

C9105 018

Any Time Is Story Time

Meet the Marquez family. Miguel's mom and dad can never find time for storytelling, but by meddling in the family's affairs, our storyteller eventually persuades the parents to read and tell stories to their son. From this moment on, a whole world of fun and discovery opens up to the entire family.

This delightful short blends animation and real people to stimulate reading. The film is aimed at kids from five to nine and the adults who share their lives.

Director: Michel Drapeau
Producer: Pierre Lapointe

11 min 14 s

A user guide is printed on the back of this videojacket.

Also available in the French version, *La lecture, quelle histoire!*

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Learning to read involves learning to listen, tell stories and write. Here are some activities to develop these skills among your students.

Activity 1: Learning to listen

1. Show the film once. To make sure your students have understood the main ideas in the story and the story within the story, ask questions such as:

- What is the boy's name? (*Miguel*)
- Who is the little girl in the story, Miguel's special friend? (*The storyteller as a little girl*)
- What word did the two children say so they would smile in their photo? (*cheese*)

2. Before you show the film a second time, ask students to:

- Memorize five new words as they watch the film (e.g., *furniture, imagination, story, stars, parents, family*).
- Pick out poetic or colourful expressions in the story (e.g., *snore like a tractor, sleepwalk*).
- Find a play on words (e.g., *Leaves fall in the fall*).

3. Have students compare their findings. Explain the meaning of new expressions and words as needed. Remember, students don't have to understand every word of the storyteller or of the Marquez family. Listening for the main idea is a key skill.

Activity 2: Learning to tell a story

Have your class make up a story together using the film's subject matter (fish, stars, worms, furniture, etc.). Encourage your pupils to use their imagination and to use colourful words and expressions to make their story interesting.

1) You begin the story and set the tone: *Once upon a time there was a little girl who tried counting the stars / a lost dog that snuck into a furniture store / a little boy who got lost in a library....*

2) Then one student continues the story for 30 seconds.

3) A second student continues the story, and so on until everyone has had a turn.

4) The story can also be recorded, started over, improved, written down, mimed or illustrated.

Activity 3: Learning to write

Photocopy the paragraph and have students fill in the blanks using the list below.

reading	hot	hear
library	North	classes
stars	words	bookcase

Miguel's father is building a _____. His mother is taking _____ to improve her _____. Miguel is getting bored and wants to _____ a story. The boy discovers hundreds of books at the _____. He learns that the sky in _____ America is home to 3,000 to 6,000 _____. Miguel also discovers that pineapples grow in _____ countries. For the Marquez family, reading is a wonderful world of _____.

A fun written assignment

Students take turns writing down a few lines of a made-up story on a sheet of paper. Each student folds the sheet before passing it on, leaving only the last line visible so the next student can read this one line and then continue. Every student has a chance to add to the "hidden" story. Read the final story aloud. It will probably be strange and comical!