

STORYFUN

COME ALIVE!

Bringing stories to life through creative drama



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Introduction

Welcome to *Come alive!*

Come alive! is a booklet of creative drama activities for teachers using *Storyfun* (second edition) to bring stories to life, encourage learner involvement and create a fun classroom environment.

What is creative drama?

When we think of drama in the classroom we often think of activities such as role play, acting out stories and performing plays for parents. While these are, indeed, types of drama, with creative drama the focus is on the process, not the end result. In creative drama the teacher guides learners through activities that incorporate both imagination and real life. Through these activities learners are better able to understand themselves and the world around them, and explore issues that are relevant to them and their lives. Learners are able to develop connections between language and expression, to memorise language in a more natural way and to boost their self-confidence and self-esteem with encouragement from peers and their teacher.

What's in this booklet

This booklet includes a glossary, tips for managing your class and some example lesson plans. At the end of the booklet, there are maps to show you which activities in the glossary can be used with each of the stories in *Storyfun* second edition.

Glossary

The glossary provides a list of drama activities that can be used in the classroom, a description of what each activity involves, some suggestions on how to use it in class and the aims and benefits of this type of activity. You can use the drama activities suggested with different stories and levels, simply by adapting the theme and the amount of input you, the teacher, provide.

Tips for managing your class

We have put together some tips to help you with good practice in drama classes and considered ways of avoiding possible pitfalls. We include ideas and recommendations for organising the class space and structuring the lessons.

Example lessons

There are six example lessons (one for each level) showing you how the activities from the glossary can be used alongside the *Storyfun* stories and how you might integrate these activities into a sequence of classroom stages. Each lesson includes ideas for before you start the story, during the story and after you have finished the story. Feel free to change and adapt the lessons, add your own activities or miss some out. The examples show how the stories can be split into sections and spread over a few lessons if you so wish.

The timings suggested for each activity are for a class size of around ten learners. Use the timings as a guide only and adapt them according to your class size, age and level or if you have multi-level or multi-age classrooms.

Materials required are the books, audios and a space to work in. We assume you would also have access to paper, pens, crayons or colouring pencils and scissors. Ideally the space should be without tables and chairs in order to allow learners to move around, but if this isn't possible, try to move aside a few tables to create some smaller spaces within the room.

Glossary

These activities can be adapted for a number of stories in *Storyfun* second edition. The description of each activity outlines how to set up and organise the activity, and describes why the activity is a useful addition to your classroom techniques.

Change places if ...

For this activity, with learners sitting on chairs in a circle, say, for example *Change places if you are wearing black shoes*. If learners are wearing black shoes, they should change places with another learner in the circle. If they are not wearing black shoes, they can stay where they are. As well as general statements (age, clothes they are wearing, likes and dislikes), you could use ideas and themes taken from the story. To make the activity more fun and challenging, you could remove one chair from the circle so that learners have to move quickly if they don't want to be left without a seat!

This energising activity encourages learners to listen and respond, and can also prepare them for, or help them practise, vocabulary from the story.

Come alive

The name of this activity refers to what happens when you look at the theme of the story and ask learners to pretend that they are in that situation. For example, if the story is about a birthday party, you might ask one of the learners to shout out 'It's my birthday today' and the rest of the class to shout 'Hooray!'. If the story is about sports, then learners might create a movement from their favourite sport and the rest of the class copy them.

This activity works well to introduce a story, getting learners to think about it from their own perspective and bringing the story to life from the start.

English classes

By giving learners the role of the teacher, this activity enables them to take responsibility for teaching their peers some vocabulary from the story. Assign a small group a word (or a few words) and ask them to create some movement for it. Provide support for learners as they plan and drill the word before they present it to their peers and ask them to repeat it. The level of the learners determines how many words you assign; for high-level learners, you may even like to assign short sentences.

Asking learners to take on the role of the teacher encourages active learning and peer support. This activity also helps learners to plan and organise collaboratively.

Hot-seating

The class interviews a character from the story played by you or one of your learners. Discuss the character with the class first and ask what learners know about the character and what questions they can already answer. Now give them some time to think of more questions to ask the character.

This technique allows learners to explore the character, be creative (they may have to create the answers as well as the questions) and practise asking and answering questions.

Learn the lines

Give learners lines of direct speech from the story and ask them to experiment with elements of speech such as pitch, pause, intonation and stress. Thinking about the mood and emotions of the characters helps to guide learners in how they should deliver their lines.

This activity allows learners to focus on aspects of speech and builds their confidence in speaking in general.

Let's imagine

You can use this visualisation exercise to take learners on a journey inside the story. Ask them to close their eyes and imagine that they are within the story setting; perhaps they have become one of the characters. Ask them questions as you guide them through the story. Ask *What can you see?* and *How do you feel?* This activity can also be used with learners working in pairs where learners tell their partner a story or an experience. Their partner will need to listen very carefully to remember and visualise what they are hearing.

This exercise allows learners to give a personal account of their experience within the story setting and helps to activate their imaginations. It also provides an opportunity to practise listening skills.

Let's mingle

In this activity the class moves around sharing ideas or asking and answering questions. You direct the activity by giving instructions such as *Change* (learners move to find another partner), *Stop* (the whole class stops moving or talking) and *Start* (the class starts moving around the room again). You can adapt this activity as much as you like. You may like to shout out numbers so that learners have to get into groups of that number (e.g. if you shout *Five!*, learners get into groups of five before starting to discuss the topic).

This is a collaborative speaking activity with the added element of movement.

Mime

Mime is a basic dramatic technique where learners act out a story or action using only movement and gestures. This activity raises learners' awareness of movement and how they express not only actions, but also emotions, through the way their bodies move. Ensure learners keep the mime slow and controlled so that they can explore the similarities and differences in how they express themselves.

Mirrors

With learners in pairs, ask one to copy or 'mirror' the movements of the other. The movements can be based on the theme or vocabulary taken from the story; for example, a learner could mime taking photos. Ask learners to keep the movements slow and precise to allow their partner to copy them as closely as they can. You can create more of a challenge with this activity by asking learners to copy the movements and then guess what they have mirrored.

