

Octopuses come into the school/home/park and eats everything



IMAGINARY

The trees in the rainforest come to life and travel to Antartica



IMAGINARY

A bubble wants to make friends with a cloud but is afraid of heights



IMAGINARY

A monster and a baby become friends and communicate with their own language



IMAGINARY

A wizard cannot get out of a pool filled with slime



IMAGINARY

HOW-TO

Print on cardstock (lamination never decomposes) and cut. Fix to a keyring and keep somewhere handy. Pull it out for inspiration to tell a story. Add your own favorites too.



Goldilocks and the Three Bears



FOLK TALE



The Three Little Wolves and the Big, Bad Pig



TWISTED FOLK TALE



Jack and the Beanstalk



FOLK TALE



The Little Red Hen Makes a Pizza



TWISTED FOLK TALE



Three Billy Goats Gruff



FOLK TALE



The Mitten (an animal loses it and people find it and hide inside)



TWISTED FOLK TALE



I was so scared the
time that...



PERSONAL NARRATIVE



Sometimes I get
really angry and
once I...



PERSONAL NARRATIVE



I had the best day
at school when I...



PERSONAL NARRATIVE



Story about a scar



PERSONAL NARRATIVE



It was so embarrassing
when...



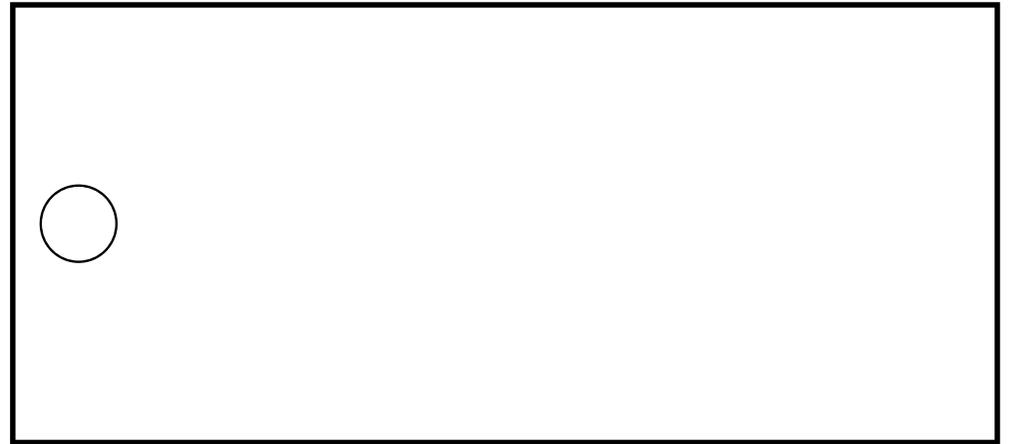
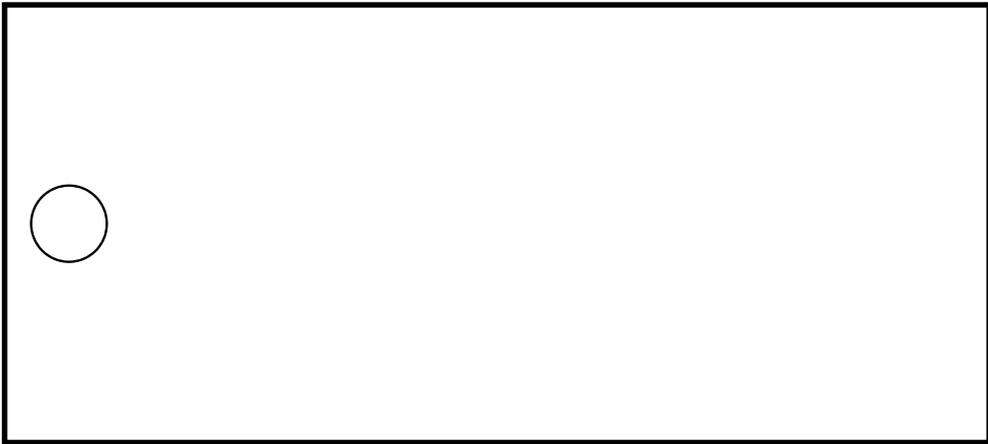
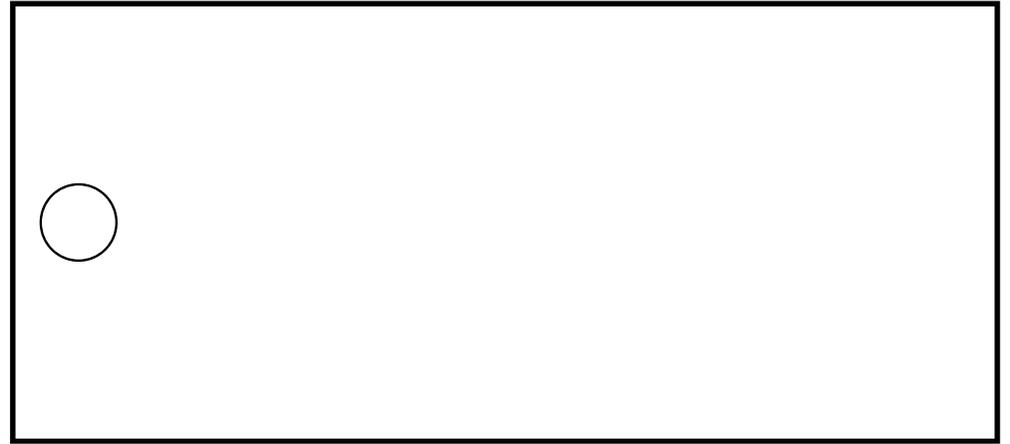
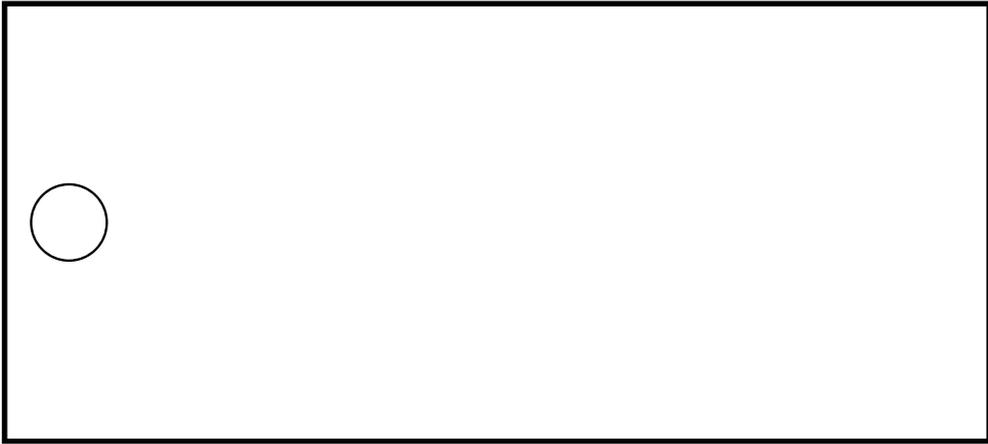
PERSONAL NARRATIVE



