

From reading 'to' children, to reading 'with' children: Techniques for Interactive Storytelling

Alison Hasegawa

Miyagi University of Education

長谷川アリソン

宮城教育大学・特任教授



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1. Why read stories? どうして絵本を読むのか？

- Fun – motivating, “What will happen?” 楽しい、次はどうなるんだろう？
- Create a joint social experience by reading together.
一緒に読むから、グループやクラスの絆が深まる。
- Develop listening for general meaning skills, as well as predicting and guessing skills.
聞き取る力や、意味を予測する力を育てる。
- Develop awareness of rhythm, intonation and pronunciation.
英語の独特なリズムやイントネーションになれる。
- Can introduce and revise vocabulary. 語彙の復習や導入につながる。
- Opportunity to acquire basic language structures. 基本の英語文を習得する機会。
- Develop emotional intelligence - understand the feelings of others.
人の気持ちなど、英語以外の多くのことを物語からを学べる。
- Involve cross-cultural comparison. 異文化に触れるチャンス。
- Can lead to drawing, writing and speaking activities.
塗り絵、物語の続きを書く、会話活動、発展活動が色々考えられる。
- Can be linked into other subjects and topic areas.
他の教科につながる。

2. How to choose a book or story. 絵本の選び方

- Do you love the book?

その本が大好きですか？

- Will it engage your students visually and emotionally?

魅力的で、心を動かすストーリーですか？



- Is it age - and cognitive level appropriate?

児童の年齢や発達段階に合っていますか？

- Can the students understand enough of the story to enjoy it?

簡単すぎない、難しい過ぎないレベルですか？

- Could the story lead to a variety of useful activities?

発展活動を色々できる可能性がありますか？

- How does it fit into your course of study?

教科書と関連できますか？

3. Books and themes used in Iwanuma as a volunteer storyteller.

岩沼市立玉浦小学校での実践 2015年～17年

1. *Five Little Monkeys Jumping on the Bed*, Eileen Christelow. Clarion Books.



(numbers, animals, jobs, action words; washing, brushing, jumping, etc, hand play)

2. *What's the time, Mr Wolf?* Annie Kubler, Child's play (International) Ltd.

(numbers, time, animals, daily routine, traditional games in other cultures)

3. *Brown Bear, Brown Bear, What do you see?* Bill Martin Jr. & Eric Carle, Henry Holt Com.

(animals, colours, rhythmical reading, imaginative creatures – purple cat)

4. *Polar Bear, Polar Bear, What do you hear?* Bill Martin Jr. & Eric Carle, Henry Holt Com.

(animals)

5. *Panda Bear, Panda Bear, What do you see?* Bill Martin Jr. & Eric Carle, Henry Holt Com.



(animals, extinction, taking care of our planet)

6. *Baby Bear, Baby Bear, What do you see?* Bill Martin Jr. & Eric, Carle, Henry Holt Com.



7. *The Very Hungry Caterpillar*, Eric Carle. Scholastic Inc.

(days of the week, life-cycle of a butterfly, fruit and food in other countries)



8. *A Color of His Own*, Leo Lionni, Scholastic Inc.

(colors, animals, seasons, feelings – happy, sad, importance of friendship, coping with change)

9. *Pete the Cat – I love my white shoes*, Eric Litwin & James Dean, Harper Collins
(colors, fruit and carrying on when life gets you down)

10. *Dear Zoo*, Rod Campbell, Macmillan.

(animals, adjectives, big, small, tall etc, questions, “What’s this?” “What animal do you want?” I want a ____)

Comments from the children in this project 児童アンケートから子ども達の声

Through stories we could hear how English is used naturally and **easily understand** the meaning.

It was easy to understand the story because of the **pictures**.

Because there was **movement and rhythm** I could understand the stories.

The **questions** during and after reading were interesting.

When reading books, **thinking what will come next** was interesting.

I found that we use quite a lot of English in our **daily lives**.