This activity allows learners to focus on body language and gestures as well as providing an opportunity to work and collaborate with others.

Moving sound effects

For this activity you choose key words from the story and ask learners to create a movement and sound for each word.

Adding movement and sound is a great way to bring some of the vocabulary from the story to life. Having created movement and sound for some of the key vocabulary before even reading the story, learners are more likely to recognise the words later on.

Pass it on

With learners sitting in a circle, first ask them to identify the emotions of a story and discuss how they might express those emotions. For example, they could express surprise with their mouths wide open and hands to cheeks. After they have discussed and experimented with a few different emotions, ask learners to pass the emotion on to the person next to them in the circle. One learner makes the expression and the next copies it. Encourage them to keep their gestures and expressions the same as those of the person before them.

This activity is a nice way to explore how we all express emotions in a different way. It's also a nice activity to use in circle time to encourage cooperation between learners.

Soundscapes

Acting as a conductor of an orchestra, with learners sitting in a circle around you, create a soundscape of a mood or theme. For example, this could be a rainforest where some learners use their voices to create the sounds of birds in the trees and others tap their fingers on the floor to create the sound of rain falling slowly. Discuss all the possible sounds with learners first and then assign roles to each learner. The sounds should build slowly; first direct one or two learners to start and then gradually add the others. Slowly raise your hands to increase the volume and lower them to decrease it. One by one direct each learner to stop until the room returns to silence. You could ask a learner to take the role of the conductor.

This activity requires good focus from learners and the ability to follow instructions. Learners are exploring themes and moods, and how to create an atmosphere that represents this.

Still images, freeze-frames and human sculptures

In still images and freeze-frames learners use their bodies to create a frozen picture. A still image is a scene created by learners using body language, gestures and facial expressions. A freeze-frame is where learners freeze the action in a scene. Human sculptures involve learners working in pairs, one as the sculpture and one as the sculptor.

These are great collaborative activities for learners, and human sculptures enable more reluctant or shyer learners to play a supportive role as a sculptor. The activities also provide opportunities for peer feedback and discussion after the presentation of the images or frames.

Stop/Start

Use this activity to motivate and energise learners at the start of the lesson. Ask learners to walk around and give instructions as follows. Start with just 'start' and 'stop', and then add different instructions as the activity goes on:

- 1 Start – Learners begin moving around the space.
- 2 Stop – Learners freeze on the spot.
- 3 Change – Learners change direction.
- 4 Jump – Learners jump up and down on the spot.
- 5 Clap – Learners clap their hands once.
- 6 Duck – Learners crouch down on the floor.

As learners become more familiar with the instructions, try swapping them around. For example; say 'Start' means 'stop' and 'stop' means 'start'. Learners will suddenly have to think much harder!

The story says ...

If you are familiar with 'Simon says', you'll know how this activity works. Ask learners to move around the space, using directions such as 'Start', 'Stop' and 'Change' (direction) to get them moving. Using the target vocabulary of the lesson, for example, *The story says tennis* and the learners mime playing tennis, with sound effects too. Pre-teach and agree on the movements for the set of vocabulary before playing the game so that everyone is doing the same actions. If you don't say *The story says*, then learners freeze. You can make this game more competitive by asking learners to sit down or move to the side if they have moved when they shouldn't have.

This fun game uses total physical response (TPR) to practise recognising new vocabulary. It can provide further vocabulary practice if you ask learners to say the words as they do the actions.

Ten seconds only

The name of this activity refers to a short scene which should last as close to ten seconds as possible. Ask learners to get into groups and give them time to devise and rehearse a scene before presenting it to the class. Ask them to use concise language and simple movements.

Giving learners a very strict time limit means that they must first consider and discuss possibilities before selecting what they present. This is a collaborative activity that also helps to develop learners' decision-making skills.

Thought tracking

Use this technique with freeze-frames to help learners to narrate and bring a scene to life for a short period of time. Ask groups to present freeze-frames and then get them to discuss in their groups what they think each character might be thinking or feeling. This 'thought track' could be one word or a short sentence; it could even be just a noise! Move around the room supporting the groups as they plan their 'thought tracks' and ensuring that each learner has something ready. Now ask them to present their frozen pictures again and when you tap the shoulder of each learner in turn they share their 'thought track' with the class.

This provides a great opportunity for developing stories further and gives learners further opportunities to comment and speculate on the story of the picture. This activity also gets learners to consider emotions and attitudes, and develop empathy.

TV adverts

Learners present a short script or a line inspired by the story. Ask them to think about elements of voice such as intonation and pitch. Practise the lines with the learners before asking them to create a short TV advert to present to the class. Depending on their age and level, learners can add their own dialogue. They must consider facial expression and gestures when creating their advert as the aim is to convince the audience of what they are saying. This activity works well if you demonstrate an example first, making it exaggerated and fun.

This activity provides an opportunity for learners to experiment with voice as well as to practise general presentation skills using body language, facial expression and gestures. Higher-level learners can also focus on elements of persuasive language.

Whoosh!

First tell learners that when you mention a character, object or event, they are going to make a pose. With the class in a circle, begin reading the story. As soon as a character, object or event is mentioned, invite a learner (or learners) to enter the circle and make a pose. For example, read from the story *It's Saturday morning. Tom and Zoe are in Treetop Park and they're playing baseball*. Ask two learners to enter the circle and pretend to play baseball, and that other learners should create a tableau of the park, posing as trees, children playing, etc. As you continue reading the story, beckon more learners into the middle to take part, and ensure everyone has a chance. When the action becomes too lively

or congested, say *Whoosh!* and all the learners return to their places in the circle before you continue with the story and they take new roles. As learners become more comfortable with this, they can repeat lines from the story or improvise dialogue.

This technique is a wonderful way to bring a story to life while ensuring that everyone has a part to play. It can be repeated several times with learners taking new roles. As they become more familiar with the story, they will be more confident about adding dialogue and more movement.

