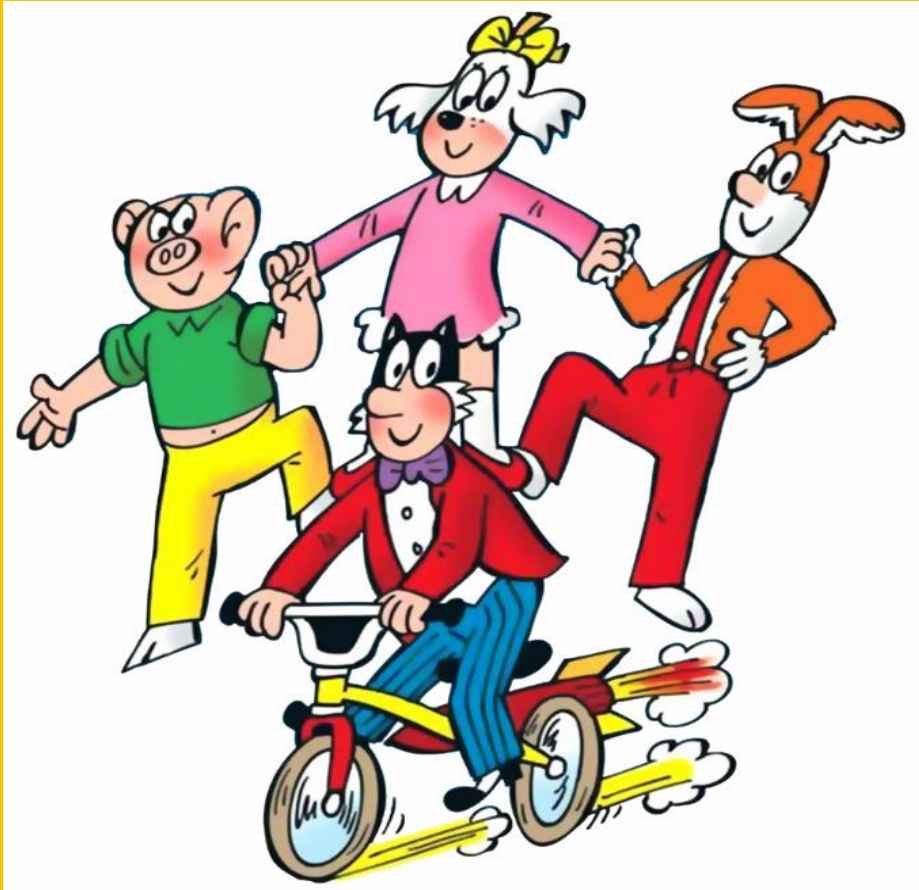


USING STORIES IN PRIMARY SCHOOL CLASSES

Presenter: Šárka Miková





Our memory is a
box of **stories**.

Can you remember your favourite childhood story?



**"Tell me and I forget.
Teach me and I remember.
Involve me and I **learn**."**

Benjamin Franklin

LEARNING

depends on our



MEMORY



without it everything would be new and unknown everyday

'You have more brain cells in your head than the number of trees in the Amazon rainforest. You have more connections between brain cells than the number of leaves on all the trees in the Amazon rainforest.'

What is memory?



Memory is our ability to receive, retain and retrieve ideas and information.

But let's focus on the specific features of memory with young school children – is it:



long-term or short-term?

factual or emotional?

mechanical or logical?

abstract or sensoric?

So, let's recap:

Memory of young school children is: short-term, mechanical, emotional and sensoric but what does it mean?

- because it's short-term, they: *learn a poem very quickly but then they equally quickly forget it*
- because it's mechanical, they: *easily memorise, learn by heart, even without understanding*
- because it's emotional, they: *remember much better if the language is connected with emotional experience*
- because it's sensoric, they: *learn better if learning happens directly through their senses*



MEMORY PROCESSES:

1. RECEPTION

2. RETENTION

3. RECALLING

Teachers can influence

But how?



Which phase do you struggle with the most?

1. RECEPTION

Imprinting/encoding into our memory is influenced by:

PREVIOUS EXPERIENCE

FEELINGS

INTENSITY OF PERCEPTION

ATTENTION



HOW CAN WELL-KNOWN STORIES AND MOVIES CHARACTERS IN A COURSE SYLLABUS SUPPORT RECEPTION?