One time, my best
friend and I...

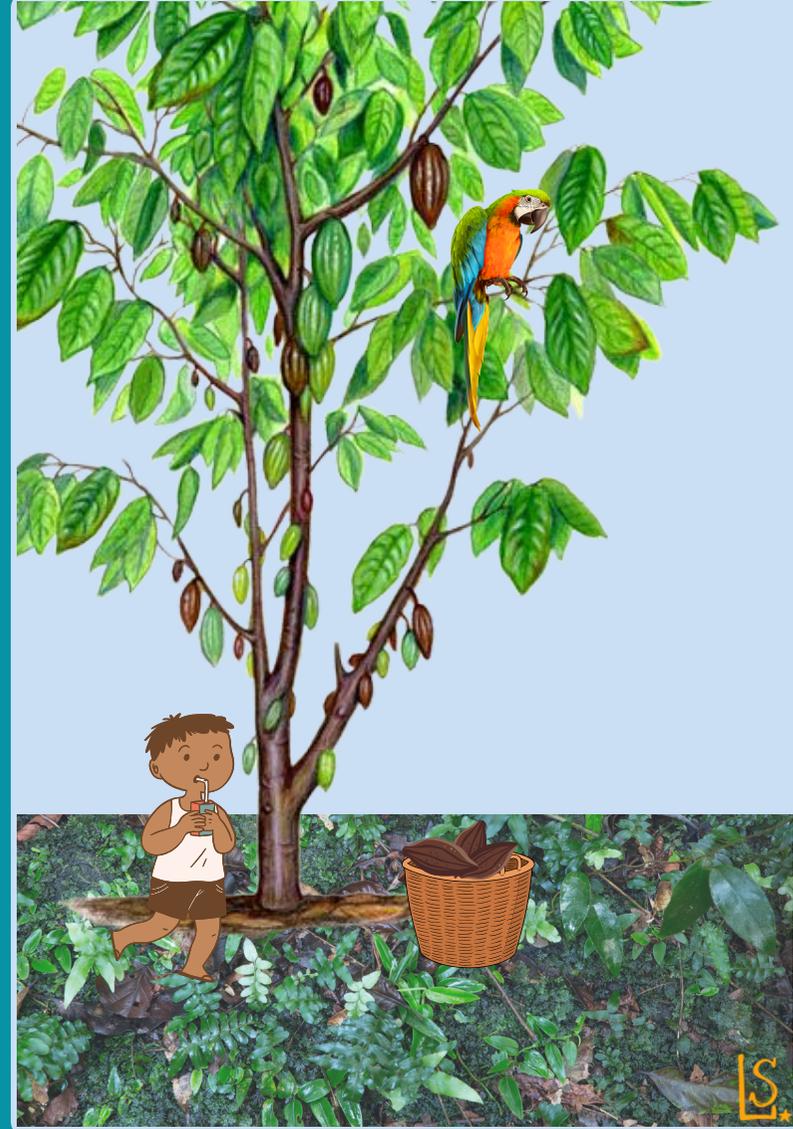


PERSONAL NARRATIVE