'Whoosh!' is a drama technique devised by Dr Joe Winston of The University of Warwick.

Top ten tips for the drama classroom

1 Let's get started

When you remove the traditional structure of tables and chairs from a classroom, you can end up with a group of overexcited learners bouncing around all over the place. Establish a clear routine to start your drama lesson:

- i Ask learners to line up at the door and greet them as they come in.
- ii Assign a space in the room for them to leave their bags and coats.
- iii Assign a space where they can sit on the floor in a circle. Create the order of this circle on Day 1 (alphabetical or register order) and ensure learners stick to it.
- iv End the lesson with the circle to encourage learners to leave in a calm and more controlled way. After all learners have sat back down calmly in the circle, they can stand up, collect their bags and line up at the door.

Once learners get used to this clear routine and they know what you expect of them, you can start lessons quickly and without any fuss.

2 Focus

Starting any classroom activity requires focus from the learners and the teacher who is at the centre of attention. In the drama classroom we also want learners to be aware of themselves and the space around them. Start with a very simple slow movement such as raising your hand and then your arm up to the ceiling and then ask learners to copy you.

Next move your arm back down to your side again and ask them to copy that movement. Focus on different parts of the body: arms, legs, head, shoulders and then the whole body. Crouch down to the ground and make your body tight before slowly stretching up. Keep the movements slow and steady, and ask learners to copy them as precisely as they can. Through doing this learners are able to clear their minds and prepare themselves to listen. It encourages a calm, open and inquisitive environment. This activity also works well as a way to calm and settle learners at the end of the lesson. As learners become familiar with this activity, you may like to invite them to lead the movements.

3 Wake up!

While sometimes we need to calm our learners and help them to focus, at other times we may need to build the energy and motivation within the classroom. At times like this you can start with a quick energy building activity like 'Stop/Start' (see glossary). You can find a range of energisers and games on the internet, and it's good to change these activities regularly so learners stay motivated by them.

4 Show them how it's done!

Drama activities don't depend on great acting ability but they do rely on the willingness to get involved and you should lead this. By demonstrating and involving yourself in the activities, you are better able to manage the classroom as well as providing guidance through modelling. Once you have done this, there will be time to step back and let learners' creativity flow!

5 Time's up!

The timing of drama activities is crucial for motivating learners, helping them to stay on track and keeping control of your classroom. Be clear with the timings before you start. With older learners you can negotiate the time by offering them a choice; for example, if you think they will need 20 minutes, ask *How long would you like: 15 or 20 minutes?* Use an online stopwatch if you have access to a computer or issue time checks verbally. Always give a two-minute warning before the end of an activity to allow learners to finish what they are doing. End the activity with a ten-second countdown at the end of which learners must sit down in their space and be ready to listen. Be clear with performance times too; learners should know how long they are required to perform and should try to stick to this as closely as they can.

6 Freeze!

As well as issuing countdowns to signal the end of activities, having a 'freeze' command is also effective in signalling to learners that you would like them to stop what they are doing and listen. These freeze commands may be used in the middle of activities when you want their attention or in a game like 'Stop/Start'. When you say the word 'freeze', all learners should stop and freeze like statues with frozen arms, legs and faces; they should even try not to blink! Allow learners to enjoy the competitive and fun nature of this activity; you can even move around the room trying to distract them from their frozen state! Changing the 'freeze' command word from time to time makes learners more aware and helps to keep the value of the challenge; encourage learners to choose the word so they also feel ownership of it.

7 Step by step

To bake the perfect cake we have to add the ingredients one by one, and the same is true of drama. Introduce activities slowly and work through the stages to reach the final product. A lot like the process of writing, drama requires time for planning, selecting ideas, drafting and editing. Break down activities or tasks into chunks. For example, if you are asking learners to create a role play, break it down into chunks by asking learners to focus first on a very short scene, then build on it and add scenes one by one. You could also allocate time for your learners to use their first language in the planning stages. Allowing them to discuss their ideas in their first language helps with motivation in the classroom and ensures that language barriers don't block creativity. After an agreed period of time, help them, as a group, to translate their ideas into English.

8 Give them a clap!

Showing appreciation and respect is important in any classroom but especially so in a drama environment. Standing up in front of their peers is not easy for a lot of learners and receiving a clap of encouragement afterwards is essential. To avoid half-hearted claps or, on the contrary, never-ending applause, you could, for example, create a rhythm for learners to copy or state the number of claps you would like them to give. I like to give them an enthusiastic introduction by saying '3-2-1' followed by one big clap.

9 Don't forget feedback

As well as giving learners a round of applause, we should tell them **why** we liked their performance. First, ask learners who performed or presented to evaluate their performance or presentation. Ask them what they thought went well and what they thought they could improve on. Model this first so that learners can see how you give the feedback, commenting on the things you appreciated and enjoyed before mentioning what they could *improve* next time (not what wasn't good). Give feedback to a group as a whole as it is crucial that learners are not isolated from the group for negative reasons. Giving learners a chance to step into the shoes of a teacher and give feedback is extremely beneficial in creating a classroom community where all members can contribute valued opinions. We are also asking learners to self-evaluate, encouraging them to be responsible for their own learning.

10 Have fun!

For many learners the environment of the drama classroom is unlike any other which they experience. The creative and collaborative environment means that learners often arrive with a smile on their face and an eagerness to get going! Enjoy it with them and remember, enthusiasm is infectious!

Lesson ideas

Here are six examples lessons, one taken from each level of *Storyfun*. These lessons show how you can integrate these activities into different stages of the stories in *Storyfun*.

