



When you listen to a storyteller, you are helping create the story while you listen. After you hear a story it is yours. To play with...to learn from...to imagine with. Here are a few ideas...I am sure you will have your own ideas too. Have fun with your own version of any story you hear, mixed with your rich imagination. – Norah Dooley at www.norahdooley.com

1. Tell the story

to someone. Perhaps someone who didn't hear it? Do this soon, before you forget your favorite parts. Even if you do forget something? Just make up a new part. This is how we have new stories!

2. Imagine a new ending.

A story with a completely or even slightly new ending is, a different story. It is fun to think of different ways the same things could end or different things the same events could lead to. Try it. It is like yoga for the mind. It stretches your thinking and problem solving ability

3. Draw some pictures.

What's is your picture of the main characters in the story? Use paper plates so you can make masks of your favorite characters. Or each one can draw a favorite part of the story. Put these all together and arrange in order, from beginning to end. Add any parts that were missing. Show these as a story line or tape drawings together to make a kind of story

7. Your idea...

"quilt". Or, use chalk to draw the story on the sidewalk. Make a mural or drawings with word bubbles and/or titles.

4. Tell the story in action.

Instead of telling with words use mime. Or use the story you heard to create a dance. One person or many can dance to music of your choice and show what happened in the story with your movements. This dance can be the feelings of the story - or like a mime in motion - showing the action. A narrator could tell the story while you dance.

5. Play a guessing game.

One person can *pretend* to be a character from the story, in mime or by speaking some words from the story. Everyone else takes turns guessing *who* they are.

6. Act out the story.

Play pretend as the characters in the story. If you like, put on a play based on the story. Assign roles and make simple props from paper and face paint. Add dance/music and even costumes improvised from 2nd hand clothing.



12 good reasons... to listen to the live transmission of oral stories:

1. Develops concentration, attentiveness and sustained, active listening skills.
2. Activates visualization and imagination.
3. Develops an understanding of orality,
4. Develops the use of spoken story language; rhyme and repetition
5. Develops familiarity with narrative patterns, conventions and structures, etc.
6. Extends vocabulary and models the articulate use of oral language and by extension, written
7. Develops sequencing, comprehension and prediction skills.
8. Develops memory.
9. Presents an opportunity to experience, respond, participate in live performance.
10. Develops social cohesion through shared experience.
11. Offers access to the vast range of traditional and historical narratives
12. Offers access to the vast range from diverse cultures, religions and points in history.

Nonverbal elements of live transmission of story:

Nonverbal elements such as gestures, facial expressions, and use of space have long been recognized as powerful components of human communication. In the last several years, researchers have discovered and documented the importance of nonverbal communication in learning, especially in early education settings. Understanding nonverbal communication is essential because it conveys meaning where words alone, verbal communication, cannot. Therefore nonverbal communication is important component literacy skills especially fluency and comprehension.



Story and Learning to Read: The reading process is not a natural process of our human brain, says Stephen Pinker, MD. Recent research on brain-based reading connections shows what Pinker has been saying – our brains are naturally hard wired for oral language and

"... reading is an attachment that must be painstakingly bolted on".

1. Writing is an invented system, and an alphabetic writing system like the English language presents particular challenges when learning to read.
2. Written English: Written English holds the keys to word sound, meaning, and history and, once understood as such, is a very good system for the reader (though less so for the English Language Learner).
3. From Language to Reading: One basic element underlies reading: language skills. Children develop language skills well before written letters start making sense to them, through oral language. Rich, early language experience is linked to later proficient reading skills.
4. Phonemic Awareness: Phonemic awareness is a skill crucial for learning to read English. Phonemes, the units of sound in language, are more or less represented by the letters of the alphabet, but children do not spontaneously pick apart words into phonemes.
5. Morphological Awareness: Knowing that written English holds the keys to meaning in its morphemes (the units of meaning in language), it is no surprise that readers need morphological awareness in order to become proficient readers. Morphological awareness plays a role of ever-increasing importance in children's vocabulary and reading development from third grade on.
6. Syntax: Children start learning syntactic structures while they are developing their language skills, but young readers must learn to apply their knowledge of spoken structures to written text.
7. Working Memory: Working memory is important for holding any concept in mind long enough to do something about it. Children's working memory capacity develops along with their language abilities, story skills and other early skills.
8. The Typical Timeline: Language and reading milestones help put students' reading skills in perspective.

