is Lhasa? Do you know where Lhasa is?
Students: A place.
Storyteller: ... is a place.
Students: ... in China.
Storyteller: *(Show the PPT slides while telling the story)* ... is a place in China. Absolutely. It's the capital. You call it Xi-Zang. We said in the West, Tibet. And Lhasa is the capital city of Tibet. We're right up here in the Himalayas. In the sad Mount Everest, we have a tragedy recently with the avalanche coming down killing all those shepherds. It's right here on the border. Most people climb from Nepal, but you can certainly climb to the top of Mount Everest from the Chinese side, okay?

Lhasa is a very holy city for the Buddhist. This is the most famous building in Lhasa. It is called the Potala, the Palace. And it used to be the home of the Dalai Lama. The Dalai Lama is the leader of the Buddhist faith. But there are many temples in Lhasa. It is a place of pilgrimage, very holy city. One day, I hope I will get there.

Nowadays, it's very easy to get to Lhasa because several years ago, the government built the railway from Beijing all the way to Lhasa. It takes two days at all. It's the highest railway in the world. At some points, it is sixteen and a half thousand feet above sea level. It is over four thousand meters, four thousand and five hundred meters above sea level. It's so high that all the carriages, there are many of them, are pressurised, just like in the aeroplane because otherwise you wouldn't have enough oxygen to breathe.

Nowadays, it's very easy to get to Lhasa, but in the old days, long long ago, it was very hard. You either walked or maybe you could ride on a yak. This is a yak. It's like a big cow. And you found them in the Himalayas, and they're very important for meat, for milk, butter, yogurt, and of course this wonderful thick coat, you can turn, you can make jackets and keep warm because it's very very cold in the Himalayas. Once the sun goes down, even in summer, it is very cold at night.

To help me tell the story, I am ready to use tangram. You know the tangram? Of course you do. Alright. To help me tell the story. Here we go. An old woman sat beside the road and led all the ways to the holy city of Lhasa. One morning,

a man rode up on his horse, magnificently dressed, and he said, 'You, woman, how far is it to Lhasa?' She said 'Oh! It's very very far. You won't get there before the night time.' 'What? Of course I will. Look at my marvellous horse.' And he dug in his heels and he rode away.

And the woman sat beside the road. A little later, a young girl came along, leading her yak. The yak so big and hairy, the girl so small and slim. When she saw the old woman, she said, 'Excuse me.' The old woman said, 'Yes.' 'How far is it to Lhasa?' 'Oh! It's far, very far, but don't worry. You will get there before the night comes.' 'Will I?' said the girl. 'Yes,' said the old woman. 'Go on.' And the girl gave her yak a gentle tug. And the two of them started walking.

They walked up the steep and winding path. Up, up, up into the mountains. As she walked, she was afraid that she might slip and fall down into the rushing river below. But then she found a bridge and she crossed over. She came to the forest, the BIG forest on the mountain. As she walked through, the wind was so strong. She struggled to go on. The wind was so strong and it knocked her down, CAK-DON-CAK-DON. But the girl picked herself up and she kept on walking. One step at a time; one foot in front of the other. She went up, beyond the trees, now she was in the land of snow. There was no path to follow, only stones that other people had piled up to guide the way. The girl was very scared. She thought she might get lost and that she wouldn't reach Lhasa before the night came. But she kept on walking. One step at a time; one foot in front of the other.

In the afternoon, she passed the man stretched down on the ground beside his horse. They were both... (*Snore*) fast asleep. They had ridden so hard. They could ride no more. How the girl wished is that she, too, could just lie down and rest. She was so tired but she knew what she had to do. She gave her yak a gentle tug and kept on walking. One step at a time; one foot in front of the other.

And very late in the afternoon, as she came towards another ridge, suddenly, she heard sounds. The sounds of drums, and gongs, and temple bells and when she got to the ridge and looked over into the next valley, there was Lhasa. The holy city of Lhasa with all its temples and its monks.

She had made it all the way to the holy city of Lhasa, walking one step at a time; one foot in front of the other.

As I said, Lhasa is a real place and one day, as I said, I hope to get there. But Lhasa also stands for any challenge that you give yourself. And the way to reach that challenge to succeed, like the girl in the story, one step at a time, one foot in front of the other. In terms of you, doing better and better in your English, just like the girl. One step at a time; one word after the other. And one day, you will be there at Lhasa and you will be speaking English just like me. Thank you very much in deed.

Story 6 Chalk

Storyteller: (*Show the students a picture book*) What do you think this book is gonna be about? The title is? (*Point to the title of the book cover*) What is this word?

Students: Chalk.