Storyfun 1 / Starters Story 3: Kim's birthday

| | | | |
|--------------------------|--|---|---|
| Main topics: | family | | |
| Story summary: | It's Kim's birthday and she has a party at home with her family, with presents, balloons and cake. | | |
| Value: | expressing gratitude (<i>Thank you!</i>) | | |
| Emotions: | happiness, surprise, love | | |
| Attitudes: | gratitude | | |
| Drama activities: | Before we start the story <ul style="list-style-type: none">• Stop/Start• The story says ... | During the story <ul style="list-style-type: none">• Let's imagine• Learn the lines | After we finish the story <ul style="list-style-type: none">• Pass it on |

BEFORE WE START THE STORY

1 Stop/Start

15 minutes

Use this activity to motivate learners and to encourage them to use the drama space. As well as the commands suggested in the glossary (*Stop, Start, Change, Jump, Clap and Duck*), you may also wish to add some commands related to this story such as *Shout hooray* or *Have a party* (learners dance and act as if they're at a party).

2 The story says ...

20 minutes

While learners are still moving around in the space from the previous activity, start this game with some birthday-party-related vocabulary. Decide on the actions (you could also add sound effects) with learners first and practise before starting the game. Some suggestions for birthday-party-related vocabulary could be: *open a present, blow out your candles, dance with your friends, be excited, read a birthday card and eat an ice cream.*

DURING THE STORY

3 Let's imagine

20–30 minutes

Read to the end of page 21 with learners (when Kim says 'Wow! Thank you!' and starts to open her presents). With learners sitting in a circle or at their desks, ask them to imagine that they have a present in front of them. Demonstrate this first by pretending that you are holding a box, be careful with it, show learners how big it is and tell them that you are excited because it's a present that you are going to open. Tell learners that they should pick their presents up. Ask *Are the presents on the floor under their desks or in a corner of the room waiting to be collected?* You could ask learners one by one to come to the front to collect their present and then carefully take it back to their place.

Ask learners what they think is in the box. Ask *What could the present be?, Is it heavy?* and *Does it make a noise when you shake it?* Open your box and take out your own present first. *What is it?* Tell learners and show how happy you are to receive this gift. Learners can then all open their boxes and tell each other what present they have. Encourage them to react to the presents with appropriate responses 'Oh, wow!' or 'You are so lucky'. This activity depends on the suspension of disbelief. If you, the teacher, imagine that the box is real, learners will too!

4 Learn the lines

30 minutes

Taking some lines from the story, spend some time thinking about intonation and stress, and expressing happiness, surprise and gratitude. For example, repeating the line *This cake is great!*, ask learners to copy your expression. First say it as if you're bored, then excited, then disappointed. Ask learners which expression is correct. Repeat with some other lines from the story *Wow, thank you, Let's have a party, Let's sing lots of songs* and your own ideas too, such as: *This is so much fun, Oh no! I ate too much cake* or *This music is too loud*.

Learners could then take one or more of the lines and put some movement to them. After presenting and teaching each other, you could play 'The story says ...' (see glossary).

AFTER WE FINISH THE STORY

5 Pass it on

30 minutes

Ask learners to think about the main emotions of the story; happiness, surprise and love, and ask them how we express these emotions. For example, when we are surprised, what do we do? We might open our mouths and put our hands to our cheeks. Encourage learners to think about facial expressions, gestures and body language, and point out how we all express emotions differently. Explore two or three more emotions with learners, e.g. sadness, disgust and fear. With learners in a circle, ask them to pass an emotion around, copying the way the leader first does it as closely as possible. You start as the leader, passing an emotion around the circle. When learners are familiar with the activity, they can be the leader and be the first to express the emotion.

Storyfun 2 / Starters

Story 3: Uncle Fred and me

Main topics: activities, natural world

Story summary: A girl talks about her uncle and their favourite places and hobbies.

Value: enjoying a varied and active life (*I love -ing*)

Emotions: happiness, love, excitement

Attitudes: appreciation of others

Drama activities: **Before we start the story**

- Come alive
- Change places if ...

During the story

- Soundscapes
- Mirrors

After we finish the story

- Whoosh!



BEFORE WE START THE STORY

1 Come alive

15 minutes

Ask learners what their favourite hobbies are. Tell them that you are going to mime some hobbies and learners should try to guess what it is. Encourage learners to use full sentences when they guess, saying *You like playing football*, etc. When learners are confident with the activity, invite them to mime their favourite hobby and ask the class to guess what it is.

2 Change places if ...

20–30 minutes

With learners sitting on chairs in a circle, say *Change places if you are learning English*. All learners must stand up and change their place in the circle. Continue the activity using some general statements first (*Change places if you are a boy, ... if you are 8 years old, ... if you are happy today*), before moving onto the theme of the story: hobbies. Ask learners to change places if they like reading, if they like dancing, if they love playing football and so on. Use some of the ideas which came up in the first activity 'Come alive'. Stop at any point to comment on the hobbies and ask learners more questions, such as *When do you play football?* or *Where?* When learners are confident with the activity, they can say *Change places if ...* using their own ideas.

DURING THE STORY

3 Soundscapes

20–30 minutes

After reading the first two pages of the story, ask learners to look at the pictures and talk about the hobbies they can see. Tell learners that they are going to add some sound effects to the story. For fishing, they could make the sound of the water splashing, for walking with the ducks, they could make a quacking noise. When you have decided on the sound effects, practise these with your learners, experiment with volume and limit the time for each sound effect. Now, read the story again and ask learners to add the sound effects at the correct time. You could make this more challenging by reading the story in a different order, or with books closed, or by asking one learner at a time. You can repeat this activity for the rest of the story.

4 Mirrors

20–30 minutes

With learners in a circle, or standing in front of you, ask them to carefully mirror your movements. Start with basic movements of arms and hands and keep them slow for learners to follow. Tell learners that you are going to mime one of the hobbies from the story and they should follow. When you have finished, ask them *What was I doing?* Learners should respond using full sentences such as *You were playing the guitar.* Use some other hobbies that aren't mentioned in the story to make the activity more challenging and include more vocabulary. Keep the movements detailed and slow; use slow motion if possible, which adds an element of fun for learners. Ask learners to mime a movement for others to guess, as a whole class or in pairs.

