



CONNECTING TO THE STORY

Making personal connections with the stories helps listeners to relate to events, characters, themes and other story elements which deepen their understanding and allow students to personalize the lessons to be learned.

When I heard the story it made me remember the time _____



THINK

If someone asked me to describe the most important character of the story, I would write



Each of the characters in the story handled the situation differently. This is called character perspective. Different perspectives cause the characters to respond differently.

What perspective did the main character have? _____

Which character had a different perspective from the main character? _____

How were the two characters able to resolve their differences of opinion? _____



Setting, the place where stories take place, also affects story outcomes. How does the setting contribute to the overall impact of the story? _____

Can you think of a better setting for the story to have taken place? _____

How would the story change if the setting took place in your neighborhood? _____

ANALYZING THE CHARACTERS

Choose any three characters from the stories you heard. See how well you can analyze them!

Character Name	Character 1 _____	Character 2 _____	Character 3 _____
Traits			
Relationship with Others			
Would this character make a good leader? Why or why not?			
What would you do in this character's place?			

STORY OBSERVATIONS

How many details of the stories can you recall?

Story Title	First Story _____	Second Story _____	Third Story _____
Sounds			
Smells			
Tastes			
Textures			

STUDENT EVALUATION

Young Audiences is dedicated to providing quality arts in education programs! Please fill in the blanks and circle the words that best describe your feelings about the program!

PROGRAM: " _____ "
 BY ANGELA DAVIS, THE YARNSPINNER

My name is _____.

I am in the ____ grade. I attend _____

School. I thought Angela's performance was _____
 (excellent, good, or could be better)

The program was fun and interesting because _____

 I liked best when _____

 An interesting thing I learned was _____

 I would change the part about the _____

Because _____

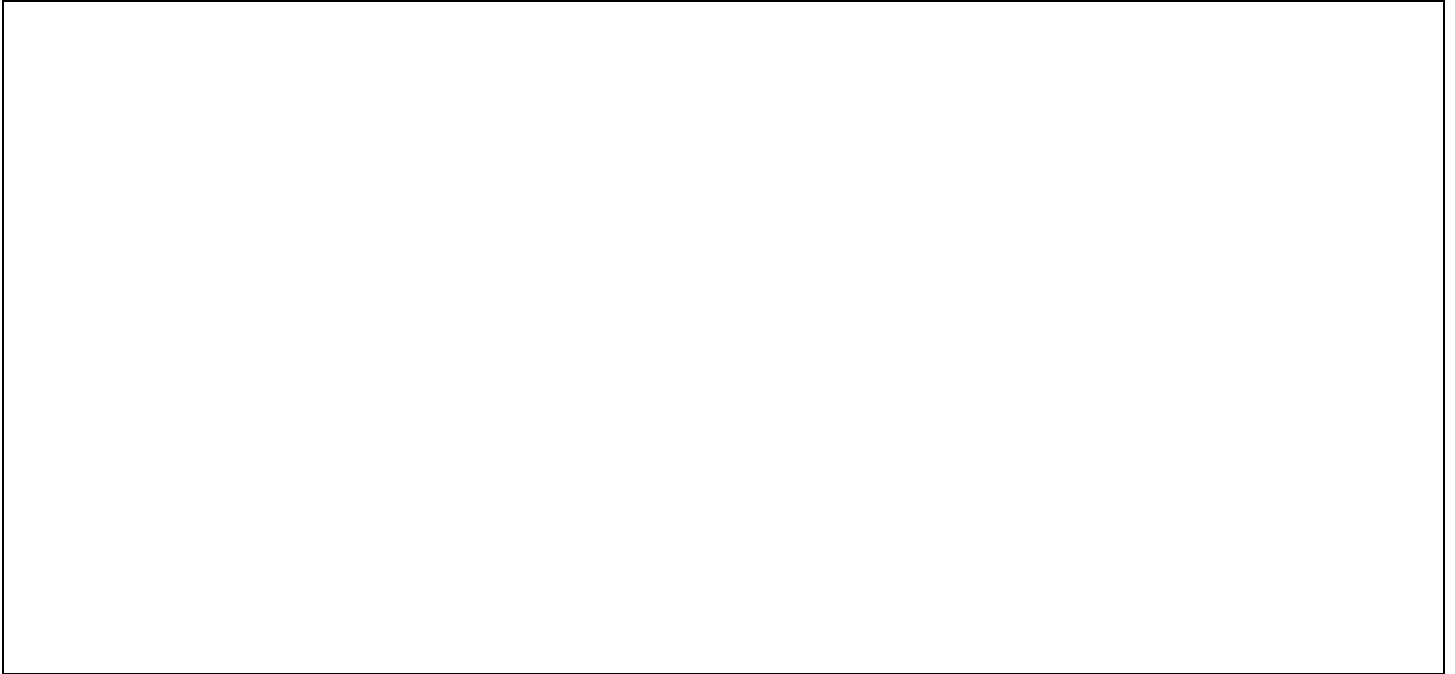
 If I told someone else about this program, I would tell them _____