I learnt **English words** and **enjoyed myself**. I want to **study more** in the future.

I don't like books much, but I liked the ones you read.

If we have **fun** while studying English, it's easier to learn, I thought.

The books you bring are interesting and I grew to like English.

It made me **happy** to have a story read to me.

4. Read-aloud techniques 効果的な読み方

- Know the story very well. Research the author/illustrator.
読みたい物語をよく知る、他の作品も読む、ウェブサイトを見る。
- Practice! Read silently, read aloud. Find examples.
読んで、読んで、読んで！練習して！YouTube でもお手本を探す。
- Check the meaning and pronunciation of words you don't know. Change words that are too difficult.
知らない単語の意味や発音をチェック！難しい言葉を変える。
- Show the pictures, make sure everyone can see.
皆に絵本が見えるようにする。
- Don't speak into the book, read to the children at the back of the room.
本を見ないで、子供たちの顔を見ながら、読む。
- Make eye-contact, check for interest and understanding.
アイコンタクトをしながら、子供たちの表情を見る。
- **Read slowly and with feeling, repeat the important parts, ask the children to join in. Read over and over!** ゆっくり、気持ちを込めて読んで。所々繰り返して、子供たちも声を出して一緒に読む。同じ絵本を繰り返し読む。みんなで読む。楽しく読む。暗記させて！
- Stop to comment or invite comments.
質問したり、子供たちのコメントを聞いたりしながら読む。



5. References;

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6. Effective techniques and examples. 読み方の例



1. 2001 福島県・大熊町
Make sure everyone can see.



2. 2016 福島県・いわき市
Hold the book on a chair.



3. 2019 福島県・国見幼稚園
Ask plenty of questions throughout



4. 2015~7 宮城県・岩沼市
It's a great chance for teacher collaboration.



5.
Aid comprehension by using toys, fans, etc.



6. Elphee's Walk

Pete The Cat

Examples of homemade teaching aids to use for pre, during or post reading activities.



7. Using gestures as you read aids understanding.

8. Ask the children to do gestures too.



9. Have children indicate their understanding as you read and join in through gestures.

10.



11. Post-reading: Doing re-telling of the story to a chant.



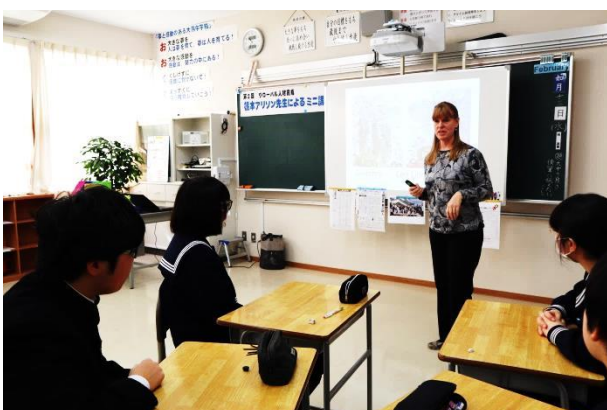
12. Dancing, after a quiet reading time.



13. Doing a fast and exciting game. JHS/SH or University students can give their opinions in English.



14. JHS/SH or University students can give their opinions in English.



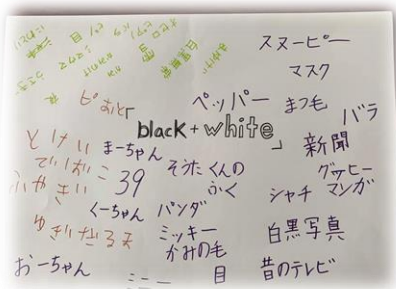
15. Reading the story with JHS students.



16. Checking the answers of questions in English.



17. It's important to really listen to the children's opinions in a discussion during or after a reading.



18.



19.

Playing a fast brainstorming game can be a fun pre or post-reading activity.



20. Ask students to be creative in post-reading activities and do artwork, write stories or write poems.

Please enjoy reading 'with' children.