PREVIOUS EXPERIENCE

- children know the story characters from the movies

CHILDREN AND THE STORY CHARACTERS ARE ALREADY „FRIENDS“

This very well supports the emotional aspect of their memory



FEELINGS

Movies carry emotional power and evoke feelings

Pupils identify with movie characters and share their feelings which is again very beneficial for the support of the emotional element of their memory.



INTENSITY OF PERCEPTION

use of multiple-sense activities – pictures, audio, video, flashcards, pen-to-paper activities, games

This supports the sensoric aspect of their memory.



Which of these activities do you prefer to use in your classes?

COLOURING

SONGS

TRACING

FLASHCARDS

TPR (TOTAL PHYSICAL RESPONSE)

VIDEO

PAIRS (PEXESO)

CHANTS

FLASHCARDS



REMEMBER AND SAY IT!

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask the pupils to say the names. Repeat with other words.



CAN YOU REMEMBER?



CAN YOU REMEMBER?



REMEMBER AND SAY IT!

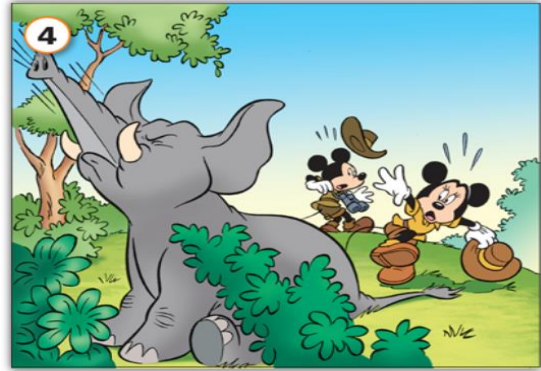


EASY

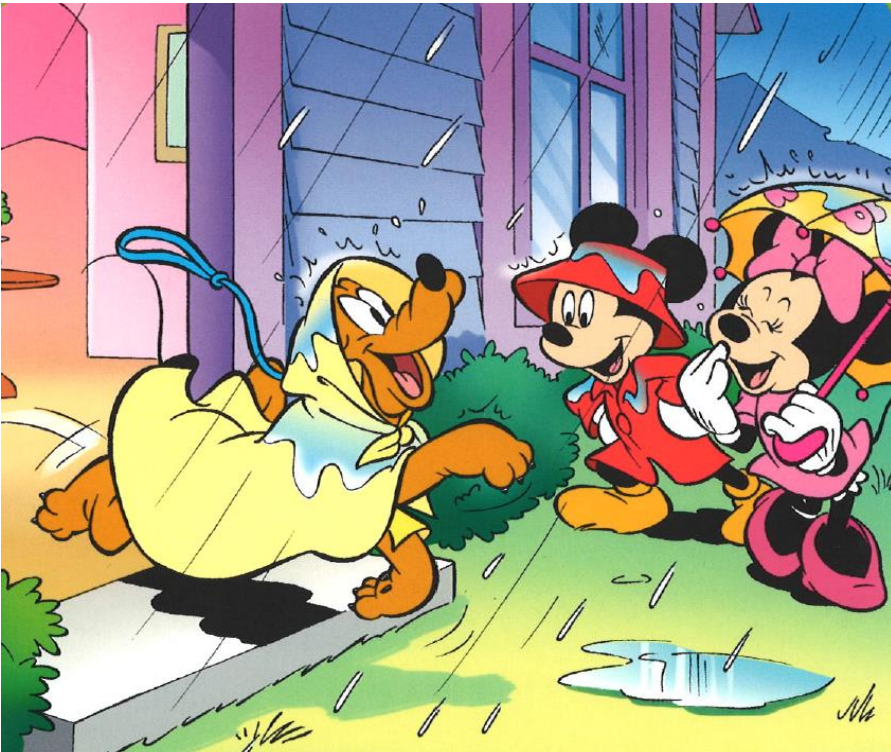
DIFFICULT



STORY CARDS



STORY CARDS WITH LINES



UNIT

8

What's he wearing? Story card 6

Before listening to the story

- Who's this? *Pointing to Pluto.* [It's Pluto.]
- What's Pluto wearing? [He's wearing a raincoat.]
- Is it a real raincoat? (L1) [No. It's a tablecloth.]



Minnie: Haha! He's wearing a raincoat!

After listening to the story

- Is Pluto happy now? [Yes.]
- What can he do now? [He can walk and run in the rain.]
- Do you think Mickey will buy Pluto a real raincoat? (L1) [Open discussion.]