 Students make informed oral and written observations about the arts by developing critical analysis skills through study of and exposure to the arts. (Language Arts Standard 4 Critical Analysis)

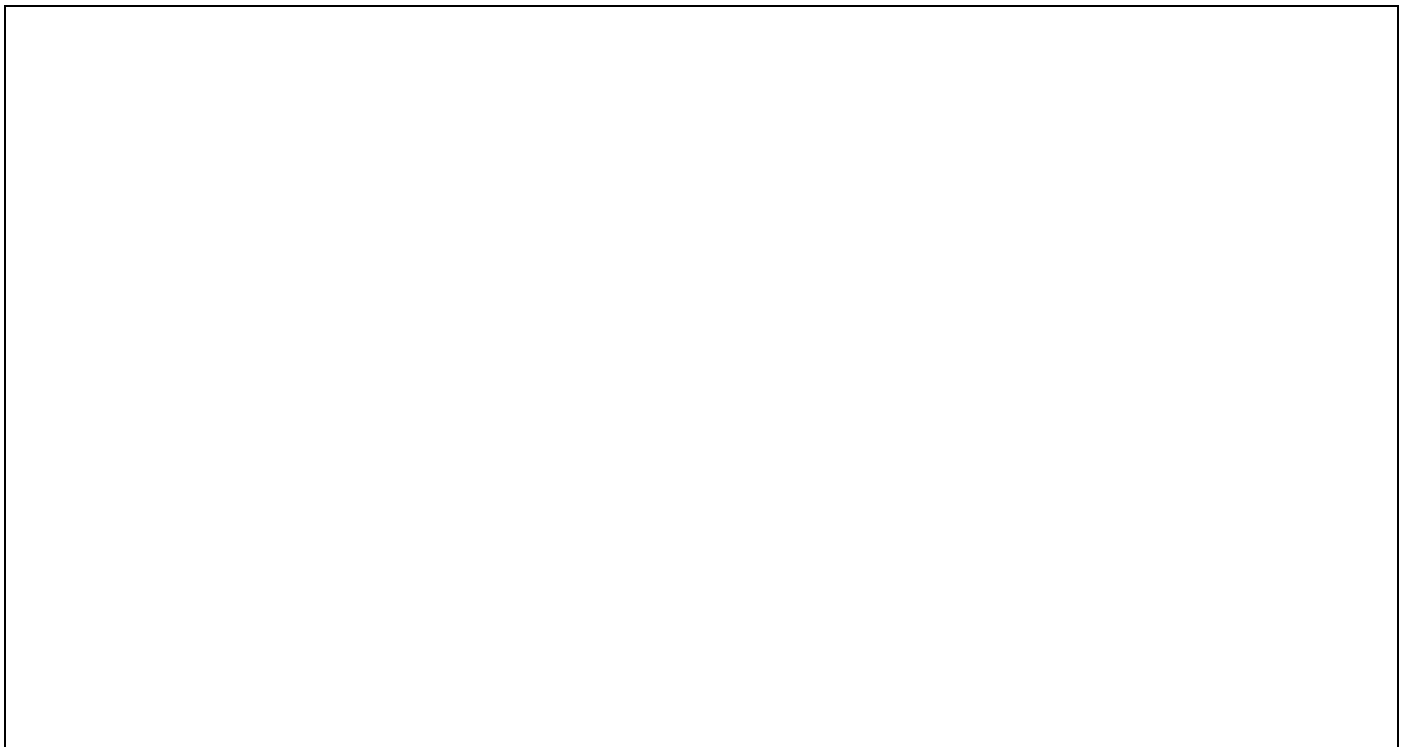
STUDENT EVALUATION FORM (Grades Pre-K - 2nd)

NAME _____

This is a picture of my favorite part of the story:



This is a picture of what I would do if I were in the story:



FIND and ALPHABETIZE A STORY WORD

How many “story” words can you find?