Storyteller: Chalk. It's like sounds like *talk*, sounds like *walk*, also sounds like *fork* and *pork* but they spell very differently. So what is chalk? What is chalk? What did I use to write on the blackboard? Chalk. That's chalk, okay? (*Point to the picture on the book cover*) What's this?

Students: Dinosaur.

Storyteller: A dinosaur. So what is chalk and a dinosaur... what you reckon this story is gonna be about?

Students: A dinosaur teacher.

Storyteller: A dinosaur teacher. Okay. And take place in a dinosaur school. Okay. I used to say when I went to school, my teachers were all very old and I thought my teachers were dinosaurs.

But you know what's strange about this book is that (*Open the book*) there are no words in it. Can you imagine that? Well, there is one word, it says chalk and it says by Bill Thomson because he actually... well he didn't write the book because there are no words. He drew the book.

So, the story begins. Um...on a day rather like today, isn't it? I mean, this is what we got outside now? A horrible grey, yeah? A rainy day. And we've got... 3 kids. (*Talk to one of the students*) How old are you? How old are you?

Students: Eleven.

Storyteller: Eleven. I reckon. You see these kids... these kids were about eleven, twelve as well. There are no names! So we need to give them some names. Um they didn't call each other because they hung out together. They were friends. So, they didn't use their own names. They had nicknames. This girl, um...she was named after a fruit. (*Talk to one of the students*) What could we call her? A fruit.

Students: Strawberry.

Storyteller: Strawberry? How do you say that? You say that without moving your lips because the sound's coming over here. That was strawberry. Very good! So, Strawberry, this is this girl here. And it's another girl, and she was named after a flower. (*Talk to the students*) What could we call her?

Students: Bauhinia.

- Storyteller:** Sorry?
- Students:** Bauhinia.
- Storyteller:** Bauhinia. Okay. Very good. So Strawberry and Bauhinia and the one... the other here is a guy. Okay. And he was named... his nickname was an animal. What could the animal be?
- Students:** Dinosaur! Dragon!
- Storyteller:** Dragon. I like dragon. He was a dragon baby. Dragon, I like that. So, they were out. Why were they in the park? Were they in school, or?
- Students:** Holiday! Summer holiday!
- Storyteller:** It was a holiday! Okay! It was a holiday. Summer holiday? And it was raining. That's not very nice, isn't it? So they were really unhappy because it was their summer holiday. What a great suggestion! And it was raining, and they were going out on a play day and they ended it up at the park.

And, in the park, you can see that this is one of those kinds... look like (*Mime riding on a rocking horse*) rockers. You're probably a bit old for that now. You don't do that anymore, right? Okay, but it's a pretty cool rocker because it's actually a dinosaur and they saw this, a bag! And so Strawberry said 'Ah...look at that! Maybe someone has left it behind. We should go and check and see if something is valuable. It needs to be handed in.' What a good girl she is. So they went over and when they opened the bag, what did they see inside the bag? Is it candy? Can you eat this? It's chalk. They found some sticks of chalk. Don't try eating chalk. It's pretty disgusting. It is disgusting, very dry. And so, immediately, they said, 'Oh! Let's see if we can draw something.' And Strawberry, she took out her chalk and she thought, 'What can I draw because it's such a miserable day?'

(*Talk to the students*) We have the rain here. I should've done this and I could've shown you a puddle first, couldn't I? Do we have some puddles here? Yes, I am sure there're some puddles there. Here are puddles. These are puddles, all along here. Okay?

(*Continue to tell the story*) She said, 'I am going to draw the sun. That's what I like!' and you know what, the sooner had she drawn the sun, and then COM! POUN! GAR! TING! CHU! And as if by magic, WOW! the sun POUN!, was there! She drew the sun, and it became real.

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(Talk to the students) Does this remind you of a Chinese story? About a boy named Ma Liang and a magic paint brush? You know that story? Yeah?

Students: Yes!

Storyteller: You know that story. But I thought I don't want to tell you that story because you know that story. I want to tell you story that you don't know.

(Continue to tell the story) WOW! She drew that and there was the sun, and that WOW the other kids were... How are they feeling?

Students: Surprised!

Storyteller: Surprised, aren't they? And anything else? Maybe shocked, okay? Yeah! There was the sun, seems a bit silly wearing all these wet weather clothing, isn't it? And the sun was so bright. It was dazzling. And immediately, the other girl said, 'Oh, I wanna try.' And her name was Rose. No! It was Daffodil. No! It was...

Students: Vampire.

Storyteller: No! It was...Bauhinia, right?

Students: Yes!

Storyteller: Yes, okay. Alright, so she thought I'm going to draw shoelaces? No! Butterflies!

Students: Butterflies!

Storyteller: And she drew the butterfly, and what do you think happen?

Students: A lot of butterflies.

