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# Ten-Word Tiny Tales

Læremidlet	Ten-Word Tiny Tales, Joseph Coelho
Medietype	Bog
Fag	Engelsk
Målgruppe	4.-7. klasse
Nøgleord	Kreativ skrivning, storytelling, kreativitet, kunst, poesi



## Fagligt fokus

### Indhold

Er det muligt at spinde en fortælling med kun ti ord? Det er det helt sikkert! Denne samling af små historier er designet til at sætte gang i fantasien. Billedbogen rummer historier om undervandsverdener, dæmonhamstere, bjørne i det ydre rum og portaler til ukendte steder. Alle sammen kun bestående af ti ord!

### Materialebeskrivelse

Billedbogen Ten-Word Tiny Tales består af en samling billeder, der er lavet af forskellige kunstnere, som forfatteren Joseph Coelho har parret med små historier, der hver især er præcist ti ord. Hver side udgør således hvert sit separate univers med korte minihistorier eller 'story starters' af poetisk karakter, som sætter gang i dine elevers fantasi og skaber rum for kreativitet i forhold til storytelling og kreativ skrivning

Bagerst i bogen har forfatteren lavet et oplæg til et forløb om, hvordan man kan arbejde med bogen i kreativ skrivning i engelsk.

Denne pædagogiske vejledning indeholder en række konkrete ideer og aktiviteter, som kan bruges i arbejdet med bogen i forbindelse med et forløb med fokus på skrivning og historiefortælling. Til vejledningen hører også en [padlet med links og supplerende ressourcer](#) til brug under forløbet: kort med generelt storytellingsordforråd og -gambitter, storystarters, mini sagas og mange flere ideer til kreativ skrivning og storytelling.

Det generelle ordforråd kan indgå i de fleste opgaver, særligt de mundtlige aktiviteter, hvor arbejdet med gambitter kan booste fluency. Brug fx ordene til ordbingo på smartboardet, hvor det gælder om at bruge alle eller så mange gambitter så muligt i løbet af en historie.

### Creative writing

Kreativ skrivning refererer normalt til fremstilling af tekster, der har et æstetisk snarere end et rent informativt, instrumentelt eller pragmatisk formål, men i betegnelsen 'kreativ' ligger også en forventning om, at eleven har mulighed for at bruge sin fantasi, være innovativ og prøve sine egne ideer af.

Det er almindelig kendt, at elevernes selvstændige skrivning hjælper sprogudviklingen på alle niveauer: støtter deres fornemmelse for grammatik, samtale og udtale samt styrker deres ordforråd.

Et af de vigtigste kendetegn ved kreativ skrivning er et legende engagement med sprog, så en forudsætning for succes er, at skrivningen og feedback finder sted i en behagelig og støttende atmosfære og på en måde, som giver eleverne regelmæssige oplevelser af succes og opmuntring. Øg fx elevernes motivation for skrivningen ved at fokusere på samarbejde mellem eleverne både i form af brainstorm før skriveprocessen samt feedback og respons under og efter skrivning af teksten.

Vælg opgaver, som øger elevernes motivation ved aktivt at fremme elevens autonomi, og fokusér på kommunikation og det personlige udtryk fremfor korrekthed. Her kan visuelle eller skriftlige prompts, som de findes i Ten-Word Tiny Tales være stimulerende for aldersgruppen, men også writing prompts i det hele taget og opgaver som 10-minute-stories, tongue twisters, limericks, acrostic poems etc.

Dine elever skal opleve, at de kan skrive noget på et fremmedsprog, som aldrig er skrevet af andre før, og som andre finder interessant at læse. Derfor er det også vigtigt på et tidspunkt i processen at publicere elevernes arbejde i en eller anden form.

### **Kompetenceområder**

Hvilke mål, man opstiller for sine elever, kommer helt an på klassens niveau og det faglige fokus, som man ønsker at arbejde med. Målgruppen for denne vejledning er engelsklærere, der underviser fra 4. - 7. klasse, og hovedfokus er følgende kompetenceområder: skrivning, samtale, læsning og sprogligt fokus inden for henholdsvis mundtlig og skriftlig kommunikation. Derudover er der mulighed for at inddrage tekst og medier samt kultur- og samfundsforhold gennem arbejdet med tekst, billeder og teknologi.

## **Ideer til undervisningen**

Herunder findes en række ideer til kreativ skrivning, hvor eleverne kan udforske deres fantasi og kreativitet. Opgaverne skal ikke løses i rækkefølge, men er et bud på at sætte fantasien løs og skrive løs.

De første to opgaver har fokus på mundtlighed, hvor eleverne udforsker billederne og bruger deres fantasi.

### **Before reading the book**

#### **Group storytelling**

Show one of the ten-word tiny tales on the board. Ask the students questions like:

- What do you see in the picture?
- Find ten keywords in the picture and write them down.
- How does this tiny tale make you feel?
- What could it be about? Where is this happening? Why?
- Who might say/do/think this? What could the character in the picture be like?
- What could be happening here? What would it be like? How could you describe it?

- Is this from the beginning of a story? The middle or the end? Why do you think so? How could we develop it together?

Tell the story together – on class or in groups. Each student says a sentence and the next will continue the story.

### **Story sparkers on the wall**

Hang up the pictures from the book on the walls of your classroom, in the school - outside or inside.

Divide students into pairs or small groups. Encourage them to go from picture to picture in random order, emptying pictures for words.

### **Talking prompts:**

- What do you see in the picture?
- What is happening (or has happened) in the picture?
- What will happen next?
- What is this place? Describe it.
- What are the people talking about?
- Why are these people here?
- What are the people in the picture thinking?