ACTIVITIES WITH STORY CARDS

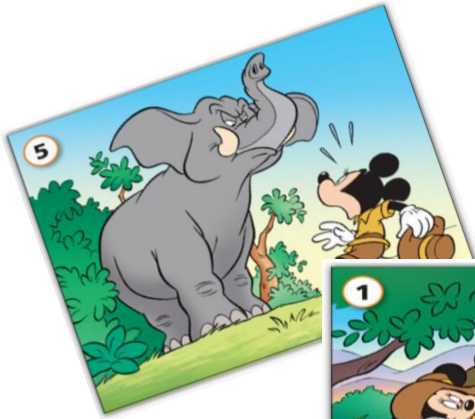


1. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
2. Hide the cards in various places in the classroom. Ask pupils to find them and place them on the floor in the correct order.
3. Distribute the cards among a few pupils. Read the lines for the cards. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

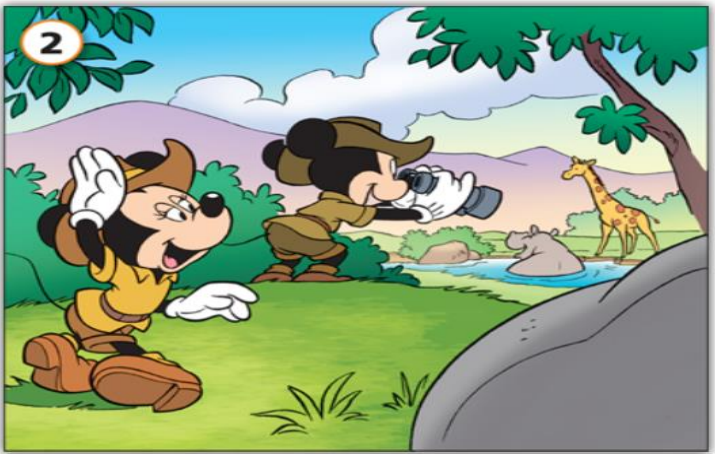


... AND WITHOUT THE CARDS

1. Ask pupils to draw a scene from the story they have heard.
2. Pupils draw their favourite character.
3. Read some lines from the story. Pupils should provide the name of the character who says the lines.



STORY CARDS



ATTENTION

Identification with story characters helps to focus and retain attention



5 Listen and say. Then match.   

1  2 

3  4 

6 Listen and sing.   

6 Lesson 3 Song: happy, sad, I'm (happy).



2. RETENTION

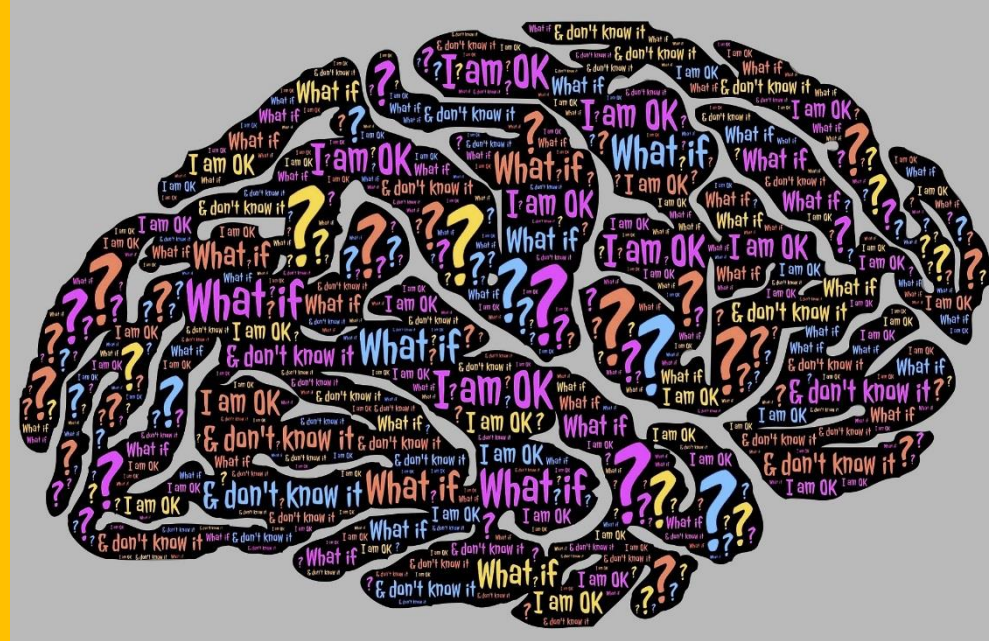


In this phase pupils do not use the learnt knowledge but it is kept in their memory in order to recall and use it when necessary.