Simpler spellings 'would make life easier for dyslexics' . A study of dyslexic adults has shown that simplifying English spellings could be one way to help sufferers. It also confirmed that the cause of the reading difficulty was a brain disorder. Experiments showed for the first time last week that the neurological cause of dyslexia is the same in sufferers across Europe. **But the disorder appears to be twice as common in the UK than in Italy because English has a more complex writing system, or orthography, than Italian, which is more phonetic.**



Books

Everybody Cooks Rice

Grades K-4-- Carrie travels from one house to another, looking for her brother at dinnertime. Each family invites her in for a taste of what they are cooking; thus, she samples the ethnic diversity of her neighborhood through the rice dishes they prepare. At home, her own Italian family is indulging in risi e bisi . All the recipes are included at the end of the book. Thornton's illustrations have that flat, depth less look of primitive art. Colors are strong and brilliant primaries with very little black shading. The geometric forms displayed in the multi hued houses of the street are especially nice. Yes, everybody cooks rice, and everybody eats rice--these commonalities do bring us together, a lesson worth repeating again and again. --**Booklist**

"Nifty neighborhood- nifty book"- NY Times Review of Books MAR, 1991

Listed in The New York Times Parent's Guide to the Best Books for Children Three Rivers Press (CA); 3rd Rev & Up edition, NOV, 2000

*Yes, everybody cooks rice, and everybody eats rice--these commonalities do bring us together, a lesson worth repeating again and again. --**Booklist***

Everybody Bakes Bread

Grades K-4-In this rainy-day story Carrie is sent out into her multiethnic neighborhood to borrow a three-handled rolling pin. She has a fine time visiting the neighbors, eating seven kinds of bread, and finding enough friends for a kick ball game after the rain stops. She samples coconut bread from Barbados, chapatis from India, corn bread from South Carolina, pocket bread from Lebanon, challah from the Jewish "old country," pupusa from El Salvador, and braided bread from Italy. Recipes are included. Thornton's richly colored, softly realistic illustrations show the diversity of age and nationality, lifestyles, and staple foods of this friendly neighborhood.-**Booklist**

American Library Association "Pick of the List" in 1997



Everybody Serves Soup

Dooley (Everybody Bakes Bread, 1996, etc.) dishes up another premise for Carrie to eat her way around her multicultural neighborhood. Today is a snow day at school and Christmas approaches. Carrie is tapped out after buying gifts for everybody except Mom, who always wants "anything that comes from your heart." She hopes to earn money by shoveling snow. But...recipes pour in along with Mark's mom's corn chowder, Darlene's grand aunt's oxtail soup, and Wendy's mom's miso soup. Recipes, however, don't buy gifts, and at the end of the day Carrie has earned only ten dollars from Dad. That and Mrs. Max's idea are enough to buy Mom's gift—a blank book in which Carrie can write her newfound recipes. Preparing for Hanukkah, Mrs. Max reminds Carrie that "good soup with a friend warms more than the body." The recipes included give readers an opportunity to test that notion in a book more cookery than fiction, more work-a-day than holiday. (Picture book. 5-8) - **Booklist**

Awarded the Social Studies Honor Book by the *Society of School Librarians International* in May 2001.

Everybody Brings Noodles

A neighborhood celebrates America's birthday by sharing its ethnic dishes in this latest of the Everybody series (Everybody Serves Soup, 2000, etc.). When Carrie hatches the idea of a block party for the Fourth of July, she has no idea of the work it will involve. On the day of the party, she clutches her list as she crosses off each item. Fortunately for Carrie, all the dishes contain her favorite-noodles....As Carrie moves through the neighborhood, readers can see through her interactions that the young girl is instrumental in bringing the community together. In fact, though she is disappointed not to be taking part in the talent show, she is pleasantly surprised when she is recognized in this capacity by the organizer of the talent show. Dooley's work is a combination of a celebration of the diversity that makes America unique, and a recipe book. Thornton's illustrations are filled with color and life, and feature the people and places found in his own hometown.