AFTER WE FINISH THE STORY

5 Whoosh!

20–30 minutes

Ask the class to stand up and find a space in the room. Tell them that you are going to start reading the story again, but this time they are going to become part of the story. Start this activity by acting out the parts with learners so that they can become familiar with the activity. As you read *My Uncle Fred likes going to the park and running with his friends*, together with learners mime running (on the spot) and looking around as if you are with friends (learners could wave to each other). Continue telling the story together like this, encouraging learners to create their own movements and actions. Next, with learners in a circle, tell them that they are going to join the story one by one as you read, so the first learner joins in pretending to run, and then two or three more then join in to be Uncle Fred's friends. Pause as often as necessary to help learners and give them ideas if they need them. As you continue reading, more and more learners will join the circle and more and more movement will be added. At any time you can say *Whoosh!* and then all learners go back to their places before starting again. You can also use the audio for this activity, pausing when and where you wish.

Storyfun 3 / Movers

Story 4: High five!

| | | | |
|--------------------------|--|---|--|
| Main topics: | sport, leisure | | |
| Story summary: | Tom and Zoe go to a sports camp. They are surprised when they try out some new sports. | | |
| Value: | Emotions: satisfaction, happiness | | |
| Emotions: | happiness, love, excitement | | |
| Attitudes: | trying your best, encouraging others, teamwork | | |
| Drama activities: | Before we start the story <ul style="list-style-type: none">• Stop/Start• The story says ... | During the story <ul style="list-style-type: none">• TV adverts• Come alive | After we finish the story <ul style="list-style-type: none">• Whoosh! |



BEFORE WE START THE STORY

1 Come alive

15 minutes

Read the first page of the story with the class. Ask learners to create some movements for the sports with you. You could ask learners to think of a sport or activity they like/love/dislike/hate, and go round the class in turn. For example, learner 1 (Miguel) says 'I love football' and mimes kicking a ball. Learner 2 (Patricia) says 'Miguel loves football and I like swimming'. Patricia mimes both sports. Learner 3 (Alicia) says 'Miguel loves football, Patricia likes swimming and I hate golf'. (Alicia mimes all three sports). And this goes on around the room.

2 Stop/Start

5 minutes

Use this activity to encourage learners to move around the space and listen to instructions from you.

3 The story says ...

10 minutes

Using the sports vocabulary, play 'The story says ...' with learners. Say *The story says ...* or keep silent, so learners either act out the word or freeze, as appropriate. Once everyone knows the rules and you have played the game a few times, you may like to give a learner the teacher's role, letting them say *The story says ...* and choose the vocabulary.

DURING THE STORY

4 TV adverts

40 minutes

The story includes a short radio script on page 28. Ask learners to read it again to refresh their memories. Tell them that they are going to transform the radio advert into a TV advert by adding movement and sound effects.

Demonstrate this together first by reading the script aloud slowly. Ask learners to do the mime and sound effects when they hear the sport. Think about using your voice in an exaggerated way, speaking clearly and with enthusiasm.

With learners in pairs, ask them to come up with three or four ways of saying 'Come and play on Saturday'. Demonstrate this first, starting with a monotone, flat voice and then experimenting with pitch, pace and tone. Each time, ask learners if they think the tone of voice was any good. Try saying the line excitedly, and then with a dramatic pause after the word *play*. Ask learners to consider all these factors in the next activity.

With learners in groups of three or four, ask them to devise their TV adverts. Learners can decide if they would prefer to read or act, or they may wish to divide up the parts and do a little of both. Help them to plan the TV advert in their groups and then give 20 minutes to practise.

Groups present their adverts to the rest of the class. Allow time afterwards to ask the class what they enjoyed and what could be improved. If time allows and learners want to make improvements, give them more rehearsal time and the opportunity to present a second time.

5 Come alive

20–30 minutes

Ask learners what a high five is. Ask them to point to a picture of a high five in the story. Ask *Why are they doing this? Why do we give high fives?* Tell learners that it's because we want to say 'Well done'. Tell them that you want them to create some new ways to say 'Well done' with actions such as a secret handshake.

Demonstrate first with one of the learners, using actions that could include clicks, a certain rhythm or even spinning around. Learners then work in pairs or small groups to create their 'new high fives' before presenting them and even teaching them to the rest of the class.

If you have online access and a projector, you could watch the video <https://www.youtube.com/watch?v=I0jgcyfC2r8>

AFTER WE FINISH THE STORY

6 Whoosh!

20–30 minutes

With learners in a circle, say that you will read the story again. Start from page 29 of *Storyfun 3*. As you read about a character or object, each learner steps into the centre of the circle and acts out that particular character or object. For example: *Tom and Zoe are in Treetop Park and they're playing basketball*. Two learners step into the centre and pretend to play basketball and the next two learners step in to become the trees, etc. You may need to add a little to the story in places, introducing characters like Mr Hop into the scene and directing learners to enter the centre when you know you will need more characters, scenery or objects.

If you read any lines of direct speech, encourage the learner acting out that character to repeat the lines after you, if they are comfortable to do so. You can invite two or three learners to stand in the 'wings' to provide a soundscape such as children playing, or reacting to the main action. The added sound effects are a good option for shyer or more reluctant learners. At any point, say *Whoosh!* and learners return to their places.

Storyfun 4 / Movers

Story 7: The grey cloud

Main topics: feelings, weather

Story summary: Aunt Clare tells a story on a boring train ride. The story is about a sad, grey cloud, and a girl who helps him.

Value: making others feel happier (*That's better!*)

Emotions: sadness, anger, fear, happiness

Attitudes: optimism, friendship

Drama activities: **Before we start the story**

- Let's imagine

During the story

- Soundscapes
- Human sculptures
- Hot-seating

After we finish the story

- Ten seconds only – days of the week

BEFORE WE START THE STORY

1 Let's imagine

15 minutes

Ask learners to think of either a particularly boring or an exciting journey they have been on – you could provide a quick example of your own. Learners work in pairs and face each other. They both close their eyes throughout. They tell each other about their journeys in as much detail as possible, asking and answering questions on where they were going, how they were travelling, who they were with and what they did on the journey (in their first language if necessary).