But it is also the most dangerous part of the memory proces – why? What can happen with the things we have encoded into our memory during reception?

WE CAN FORGET THEM!

BUT DON'T WORRY – FORGETTING IS AN ABSOLUTELY NATURAL AND INEVITABLE PROCESS



It is basically a protective mechanism of the human body not to get overloaded with information!

RETENTION

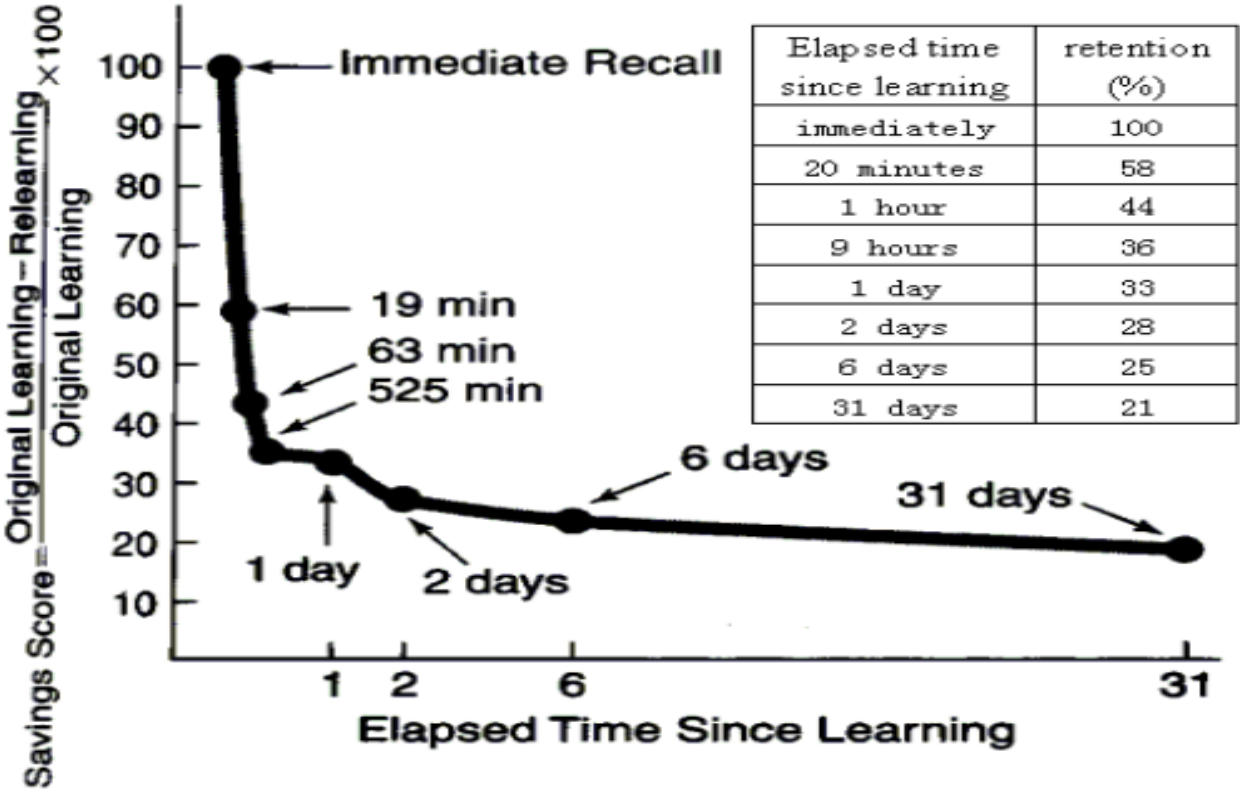
How can we support it?