### **Vocabulary and chunks:**

- *I can see a...in the picture.*
- *There is/there are...*
- *They are/she's, he's...*
- *Earlier a..., and then...*
- *In a minute a ...will..., later...*

The activity is great as a warm-up for a theme, text, or film or before a written assignment.

## **Working with the book**

### **Create your own ten-word tiny tales**

After showing the book to your pupils, try creating your own ten-word tiny tales. The only limits should be that each tale has only ten words – what pupils write should be up to them, but discuss what makes a great tiny tale first:

- What did anyone like about the tales in the book?
- How did they make them feel?
- Did they want to know more about the story? Why? Could they try to do something like that themselves?

Pupils might want to think about how to create excitement in ten words:

- How much detail to give – they don't have to tell a whole story, just give a tempting glimpse of one.
- Being specific – don't worry about the rest of the story, just come up with something that makes you want to know what's going on/what would happen next.

- Contrast and tension – you can create interesting dynamics by bringing together two things that you usually wouldn't find in the same scene (e.g., pirates and UFOs).

Once you've created your tiny tales, you can illustrate each other's ideas and create your own books of ten-word tiny tales.

For younger pupils you may need to create these tiny tales yourself or offer greater structure and scaffolding to allow them to engage. Developing ten-word tales all together as a group may work best, allowing everyone to contribute but with the group leader or teacher providing the experience and structure.

### **Use the word generator and write Ten-Word Tiny Tales**

Use the word generator and write your own ten-word tiny tales. Share them with your classmates. <https://www.tenwordtinytales.com/>. You can submit the best one.

### **Write a short story**

Write a short story where one of the tiny tales is a part your story. It could be the beginning of the story, the middle of the story or the end of the story.

### **10-minute stories**

You have 10 minutes to write your own story using the tiny tales as a starter. There is no time to look up words in a dictionary. If you don't know the English word just code-switch into your own language. Finish by reading your 10-minute story to a partner. Do they know the words that you were missing? Comment on each other stories: two positives and one idea for improvements.

### **Mini sagas**

Write a story of exactly 50 words with a beginning, a middle and an ending and read it to your partner, and if you wish on class. Now extend your story to 100 words - no more, no less, and repeat the procedure. Finally, you can extend your story to 200 words. Use existing stories to shorten in the same way.

### **Collaborative writing**

Ask your students to write a story together using one of the ten-word tiny tales. Each student should write a sentence and pass on the sheet to another student, who should continue the story. In the end, someone can read the story aloud.

### **Act out one of the stories in the book**

E.g. "We watch the teacher lead the children through the portal". What happens on the other side, and why do the children go there? Do they need to go through the portal to go to school, to go home or to learn something? Once you have acted out the scene, pick another tiny tale that you wish to act or write down the story.

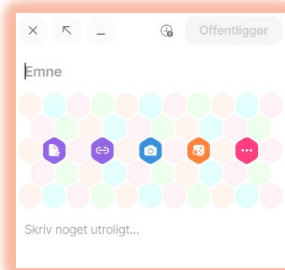
### **Ten-word tiny tale tongue twisters**

Make up a tongue twister that goes with one of the illustrations. All the words must begin with the same letter of the alphabet, like "*sad steel spaceships shuffle silently saving silly submarine sandy sails*". Practice saying your tongue twister slowly and faster. Can your partner say it just as fast, maybe even faster?

### **Working with horror elements in the tales**

Choose three tiny tales with a partner that you find scary. Talk about why you think it's unsettling – find creepy details in the drawing and explain what makes it so. Maybe the story suggests something bad is going to happen. Make up a list of 10-25 dark and creepy words/vocabulary. Adjectives are great mood makers, so make sure to add some of those.

Now write your horror story alone or with a partner. Once you have written up a draft, read it to your partner or another group. Ask for feedback and inspiration for plot changes. Rewrite the story using the ideas that you liked on BookCreator or Story Jumper and add illustrations.

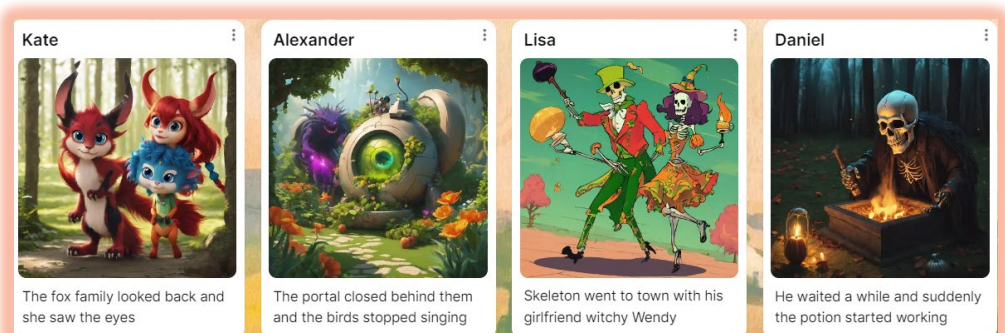


### Create an illustration for your ten-word tiny tales with AI

To illustrate your tiny tale, you can use Padlet on SkoleTube and the function 'I can't draw' ("Jeg kan ikke tegne"). Double-click the padlet to add your post, click the three dots and choose the function.

First, change your language into English under 'settings' ('indstillinger') on your padlet main page – this makes your prompting better.

Now prompt the AI with words to start making your picture. Experiment with adding more words to make your picture just right. When your picture is finished, choose it with a click and writing your ten-word tiny tale.



## Supplerende materialer

### Andre relevante ideer til Ten Word Tiny Tales:

- [Reading Agency Resources](#)
- [Teaching guide fra Walker Books](#)
- [Ten Word Tiny Tale Generator](#)
- [Padlet med flere ressourcer til kreativ skrivning og storytelling](#)