Learning Grammar Through Stories ~ Story Strips

By Nabanita Deshmukh | Jul 14, 2015

By teaching grammar rules in a meaningful context, children would certainly enjoy learning it and thereby acquire a new language spontaneously. Nabanita Deshmukh invites you to try it out.

Duration: 00 hours 30 mins

Introduction:

Storytelling is a great way to introduce English as a foreign language (EFL) that students are not yet familiar with. Very young children do not and cannot analyse language but imbibe it naturally by taking part in meaningful learning. Stories are ideal for these kinds of activities because they can be repeated over and over again in many different ways and tones offering young minds myriad possibilities for interpretation.

Talking about grammar which most often is a subject of scorn and dread in classrooms, why not try introducing it through stories? By teaching grammar rules in a meaningful context, children would certainly enjoy learning it and thereby acquire a new language spontaneously. Teachers need to be careful however not to use stories simply as a means of studying grammar (this may build mistrust in the minds of children) but weave it subtly into stories for creating a fun-filled learning environment.

Objective:

MIXED-UP STORY STRIPS

Objective: For developing reading and sequencing skills

Outcomes:

- Students would learn how to work in groups and choose the right sequence for recreating a story.
- Students would learn how to link the beginning and ending of sentences to create a meaningful unit.

Materials: Cut-out strips of stories

Activity Steps:

Activity 1: Story Strip Sequencing

- The teacher narrates a story to the class.
- The teacher cuts out the printed story either into paragraphs, sentences, phrases or words depending on the age and level of the students.
- She divides the students into groups and asks each group to arrange the strips in the correct order.
- The teacher retells the story to the class and each group has to rearrange the story strips if they have done it wrongly.
- As a variation, teachers could make children do this exercise before telling them the story and use it as a prediction exercise and to generate interest and suspense.

Sahabuddin Ansari, a teacher in Dineshpur, Uttarakhand shares his experiences of a similar approach for teaching Hindi to learners whose mother tongue is not Hindi.
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Subject: Language  
Board: All boards  
Grade: Class 1-2  
Class 3-5  
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