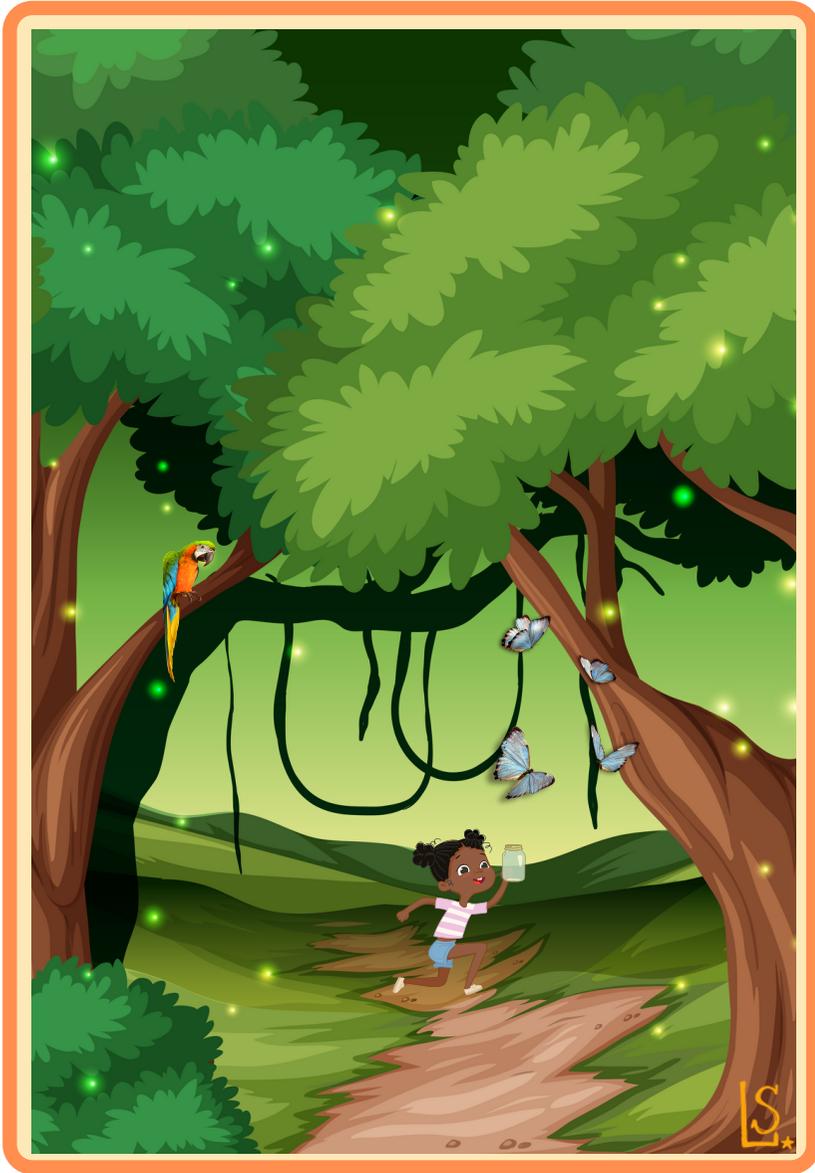




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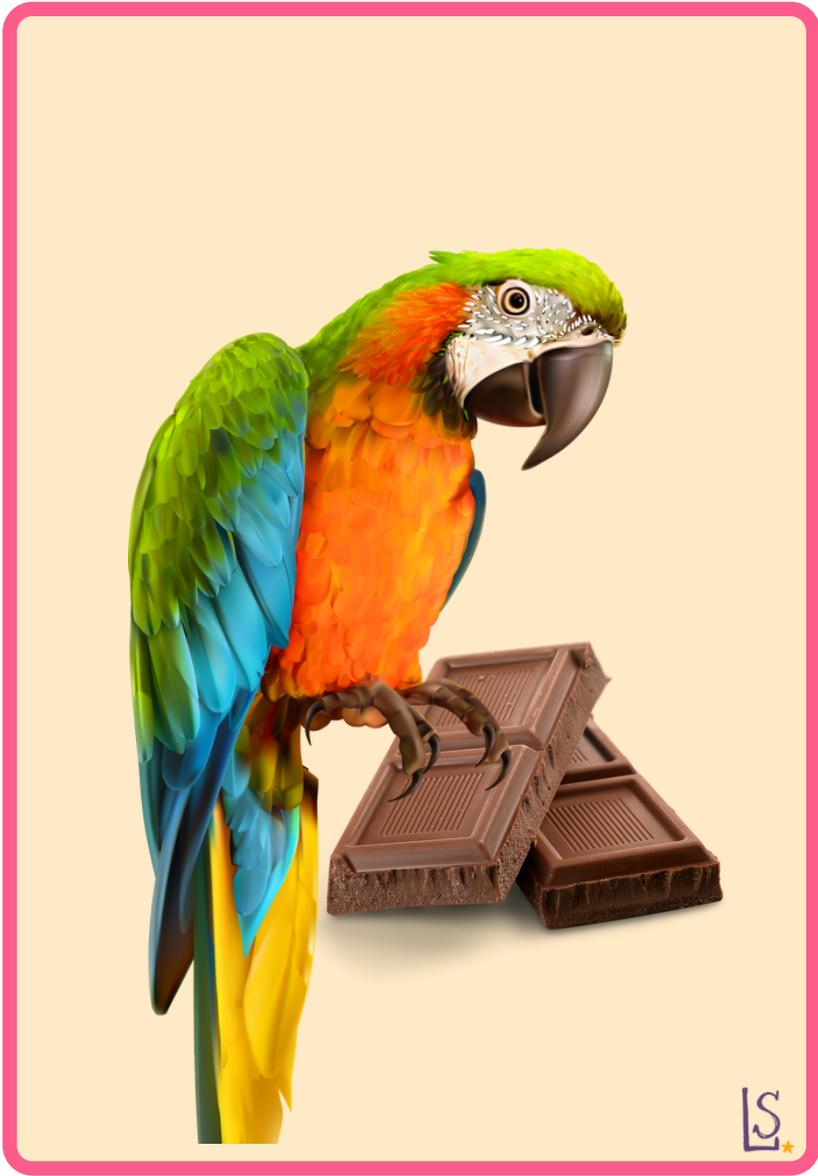
