

National Tell a Story Day

Actual Holiday: April 27

First Celebrated: Unknown



Introduction

Although its creator is unknown, National Tell a Story Day is celebrated in the United States, Scotland, and the United Kingdom. The goal of the day is to get individuals sharing and listening to one another's stories. The story type is nonspecific—you could have fiction, nonfiction, fairy tales, folktales, or even ghost stories! Stories can be favorites or newly found. And the sharing can be from memory or from a book. Regardless of genre, stories are meant to be told out loud to anyone, be they a family member, friend, classmate, or stranger.

Materials

- *Running Late* sheet (page 27) (for the teacher)
- paper
- pencils

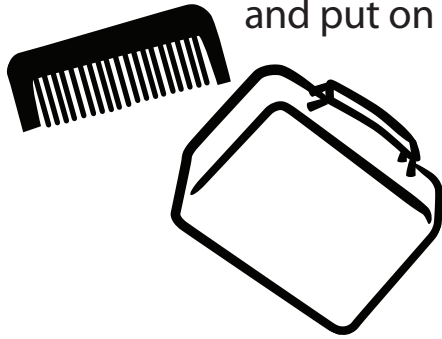
The Activity

- Tell students that today they will be celebrating National Tell a Story Day by writing and sharing stories. But first, they will write one as a class.
- Explain the concept of Mad Libs®. A Mad Lib is a prewritten story that has blanks for you to fill in before reading the complete story. On the lines indicated, you fill in nouns (such as *castle*, *umbrella*, or *singer*), verbs (such as *ran*, *jumped*, or *danced*), adjectives (such as *green*, *noisy*, or *soft*), and adverbs (such as *often*, *slowly*, or *quietly*). The finished product is often silly, but that's okay! The point is to have fun.
- As a class, ask students to help you fill in the blanks by providing examples for the parts-of-speech in the *Running Late* activity sheet. Write their answers on the lines. Be sure not to show students the story until you've completed filling in the blanks. When you have finished, read the story out loud. If possible, use a document camera or projector to show the story format to the class, so they know how they will need to format their stories.
- Now, tell students that they will write their own stories with blanks. Their stories can be famous tales or something brand new! The only requirement is that the stories should include nouns, verbs, adjectives, and adverbs. Once they have finished writing it, they will ask a partner for the parts of speech that are missing. Then they will read the completed story out loud to their partner.
- If time allows, ask for student volunteers to share their favorite stories with the class.

Running Late

Manuel the _____ was running late to _____.
[noun—animal] [noun—place]

He brushed his _____, combed his _____ hair,
[noun—body part] [adjective]



and put on his clothes and shoes. His _____ stomach
[adjective]

reminded him to grab his lunch. And when he saw
his backpack, he _____, “Aha!” He
[past tense verb]

slung it over his shoulder on the way out.

Later that morning, his teacher asked for everyone’s _____.
[noun]

Manuel had spent all night working on his, but when he looked in his
backpack, it wasn’t there! He looked through his _____ and
[noun]

in his pencil case. He looked in the side pockets and inside his binder. No

_____! Manuel was _____. He thought he’d
[same as first noun in this paragraph] [adjective]

get into trouble.

Manuel explained what happened to his teacher,
who was _____. She said to bring
[adjective]

it the next _____. Manuel felt
[noun]

_____. He knew he’d never
[adjective]

make this mistake again.