1. By effective encoding in the first stage.



2. By systematic repetition.


Ebbinghaus Forgetting Curve – defines how repetition should be organized



UNIT
1 **My body**

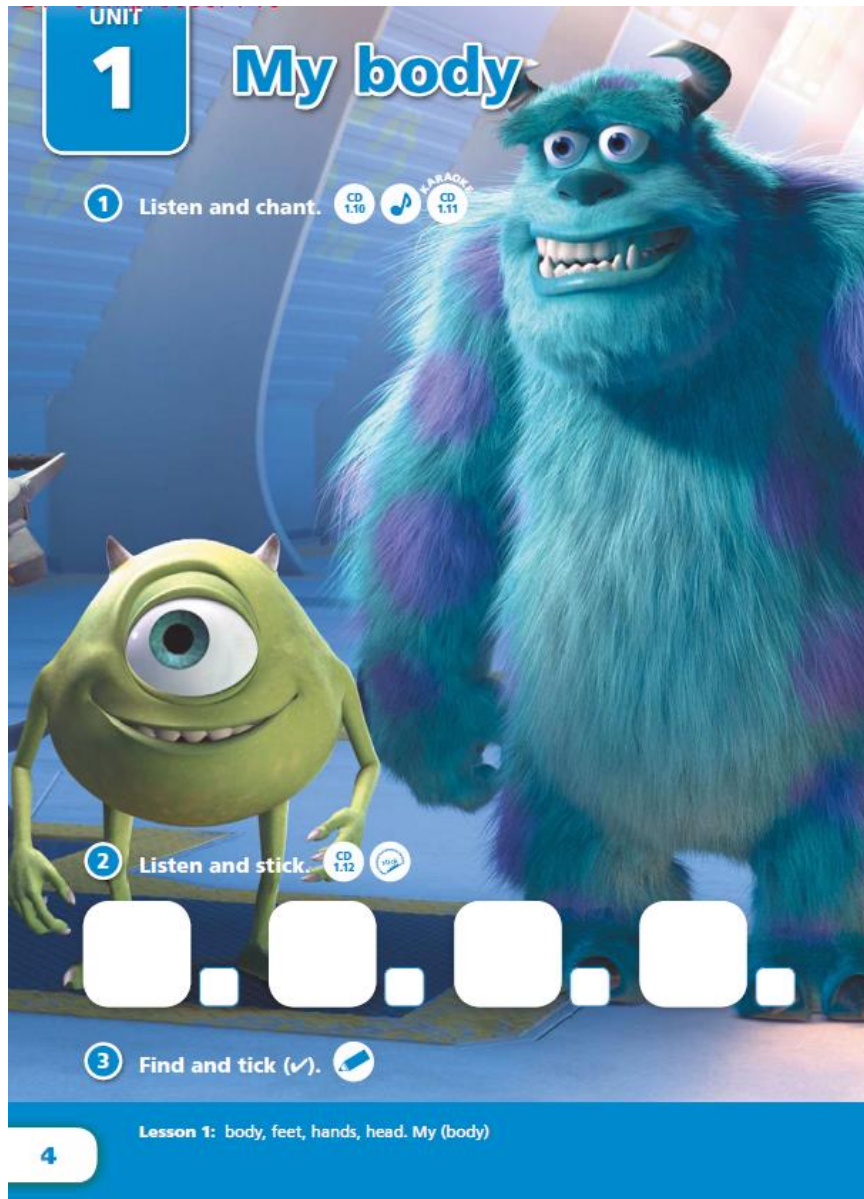
1 Listen and chant.  1.10   1.11

2 Listen and stick.  1.12 

3 Find and tick (✓). 

Lesson 1: body, feet, hands, head. My (body)