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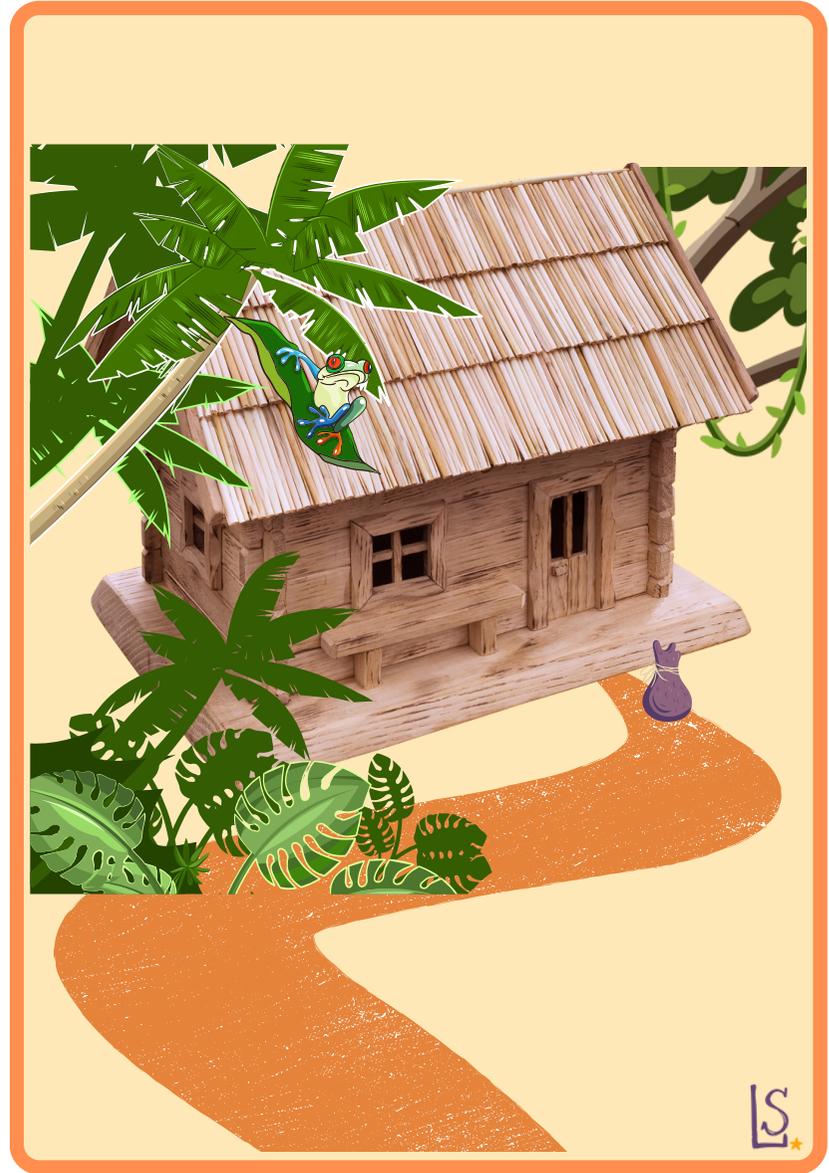