Y	A	R	N	S	P	I	N	N	E	R	Y	O	B	S
R	S	O	N	G	D	N	E	G	E	L	R	T	Z	H
O	S	T	O	R	I	E	S	F	U	N	A	A	S	T
T	I	S	U	O	I	G	I	L	E	R	C	L	L	Y
S	E	L	A	T	K	L	O	F	M	E	S	L	A	M
T	H	E	R	O	I	N	E	Y	A	R	N	T	M	H
S	E	L	A	T	C	I	G	A	M	B	O	A	I	E
O	F	A	I	R	Y	T	A	L	E	A	L	L	N	R
H	I	S	T	O	R	I	C	A	L	A	U	E	A	O
G	B	A	L	L	A	D	S	O	T	S	C	I	P	E

TALES	STORIES	HISTORICAL
MYTHS	EPICS	FAIRYTALES
TALL TALE	FABLE	MAGIC TALES
YARN	HERO	HEROINE
LEGEND	SCARY	FOLKTALES
ANIMALS	SONG	GHOST STORY
BALLADS	RELIGIOUS	YARNSPINNER

Can you write the words in ABC order?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

Can you identify what type of stories the storyteller shared today?

First Story _____

Second Story _____

Third Story _____

TEACHER STORYTELLING RESOURCES

Storytelling & Math

Books

Afanasev, Alexander. "Dividing the Goose." In *Russian Fairy Tales*. New York: Pantheon Books, 1973: 579-580.

Abrahams, Robert D. "Leopard, Goat, and Yam." In *African Folktales*. New York: Pantheon Books, 1983: 112.

Ausubel, Nathan. "Higher Mathematics.", "Rabbinical Arithmetic." In *A Treasury of Jewish Folklore*. New York: Crown Publishers, 1948: 3, 93-94.

Birch, David. *The King's Chess Board*. New York: Dial Books, 1988.

Carpenter, Frances. "Two Ways to Count to Ten." In *African Wonder Tales*. New York: Doubleday, 1963. OR Dee, Ruby. "*Two Ways to Count to Ten*"

Courlander, Harold. "The Hero of Adi Nifas." In *Fire On the Mountain*. New York: Henry Holt, 1950:45-49.

Edmonds, I. G. "Sissa and the Troublesome Trifles." In *Trickster Tales*. New York: Lippincott, 1996: 5-12.

Elkin, Benjamin. *Six Foolish Fishermen*. Eau Claire, WI: E. M. Hale and Company, 1962.

Geringer, Laura. *A Three Hat Day*. Glenview, IL: HarperCollins Publishers, 1995.

Ginsberg, Mirra. *Two Greedy Bears*. New York: Macmillan, 1976.
The Twelve Clever Brothers and Other Fools. New York: Lippincott, 1979.

Hilstrap, Robert and Irene Estabrook. "Ali and the Camels." In *North African Tales*. New York: Henry Holt, 1958: 10-17.

Hong, Lily Toy. *Two of Everything*. Illinois: A. Whitman, 1993.

Hutchins, Pat. *The Doorbell Rang*. New York: Greenwillow Books, 1989.

Jagendorf, M.A. "Donkeys All." In *Noodlehead Stories From Around the World*. Toronto: Copp Clark, 1957.

Leacock, Stephen. "*A, B, and C -The Human Element In Mathematics*." In *Literary Lapses*.
Dodd, Mead and Company.

- Lowrey, Lawrence F. *How Tall Was Milton?*. Holt, Rinehart, Winston, 1969.
- McKissack, Patricia. "A Million Fish More or Less"
- Myller, Rolf. *How Big Is a Foot?*. New York: Dell Publishing, 1980.
- Nahmad, H. M. "The Ape and the Two Cats." In *The Peasant and the Donkey*. London: Oxford University Press, 1967: 33.
- Nursery Rhymes: As I Was Going to St Ives; One, Two, Buckle My Shoe; Thirty Days Hath September.
- Pittman, Helena Clare. *A Grain of Rice*. New York: Hastings House Publishers. 1986.
- Paredes, Américo. "The Drovers Who Lost Their Feet." In *Folktales of Mexico*. Chicago: University of Chicago Press, 1970: 151.
- Randolph, Vance. "Arithmetic on Bear Creek." In *The Devil's Pretty Daughter*. Chicago: University of Chicago Press, 1955: 102-103.
- Sandberg, Carl. "Arithmetic." In *Complete Poems*. Harcourt, Brace, and Company. 1950.
- Schwartz, Alvin. "All of Our Noses Are Here." In *All of Our Noses Are Here and Other Noodle Stories*. New York: Harper & Row, 1985.
- Shannon, George. "Crossing the River." In *Stories to Solve*. New York: Greenwillow Press, 1985: 11-13.
- ____ "Dividing the Horses." In *Stories to Solve*. New York: Greenwillow Press, 1985: 45-47.
- ____ "The Line." In *Still More Stories to Solve*. New York: Greenwillow Press, 1994: 10-12.
- ____ "The New Prince." In *More Stories to Solve*. New York: Greenwillow Press, 1990: 11-14.
- Tahan, Melba. *The Man Who Counted*. New York: W. W. Norton, 1993.
- Tompert, Ann. *Grandfather Tang's Story*. New York: Crown Publishers, 1990.
- Walker, Barbara. "How Long Will It Take?." In *Watermelons, Walnuts, and the Wisdom of Allah*. New York: Parents' Magazine Press, 1967: 60-61.
- Weinrich, Uriel. "Seven Plus Seven Equal Eleven." In *College Yiddish*. New York: YIVO Institute for Jewish Research, Inc. 1987.