Discuss what effect closing their eyes had; for example, whether it helped them to visualise their partner's story or it forced them to listen harder as they had no non-verbal cues to help them.

DURING THE STORY

2 Soundscapes

15 minutes

Tell learners that you are going to create soundscapes for the weather. With learners in a circle or at their desks, ask them to create some sound effects for rain. For example, they could tap their fingertips on the floor or the table, and as the rain gets heavier, make the sounds louder. Ask them to think of other soundscapes for thunder, lightning and wind. Direct the class in creating the soundscape, telling them that it starts as a sunny day, with birds chirping in the trees and then the rain begins to fall slowly. Describe the weather using phrases such as *What a beautiful day!* or *Oh no, it's starting to rain!* Model these phrases with expression and encourage learners to repeat them after you. Increase the intensity of the bad weather and then decrease it as the sun returns and the birds start chirping again.

3 Human sculptures

60 minutes

Take the main emotions from the story and discuss them with learners: sadness, anger, fear and happiness. Ask *How does the cloud show these emotions?* You could ask learners to create the soundscapes they created earlier and/or talk about what happens in the story when the cloud feels this way.

Now explore the emotions a little bit further with learners. Ask them to think about how they can express these emotions using body language, facial expressions and gestures. Demonstrate one of the emotions first with a learner, by directing and ‘sculpting’ them as they make an image. As the other learners look at the sculpture you have created, ask them *Does the learner look sad? Do they look happy?*, etc.

Now, with learners in pairs, ask them to create their own human sculptures for each of the emotions. Shyer or more reluctant learners can take the role of the sculptor. The pairs then present their sculptures and the audience can give feedback, and say what they liked and what they think could be improved. You may like to add some ‘thought tracking’ (see glossary) to the sculptures where learners consider how they are feeling and communicate their feelings with a short phrase.

4 Hot-seating

30 minutes

After completing exercise E on page 57 of *Storyfun 4* (this can be done as an individual task or in pairs), tell the learners that they are now going to interview Lily. Tell them that they already have some questions to ask her. Put learners into small groups of three or four and ask them to think of the six questions we need from this exercise. These should include *1 How old are you?*, *2 What’s your favourite hobby?*, etc. (Write these questions on the board or ask learners to write them in their notebooks.)

Now, tell learners we are going to think of some more questions to ask Lily. Ask *What would we like to know?* Maybe we could ask Lily *What’s your favourite food?* Or *Where do you live?* Learners can ask any question they want to. Some of the answers may be clear or helped by the story; if they are not, learners can create their own responses.

In their groups, learners think and write down a few questions to ask Lily. Ask for two or three learners to come to the front and sit in ‘hot-seats’; the rest of the class can ask their questions and these learners respond. If they are not sure of the answers, discuss the question with the class to get ideas and give learners some support. You could also do this in pairs as an A and B activity, with As taking the role of the interviewer and Bs the role of Lily; after some time, you could swap their roles. If you feel it may be a bit too challenging for your learners to respond as Lily, then you could sit in the hot-seat and answer the questions which learners ask.

AFTER WE FINISH THE STORY

5 Ten seconds only – days of the week

30 minutes

Ask learners what their favourite day of the week is and why. Write the days of the week on the board and ask them what they enjoy and don’t enjoy about each day. Ask them to get into groups and give them some time to think of one day they like and one they don’t, and why; for example, say *I don’t like Mondays because I have maths* or *I like Tuesdays because I go to my Grandma’s house*. Ask the groups to create a ten-second scene for each day. For example, on Monday they might create a scene of being in a maths class with one learner acting as the teacher saying *Open your books* and the other groaning and complaining. Each group presents their ten-second scenes one by one and the audience can try to guess what is happening, if the learner likes that day or not and how they are feeling.

Storyfun 5 / Flyers

Story 2: Ben's wishes

Main topics: natural world, food and drink, family

Story summary: Ben wants to learn about the world, but he has to work in the fields every day. One day he finds a magic cup.

Value: being grateful for small things (*I'm so lucky!*)

Emotions: anger, sadness, surprise, excitement, frustration

Attitudes: greed, appreciation

Drama activities: **Before we start the story**

- Moving sound effects
- The story says ...
- Soundscapes

During the story

- Still images

After we finish the story

- Learn the lines
- Let's mingle

BEFORE WE START THE STORY

1 Moving sound effects

30 minutes

Before starting the story, ask learners to look at the picture on page 12. With learners in small groups, ask them to write down all the things that they can see in the picture. Give learners around five minutes to do this and then write down all the words on the board from all of the groups.

Choose around ten of the words (a mixture of previously known and new vocabulary is beneficial) and ask learners in their groups to create a movement and a sound effect for each. You could assign one or two words to each group. For example, give one group the words *fire* and *brush* and they create two moving sound effects using these words. Give learners around five minutes to create their moving sound effects and they then present and teach them to the rest of the class. Repeat each moving sound effect two or three times to check the learners have remembered them.

2 The story says ...

10 minutes

Use the 'moving sound effects' vocabulary from the previous activity to play this game. When you say *The story says ...* before the word, learners must make their moving sound effect. When you don't say *The story says ...* before the word, learners must freeze like a statue.

3 Still images

30–40 minutes

Ask learners to look at the picture on page 12 and answer them the following four questions (you may wish to write these on the board):

- 1 Who are the characters in the story?
- 2 Where are they?
- 3 What are they doing and saying?
- 4 How do you think they are feeling?

Give learners some time to think about these four questions and then ask for their ideas (some will be speculation at this point).

Examples might be:

- 1 *I can see three boys. One is younger. Two look angry. Maybe they are brothers.*
- 2 *They are in a kitchen. Maybe they don't have a lot of money. I can see a fire. Outside it's raining.*
- 3 *They are talking. One boy is pointing.*
- 4 *The young boy looks sad. The older boys look mean and angry.*

Ask learners to close their books. Then ask them to get into groups of three or four and make a still image of the picture that they have just been looking at. They should take into consideration the ideas about feelings, location, etc. that they thought of for the questions above.