4



HAVE THE PUPILS DRAW A PICTURE OF THE MONSTER INTO THEIR NOTEBOOKS

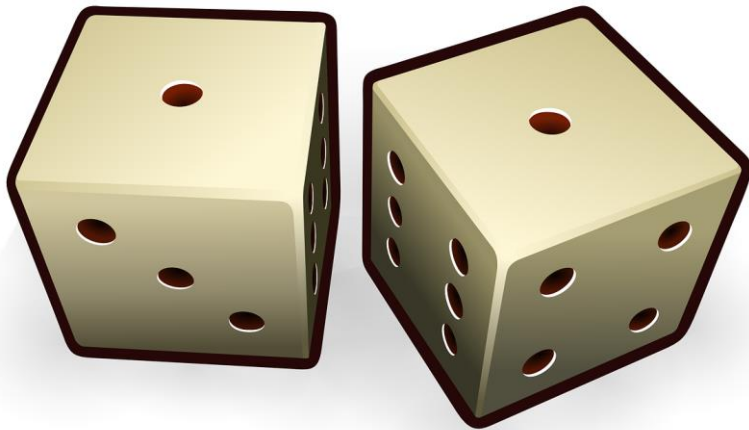


**+
USE CHANTS TO
MEMORISE**

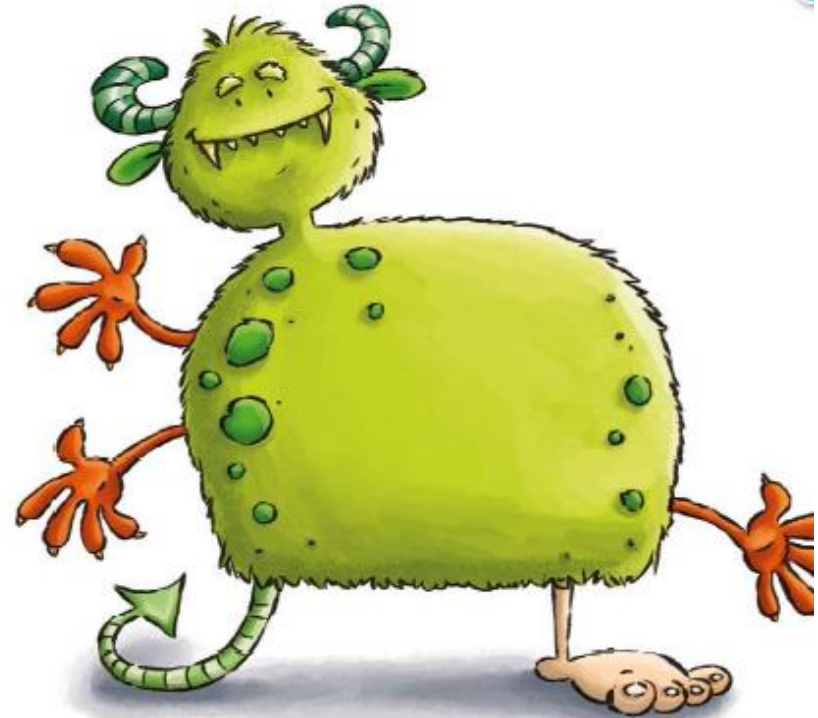
DRAW YOUR OWN MONSTER

WHAT YOU NEED:

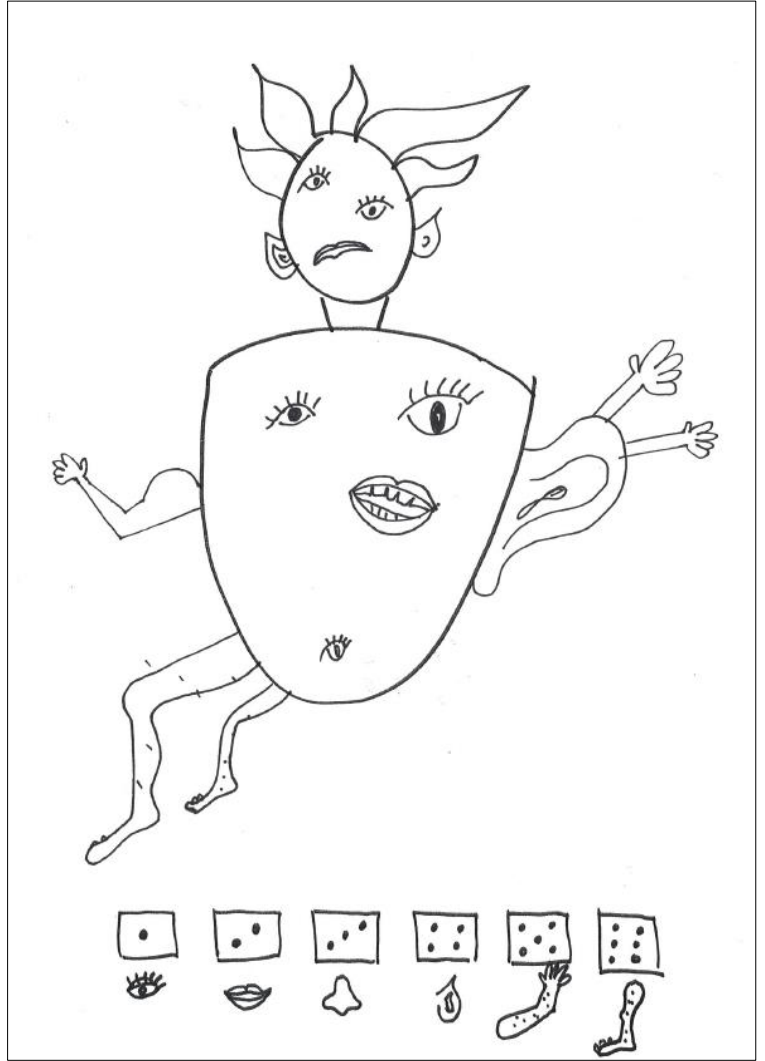
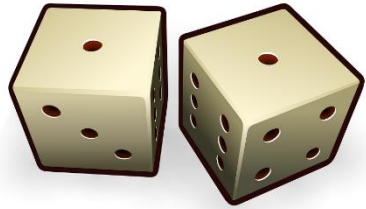
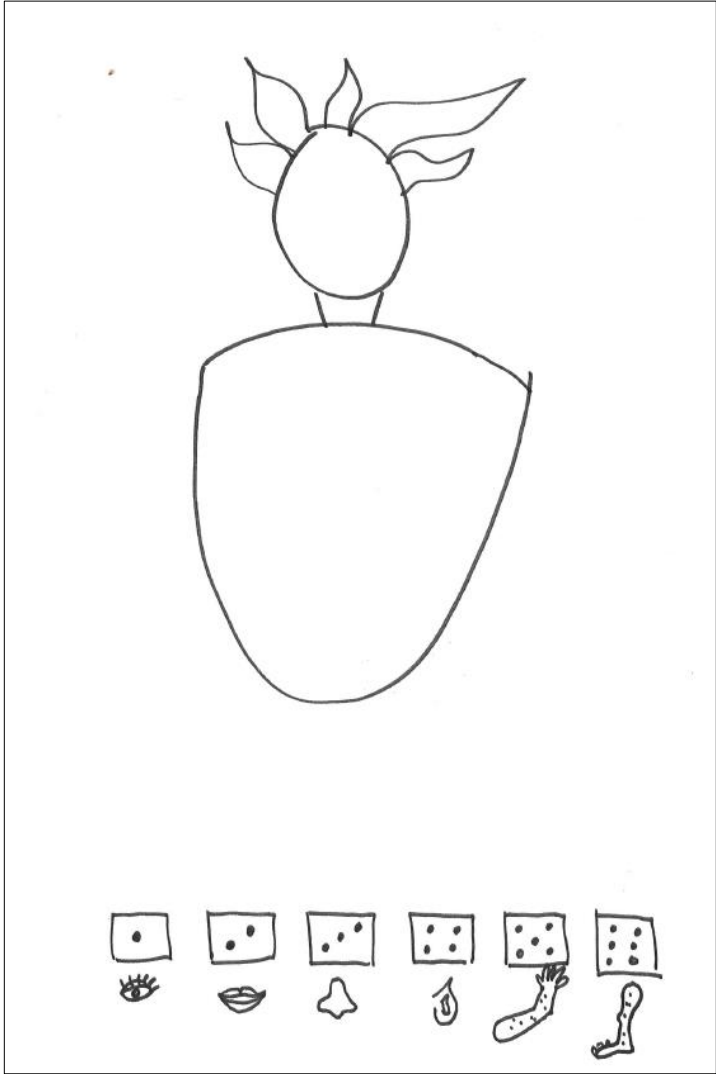
- handouts with empty monster figures
- pairs of dice



11 Listen and draw. Then say.



HOW TO PLAY



RETRIEVAL or RECALLING



Recalling happens any time a pupil remembers a word or a phrase he/she has learnt and is able to use it, the formed brain connections are activated.

RETRIEVAL or RECALLING

depends on CUES:

Recollection is better when cues are:

- presented in the same context as during reception
- repeatedly recollected from our memory