Add it to the menu. --Kirkus Reviews 2007



Norah Dooley's CDs available at www.norhdooley.com & at CDBaby.com

MUSIC OF ANGELS and other things I've heard.

Luigi the Tailor of Napoli - The Woman Who Outsmarted the Gangsters - Truth and Wisdom - The Story of La Befana - The Music of Angels

These stories are my culturally and politically incorrect versions of tales extant in the collective unconscious. Some are Christmas stories, most are not.

STORIES NOBODY TOLD ME Italian folktales

Book Learning and Common Sense or Simply Guido - The Farmer and the Snake or Lower than a Snake's Belly - Caterina the Wise, a Farmer's Daughter - The Old Horse and the Bell of Justice - La Bocarona or Mrs. Bigmouth Keeps a Secret - Giufá and the Plaster Statue or Giufá On An Errand - Justice, Mercy and Revenge or Rozzone's Luck - Three Hens a fable

Traditional Italian folk tales serve up common story motifs with a distinctive flavor. Despite a large extended Italian family in my background, I came to my cultural heritage through the back door of my enthusiastic but slapdash scholarship. The work of Italo Calvino, Bocaccio, Straparola and Basile inspired me to tell my versions of these timeless tales. As many European storytellers before me, I also found inspiration in the ancient Panchatantra texts and the old Buddhist Jataka tales. The Three Hens is my own fable. The "recipes" used to dish up these tales are very old, and the ingredients and seasonings come from Italy. Buon appetito!

Stories from the Neighborhood world folktales

Little Daughter and the Wolf, African-American - The Stone Cutter, Japan - Tony and the Donkey, Italy - Talkative Turtle, India-- Juan Bobo and the Pot, Puerto Rico - The Appointment, Iraq - Molly O'Donahue, Ireland

These are some of my favorite folk tales. Like my Cambridge neighbors, these stories come from many countries and continents. Some of these story motifs are found in the ancient Indo-European sources and others are unique to their culture and place. Whether you believe that the stories we call folk tales have identifiable sources and or you believe that that the commonalities in the world's stories reflect each culture's response to similar and all too human circumstance, I hope you find my versions of these timeless world travelers satisfying.

Other titles at CDBaby.com



Some reviews of Norah Dooley's Work

[The New York Times Book Review](#), March 31, 1991 p29 col 1

Everybody Cooks Rice. (book reviews) **Review Grade:** A

[Everybody Brings Noodles. \(Children's Books\).](#) (book review)

Kirkus Reviews April 1, 2002 v70 i7 p490(1) (238 words)

[Everybody Serves Soup.](#) (Review)_(book review) Shelle Rosenfeld.

Booklist Jan 1, 2001 p967 (168 words)

[Everybody Serves Soup.](#) (Review)_(book review) L. F..

School Library Journal Oct 2000 v46 i10 p58 Mag.Coll.: 104K2175. (184 words)

[Everybody Bakes Bread.](#) (book reviews) Carolyn Jenks.

School Library Journal April 1996 v42 n4 p108(1) Mag.Coll.: 83G1695.

[Everybody Bakes Bread.](#) (book reviews) Susan Dove Lempke.

Booklist March 1, 1996 v92 n13 p1187(1) (143 words)

[Everybody Cooks Rice.](#) (book reviews) Ruth Semrau.

School Library Journal June 1991 v37 n6 p76(1) Mag.Coll.: 60E1787.

[Everybody Cooks Rice.](#) (book reviews) Diane Roback, Richard Donahue.

Publishers Weekly March 1, 1991 v238 n11 p73(1) Mag.Coll.: 59B3308. Bus.Coll.: 56Z0502.
(163 words)