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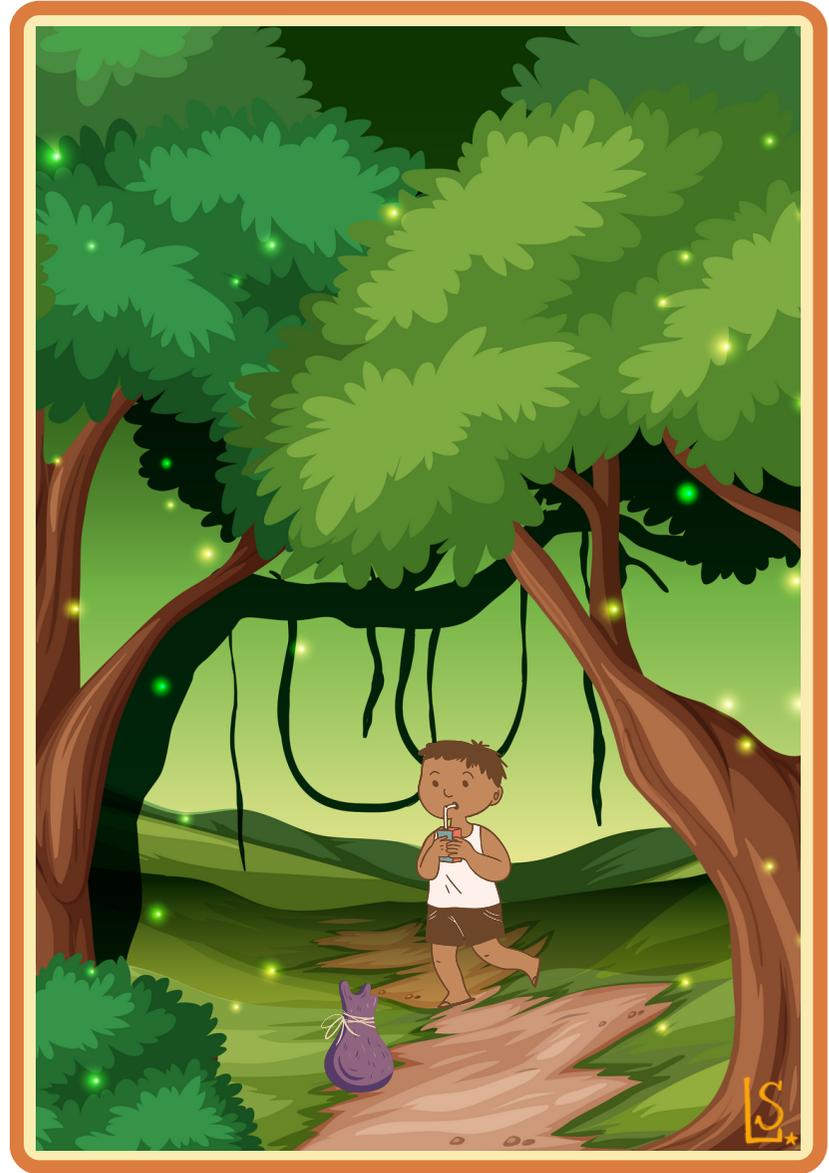
LS*