UNIT
1 My face

1 Match and say.  

1 

2 

3 

4 

5 



OUR MEMORY – THE LADY

2. RETENTION – the one with big belly

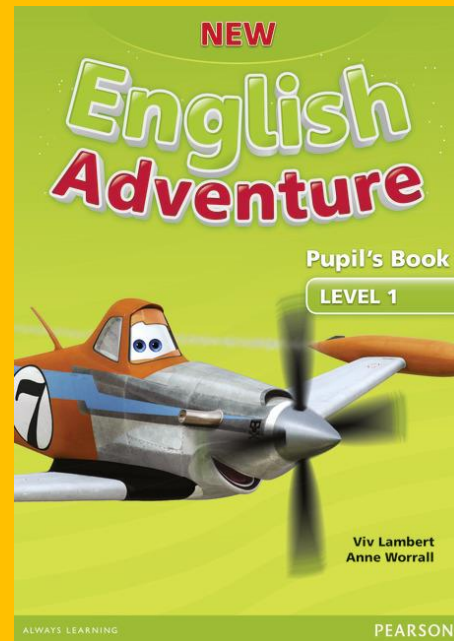
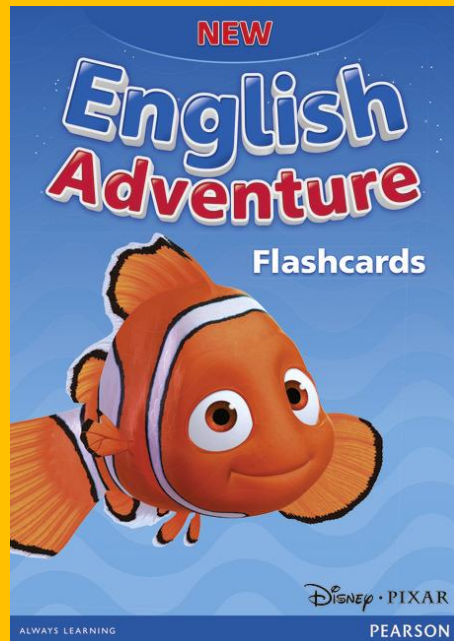
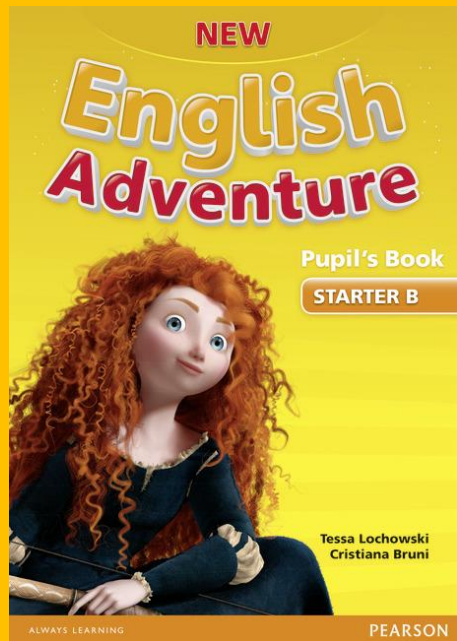
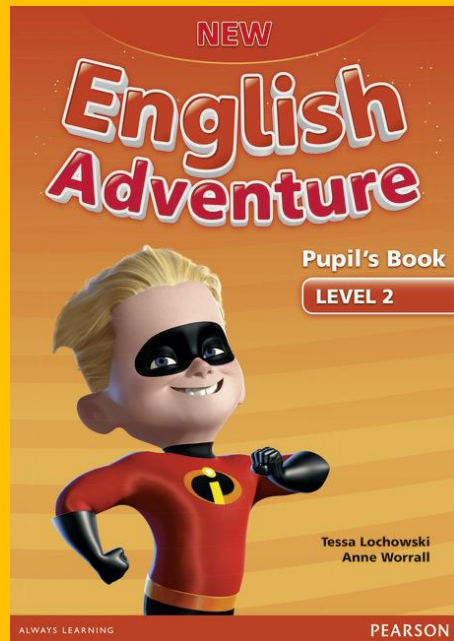


1. RECEPTION – the one with big ears

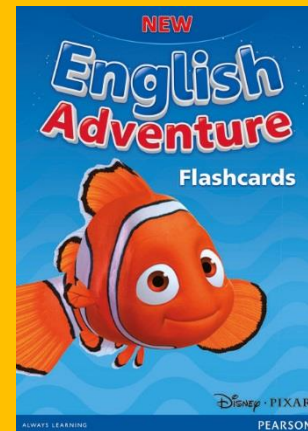
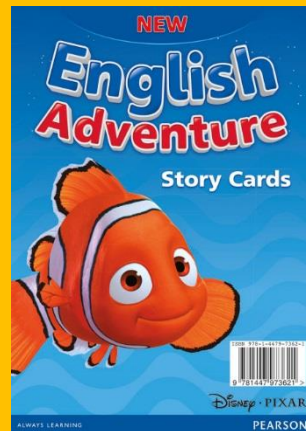
3. RETRIEVAL – the one who can reverse








<http://product.pearsonelt.com/newenglishadventure>





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attention,
hope you had a
good time!

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