

Storytelling with Japanese Kamishibai

Lesson 4: Build the Story Map

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Learning Objectives

- Extend knowledge by retelling a story, asking relevant questions and listening to peers.
- Use spoken language to develop understanding through imagining and exploring ideas.
- Use discussion to elaborate and explain clearly their understanding and ideas.

Learning Outcomes

- Discussion of story elements, exploring the appearance of characters, the landscape and objects in their story-map.
- Develop a clearer understanding of plotlines, and thoughts/emotions of characters in stories.

English National Curriculum Links

Year 2 and Lower Key Stage 2:

Pupils should be taught to:

- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s).

Year 2:

Writing : consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.

Lower Key Stage 2:

Writing: consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.

Keywords

Story-map, Questions, adjectives, adverbs, locations, characters, objects, predicting, inferring, motives

Resources

- Students' Story-maps (from Lesson 3), Pens.

Task 1: What questions do we have about stories?

1. Ask students what questions we might have about stories. They could write these down on post it notes or teacher could collate them on the board. Model with examples such as 'What is the main character like? Why did the character do that? What is the setting like? Introduce the words predicting, inferring, motives.

Estimated Time: 5 minutes

Task 2: Story-Tig (The Oni Game)

1. Retell a story of your choice (e.g. Momotaro; Moon Princess) in a group using a popular children's game, Tig (UK) Oni Game (Japan).
2. In a group, students re-tell the story as a team. The first player tells the start of the story using the story-map from last lesson as a reference. After they have told the beginning of the story they "tig" the next player. The second player continues the story. They then tig the next player who takes over the telling of the story.
3. The game continues until the story is told in full.

Estimated Time: 10 minutes

Task 3: The Interrupter Game

1. Students re-play Story-Tig but this time players interrupt the storyteller with questions about the story to interrogate the physical and emotional aspects of the story (Note: have a different player start the story so that students re-tell a different part of the story).
2. Before beginning, discuss how 'open' questions will allow students to develop greater detail in the story (the mind-map created in Lesson 2 may be referred to for supporting descriptive detail.) Some students may need help with question stem etc.

Example questions:

- What do you think the farmhouse looked like? (physical vocabulary)
- Can you describe the peach? (physical vocabulary)

- How did his parents feel when Momotaro left them? (emotional) vocabulary
- Can you describe what the animals did when the companions attacked the castle? (action vocabulary)

Estimated Time: 20 minutes

Feedback

- Using the ideas developed through the above activities, students can now add further detail to their story-map by drawing, colouring or writing notes to record ideas developed through Tasks 1 & 2.

Estimated Time: 10 minutes

Extension Activities

- Further time can be given for completion of the map.