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WHAT NOW??

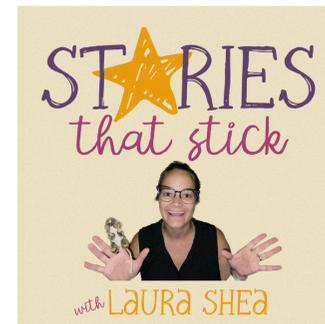
Print these cards (already 2 per page, print more if you want them smaller). If you want to have 1 per page, email hello@littlestoriesthatstick.com and I'll get you that!

Get these cards into the hands of kids and listen to the magic that unfolds.

Share their stories with me on IG or your own!

Follow [@littlestoriesthatstick](https://www.instagram.com/littlestoriesthatstick) on IG if you aren't already!

Go follow/subscribe to "[Stories That Stick](#)", a podcast made to inspire and captivate minds young and old with stories weekly and meaningful conversations about why we should all be telling stories.



Here's to the next page in your story!

-Laura

A note: This story can be told as a flannel board story. Before telling the story, print the pictures on cardstock or glue to thin cardboard then attach hard velcro to the back. As you tell the story, put the pieces up on the flannel board or engage the children to hold them and put them up. You will also want to have a red apple to show. Be sure you have cut one before doing it for the children to ensure it shows the star. To show the seeds that form a star, cut the apple across the middle so the stem is on the top and blossom on the bottom, opposite from how you would normally cut an apple.

Cody's Star

On a warm and breezy afternoon, Cody was feeling lonely and bored at home. He told Mom and Mama. Whenever that happened, they always came up with the best games to play together. But today, they had a different idea. They sent him on a hunt to find a little red house, with no windows, no doors, a chimney on top, and a star in the middle. Cody was confused, how could there be a house with no windows and no doors? Who could live in a house like that? He was intrigued and started off to find it.

First met a turtle.

“Have you seen a little red house, with no windows, no doors, a chimney on top, and a star in the middle?” Cody asked.

“No, no,” grunted the turtle as she slowly trudged away towards a pond. Cody followed along behind the turtle towards the pond.

Second he met a duck.

“Have you seen a little red house, with no windows, no doors, a chimney on top, and a star in the middle?” Cody asked.

“No, no,” quacked the duck as they ducked under the water. Cody turned around and kept walking along.

Third he met a butterfly.

“Have you seen a little red house, with no windows, no doors, a chimney on top, and a star in the middle?” Cody asked.



“No, no,” twittered the butterfly as he fluttered away towards a garden. Cody followed along behind the butterfly toward the garden.

Fourth he met a squirrel.

“Have you seen a little red house, with no windows, no doors, a chimney on top, and a star in the middle?” Cody asked.

“No, no,” chittered the squirrel as she ran up an oak tree. Cody was feeling really frustrated. Where would he ever find a little red house, with no windows, no doors, a chimney on top, and a star in the middle?

Just then an owl called down from the oak tree. “Are you looking for a little red house, with no windows, no doors, a chimney on top, and a star in the middle?”

“Yes, yes!” shouted Cody, “Do you live in one?”

“No I don’t, but my friend worm may.”