Ask each group in turn to present their still image, giving them a countdown of five seconds to get into position. Ask the audience to comment on what they like about their image, saying, for example, *I think Pablo's face looks very sad*. You can also point out the differences and similarities between each group.

You may like to add some 'thought tracking' (see glossary) to the sculptures where learners can consider how they are feeling and communicate their feelings through a short phrase. Learners could even do this in their first language and you could invite the audience to translate.



Now ask learners to listen to the first part of the story.

04

Play the audio track or read the story to the end of page 12. You may wish to play it twice.

Learners should look again at the questions you asked them earlier (*Who are the characters in the story?*, *Where are they?*, etc.), and see if their answers were correct.



AFTER WE FINISH THE STORY

4 Learn the lines

20 minutes

Write the following sentences on the board:

- *I am so lucky to have these olives, but I'd like a lovely warm drink too.*
- *I'm so lucky to have a jacket, but there are hundreds of holes in it. I wish I could have a new coat.*
- *I'm so lucky to have one book to read, but I'd like one hundred more books so I can learn all about the world, please.*

Ask Who says these lines? (It was Ben.)

Then get learners to repeat the line *I'm so lucky*. Encourage them to stretch the vowel in the word *so*. Also, see if they can switch where the stress falls, saying *I'M so lucky*, *I'm SO lucky*, *I'm so LUCKY*, etc. Help them to experiment with pitch, pace, rhythm, volume and tone by suggesting they imagine they are: in a church, at a football match, eating dinner with the queen, angry, secretive, excited, loving, etc. Demonstrate throughout and ask learners to repeat the lines after you.

Now ask learners in groups to think about things that they are grateful for. Write *I am so lucky to have ...* on the board. Learners write the things that they feel they are lucky to have. Ask learners what responses they might hear if they say these lines. Examples could be *That's great* and *Oh wow, lucky you!* These responses will be used in the next activity.

5 Let's mingle

10 minutes

Ask learners to walk around the room and share their ideas about things they are grateful for. Allow around three or four minutes for this. When the time is up, ask learners to tell you what they remember about one of their classmates.

Feel free to get involved in the mingling too! Learners will enjoy learning about what you are grateful for and it's a great way to get to know them a little better.

Storyfun 6 / Flyers

Story 6: William's strangest story

Main topics: school, home, materials

Story summary: William is always late. One day he is running to school and falls over. When he wakes up, he is in an alien spaceship.

Value: enjoying a varied and active life (*I love -ing*)

Emotions: surprise, anger, stress, relief

Attitudes: humour, interest

Drama activities: **Before we start the story**

- Mime

During the story

- Come alive
- Moving sound effects
- Hot-seating

After we finish the story

- English classes for aliens

BEFORE WE START THE STORY

1 Mime

20 minutes

Ask learners to think of all the reasons they can for being late to class. Write down all the ideas from learners on the whiteboard. Start by miming one of the reasons and ask learners to guess which one it is. You can then nominate learners to come to the front and choose an excuse to mime; again, the rest of the class have to guess what it is.

DURING THE STORY

2 Come alive

30 minutes

Read the first three paragraphs of the story on page 44 with the class. Talk about reasons why you might be late for class (refer to the earlier mime activity if you used it). Ask learners what language they might need for apologising; suggest *I'm really sorry* or *Please forgive me for being late* and then possible responses to these apologies such as *Don't worry*, *Oh dear*, *Really?*, *That sounds rubbish*, etc. Use some examples of being late and some responses, and, with learners, practise how you might say these focusing on pitch and tone to communicate different feelings and attitudes. Now look again at William's stories to find out why he was late. William's stories are very funny and supposed to sound ridiculous.

Ask learners to imagine that they are late for the lesson today and to create a ridiculous and funny story like William's to explain why. They can work on this in pairs or groups of three.

Now ask learners to imagine the lesson has started, they are going to arrive late and they tell their story to the teacher (one pair/group at a time). Encourage learners to get into the role, rushing into the room, appearing out of breath, etc. It would be good for you to demonstrate this first. Ask learners who are watching to respond with the response they feel is appropriate. When all the groups have had their turn, tell learners that we are going to repeat the process. But this time learners who are sitting, watching and listening are going to ask questions. (You could write question words on the board with some examples for support.) The 'late' learners should try their best to keep the story going, adding more detail as necessary. You could ask learners to take a vote on the most convincing or the most ridiculous story.

Continue reading the story until page 45 when the alien says his first (alien language) words.

3 Moving sound effects

60 minutes

First revise the basic parts of the body with learners. Put them into pairs. Call out parts of the body and ask learners to point to them on their partners and check their responses. You can repeat this exercise asking learners to step into the teacher's role and call out the parts of the body.

Next put learners into groups of three or four. Having prepared three or four descriptions of aliens and possible ways they might move, ask learners to create the aliens. For example, you could say *In your small groups, make a monster with two heads, four arms, a fat tummy and a tail. It moves very very slowly*. First ask learners to decide how their alien will move and then later ask them to add some sound effects.

Now look at the picture on page 45 with learners. Ask them to describe the alien. Ask learners what **they** think an alien would look like. *How many heads would it have?*, *How many arms?*, *How many legs?*, etc. Ask learners to get into groups of two to four and create one alien using their bodies. They must work together to create the object; if they decide that their alien has five arms, then they must only show five arms.

4 Hot-seating

30 minutes

Now ask learners to get into pairs and ask them what their alien sounds like. Give the pairs a few minutes to decide on the sounds that their alien makes. Tell the pairs that you are now going to interview each alien. You will ask them a few questions: *Where did you come from?*, *Where are you going to?*, *What's your name?*, etc. The problem is that you don't speak the same language as the alien, so one person in the pair will have to act as the translator. For example, you ask *Where did you come from?*, Learner A gives the alien's response (the sounds that they decided on) and learner B gives the translation in English, such as I'm from planet Zeb. You might like to act as the translator for the aliens to start with to help learners with this concept. As learners become more confident, ask them to have a go at translating into English.

