

## 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.

#### Scottish National curriculum for Excellence Links

##### First Level:

- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a).
- When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a).

##### Second Level:

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own (LIT 2-07a).
- When listening and talking with others for different purposes, I can:  
Share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, and clarify points by asking questions or by asking others to say more (LIT 2-09a).

#### 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**

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## Task 2: Story-Tig (The Oni Game)

1. Retell a story of your choice (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**

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## 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**

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## 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**

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## Extension Activities

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