Cody ran off and began looking under rocks and leaves searching for a worm. He could not find a worm anywhere, until he remembered that worms really like apples. Cody went to the apple orchard and found a worm boring into a little, red apple.

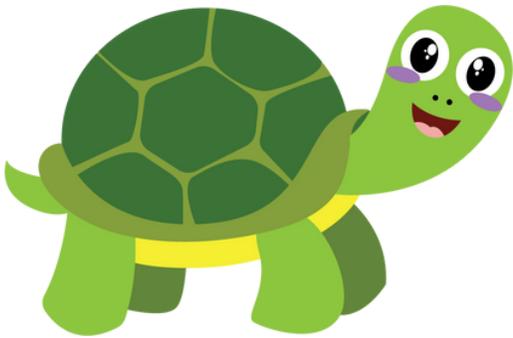
Suddenly Cody realized that red apple could be a house. There are no windows and no doors. The stem on top could be a chimney! Could it have a star in the middle?

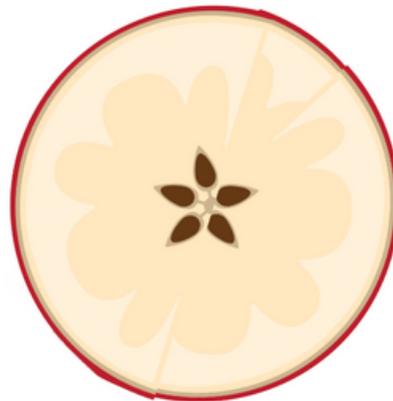
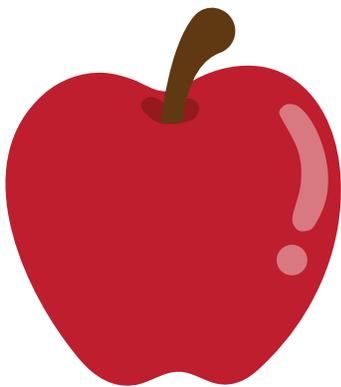
“Worm, is there a star in the middle of that apple?” Cody asked.

Worm called down, “Take one home to your family and ask them to cut it open to find out!”

Cody ran all the way home and handed the apple to Mama. She helped him cut the apple across the middle and there was a beautiful star! Together Mama, Mom, and Cody laughed and laughed as they ate the apple listening to Cody tell the story of his hunt for the little red house with no windows, no doors, a chimney on top, and a star in the middle.







STORYTELLING/STORYACTING: HOW TO START IMPLEMENTING IN YOUR LEARNING SPACE

MODEL, MODEL, MODEL

Young children love to hear stories. They are naturally drawn in and engaged by the change in voices and dramatics.

They need to hear stories told by a variety of adults about all different topics. An environment filled with oral stories is just as important as a print rich environment. It provides models of what stories can sound like and gives inspiration to children.



ACT OUT FAMILIAR STORIES

In order to familiarize young children with the routines of storyacting, begin by acting out favorite books or adult stories.

Make a stage (a rectangle) on the rug or large area using masking tape. Encourage the children to gather around the outside. As you tell the story aloud, invite children up to be characters, or inanimate objects, by moving around the circle.



SCRIBE THEIR STORIES

Invite children to tell stories if they would like. Make a list if many volunteer.

Take stories at a time when you can sit one-on-one with a child (arrival, choice time, meals).

As they tell their story, take it one sentence at a time. Repeat each word as you write it. Write it exactly as they tell it, grammatical errors and all.

Write big on lined paper, skip lines and end when the page is filled. Read the entire story back to the child.



ACT OUT THEIR STORIES

Create the stage and gather as an audience around it. The storyteller can be whichever character they want, the rest of the characters are chosen by going around the circle.

Read the story aloud, invite children up as characters or objects are needed. They can join or pass.

Encourage children to act out the story, provide prompts as needed.



INCLUDE FAMILIES

Involve families by sharing the practice of storytelling/storyacting with them. Invite them in to tell stories.

Encourage them to tell stories at home and to scribe their children's stories.





MAKE a PLAN

Biggest Barriers

Large empty rectangular area for writing the biggest barriers.

Way to Work Around

Empty rectangular area for writing the way to work around the barriers.

Date to Start

Empty rectangular area for writing the date to start.

Time of Day

Empty rectangular area for writing the time of day.

Frequency

Empty rectangular area for writing the frequency.