Storytelling and Science

Staton, Hilarie N. *Science and Stories: Integrating Science and Stories*, Good Year Books, 1994.

Haven, Kendall. *MARVELS OF SCIENCE: 50 Fascinating 5-Minute Reads*, 1994

Heinemann, Barbara Lipke. *Figures, Facts & Fables; Telling Tales in Science and Math*
Fulcrum Press, 1996.

Larson, Erik. *Isaac's Storm*, Crown Publishers, 1990.

Wulffson, Don L. *The Kid Who Invented the Popsicle, and Other Surprising Stories About Inventions*,
Cobblehill Books, 1997.

VALUABLE STORYTELLING WEBSITES

www.story-lovers.com

www.crt.state.la.us/arts/resources/teachers.htm

www.rif.org/educators/articles/storytelling.msp

www.scoutingbear.com/audience/audpart.htm

www.uexpress.com/tellmeastory/

www.efuse.com/Design/wa-stories.html

www.turnerlearning.com/turnersouth/storytelling/index.html

www.storybug.net

www.storyarts.org

www.mythstories.com/

www.storynet-advocacy.org/news/

www.timsheppard.co.uk/story/

www.proteacher.com/070163.shtml

GIFTED & ADVANCED

Geometry

Miodinow, Leonard. *Euclid's Window: The Story of Geometry from Parallel Lines to Hyperspace*

Algebra 2

Dunham, William. *Journey Through Genius*

Pre Calculus

Cole, K. C. *The Universe and the Teacup*

Computer Science

Smith, Michael. *The Emperor's Codes*

SCIENCE

Environmental Science

Feynman, Richard. *The Pleasure of Finding Things Out*

Biology

Jaffee, Bernard. *Crucibles: The Story of Chemistry*

Watson, James. *The Double Helix*

Astronomy

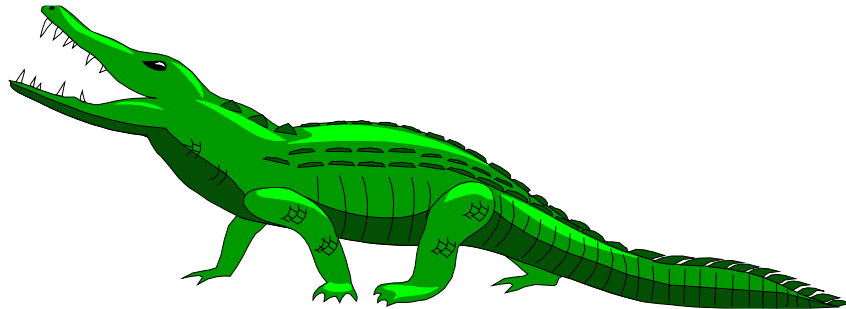
Harper, Paul. *The Quest for Alien Planet*

Physics

Garnow, George. *The Great Physicists from Galileo to Einstein*

Angela Davis, The Yarnspinner

www.yarnspin.com



Storytelling Work Booklet

Student Name _____

Grade _____ *Date* _____

School _____

Angela Davis, the Yarnspinner is committed to providing educators with the tools to meet curriculum standards corresponding with National Arts In Education Standards!

Using a Venn Diagram

Comparing Likenesses among the Stories

First Story

Second Story

Third Story

The diagram consists of three overlapping octagonal shapes arranged horizontally. Each octagon is designed for writing and contains ten horizontal lines. The octagons overlap in the center, creating a shared space for all three stories. The labels 'First Story', 'Second Story', and 'Third Story' are positioned above their respective octagons.

Using a Venn Diagram

Comparing Differences among the Stories

First Story

Second Story

Third Story

The diagram consists of three overlapping octagonal shapes arranged horizontally. Each octagon is designed to hold text. The leftmost octagon is labeled 'First Story', the middle one 'Second Story', and the rightmost one 'Third Story'. Each octagon contains ten horizontal lines for writing. The octagons overlap such that the middle one overlaps with both the first and third, and the first and third overlap with each other.