Storyteller: They came alive. WOW! And you can see now it's a beautiful sunny day, isn't it? Okay? And yes, and there were butterflies flying and here are just the one peeling themselves off the pavement where she drawn. WOW! So that Strawberry, Bauhinia and Dragon thought, 'WOW! Maybe I should draw something.' But you know boys they don't wanna draw something simple today. What does he decide to draw? He thinks, 'Um...I know...' You can see here's the park and he drew the dinosaur! Yeah! He was quite a good little artist. And as he was drawing, what are these? What's up here?

Students: Dinosaur! T-rex.

Storyteller: You can see... OH! It's a T-rex. Look at those teeth. How're the girls feeling now?

Students: Fear. Scared.

Storyteller: Scared and... surprised and... frightened. They are frightened. Yes, and what is dragon saying to them, 'Oh, come here. Pussy, pussy. No!' What is he saying?

Students: Oh, dear.

Storyteller: Oh, dear! Okay. Maybe what a polite boy he is. 'Oh, dear', he said, 'Oh-oh, I shouldn't have drawn the dinosaur.' And, what is he saying now because the dinosaur... Is he friendly?

Students: No!

Storyteller: No! He is...

Students: Scary!

Storyteller: Scary and is...

Students: Dangerous!

Storyteller: Dangerous! Absolutely, and he's...

Students: Terrible!

Storyteller: Terrible. Yes, and what is he feeling?

Students: Hungry!

Storyteller: HUNGRY! That's what he's feeling. I am glad you're here. And yes, he's feeling hungry and he has seen some dim-sum right here. Okay? Very tasty. And so what is Dragon saying to the two girls?

Students: Run!

Storyteller: RUN! But of course, Tyrannosaurus Rex can run much faster than them. They looked for a place to hide. Where could they hide?

Students: In the park.

Storyteller: In the park, in the playground. So they start to run and find a safe place to hide inside the playground. And the Tyrannosaurus Rex was sniffing around. The girls were very very scared, thinking 'Oh my goodness, how we gonna escape?' And it was Strawberry, the clever one, she said, 'Quick! Dragon, draw something! Draw something!' What could he draw to stop... ?

Students: Superman.

Storyteller: Draw a superman! That's a good idea. What else? A gun! Of course he is a boy, he has a gun. And a tank? A canon?

Students: A sword.

Storyteller: A sword. What a great idea! Instead, he thought, 'What can I draw?' It was so close. It made the hair at the back of her head... can you see the back of her hair, it's like TING sticking out? She is so so nervous. And this dinosaur is looking right at Dragon, isn't he? Yeah? And what's he thinking? What is the dinosaur thinking?

Students: How can I eat them?

Storyteller: How can I eat them? Yeah! Which one should I eat first? Which is the most tasty one? And Dragon thought, 'Oh-oh, I need to draw something.' And he took there a chalk and he started to draw and what did he draw? A big cloud. A rain cloud. And the sooner had he drawn the rain cloud, then CAR-BOOB! It started to rain and the rain began to fall heavily. Why was that bad news for the dinosaur? Why is that gonna get rid of it? You think a T-rex is afraid of rain?

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- Students:** No.
- Storyteller:** What's gonna happen when you start to put rain on chalk? What's gonna happen? Can you see that?
- Students:** The chalk is washing away.
- Storyteller:** The chalk is washing him away. It's diluting the chalk. Wow! There's the word. It's diluting the chalk and washing him away. So, if you ever start painting outdoor... if you draw with chalk outdoor, make sure it's not a rainy day because otherwise what's gonna happen is... Oh! No! All is left is a big green puddle. And the girl said, 'Come on, we should go home.' And they said, 'We'll bring the chalk?' and Strawberry said 'No. Nobody believes us.' Would you believe them? If they come home and say 'Hey, dad! Guess what we did in the park!' He said 'No. It's just a story. You've been listening to Roger Jenkins too much. That's your problem.' So they left the chalk hanging on the mouth of the dinosaur and who knows? If you go back, you might find that chalk hanging there still. Why is Dragon looking back over his shoulder? What's he thinking to himself?
- Students:** He wants to take the chalk.
- Storyteller:** He wants to take the chalk. He wants to have another adventure. Do you think he'll draw a dinosaur again?
- Students:** Yay. No. But he might draw something else is dangerous.
- Storyteller:** Oh! He might draw something else that's dangerous. Well, that may be an adventure that you could create, the further adventures of CHALK. But instead of having Dragon and Strawberry and what was the name of the third girl?
- Students:** Bauhinia.
- Storyteller:** Bauhinia. Okay. Instead of having those three, you could have your story with Cindy, and Isaac, and Kevin for example. Okay, thank you very much. Good story.