AFTER WE FINISH THE STORY

5 Still images

45 minutes

Ask learners to get into groups of four or five. Tell them to imagine that just like William, they have been transported to a spaceship. Some of them should take the characters of the people while two or three should become the strange alien (remind them of the aliens they created earlier). Ask learners to create a still image of the moment they arrive on the spaceship and see the alien. They should consider their facial expressions and use body language to express their emotion (e.g. fear or surprise) in the moment. One or two learners may wish to be the 'sculptors' of the still image (beneficial for more reluctant or shyer learners).

Now ask learners to add 'thought tracking' (see glossary) to the still image. The aliens can start by speaking their alien language.

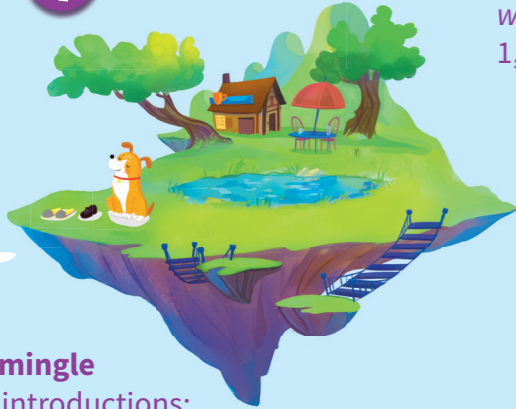
Give each group three classroom objects (scissors, paper, pens, etc.) and tell them that they need to teach the alien 'what it's for'. Refer back to the story and remind learners of the dictionary which the alien ate, the glue which the alien asked if you drink or wash in it, etc. Learners should create a short scene where they show the objects to the alien and teach the alien how to use it.

6 English classes for aliens

30 minutes

Tell learners that because the alien doesn't speak any English we will need to send the alien to English classes. Ask them to get into groups and give each group some vocabulary from the story. Ask the groups to plan a lesson for the alien. You may wish to choose a word or term from the lesson here such as spaceship. Ask learners to create a five-ten minute lesson including total physical response (TPR) activities or a game they know from class to teach the vocabulary to the alien. Pass around the groups as they are planning to check their understanding and make suggestions. The groups deliver their lessons with the other learners acting as aliens. Finish off the activity with some feedback.

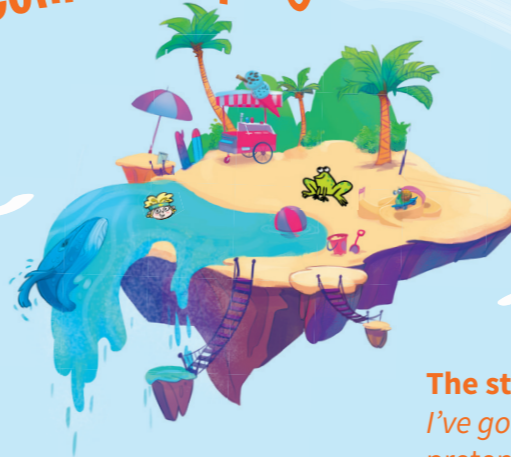
1 Counting



The story says ...
Sam is my dog (learners act like a dog); *Count with me!* (learners count 1, 2, 3, etc.)

Let's mingle
Basic introductions:
Hi my name's ...
What's your name?

2 Come and play



Learn the lines
Practise saying *Come and play with me today!* excitedly, bored, slowly, quickly, etc.

The story says ...
I've got a lizard (learners pretend to be a lizard), *I've got three kites* (pretend to fly kites).

3 Kim's birthday



(See full lesson plan for this story on page 10)

8 Not today!



Come alive
Create an imaginary shop in the classroom.

Moving sound effects
Create actions and sound effects for the animals in activity E on page 66.

STORYFUN

1



Creative drama activity map

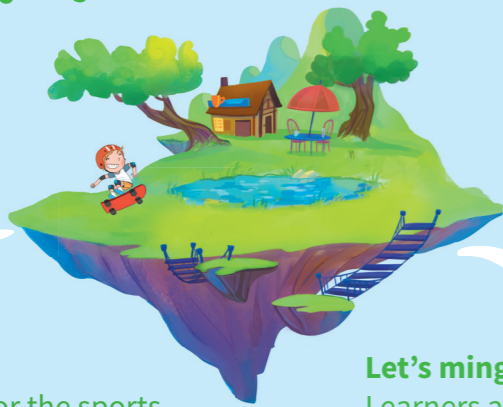
4 Hugo's school bag



Come alive
Ask *What's in your school bag?* Learners explore, present and discuss.

Change places if ...
You have a red ruler, you have crayons, etc.

7 Let's go there now!



Come alive
Create actions for the sports. Ask *Do you like badminton?* If learners like the sport, they do the action.

Let's mingle
Learners ask each other *Do you like baseball?* and respond *Yes, I do* or *No, I don't* using activity E on page 58 to help.

6 Grandma's glasses



Whoosh!

Come alive
Hide objects in the classroom and search for them *in, on, under* and *next to* things.

5 What am I?

Mime
Ask *What am I?* and mime animals from the story: an elephant, a duck, a crocodile, etc.

Stop/Start
I can swim, I can fly, I can climb, etc.



1 Our funny home

Let's mingle
Learners share their sentences from activity H on page 11.



Whoosh!

2 Jill's jellyfish

Mime
Mime the animals from the story and ask questions like *How many legs has it got? What colour is it?*



Mirrors
Learners move like an animal from the story, their partner copies and then guesses which animal it is.

3 Uncle Fred and me

(See full lesson plan for this story on page 12)



STORYFUN

2



Creative drama activity map

8 Winners!

Stop/Start
Running, jumping, catching, throwing, etc.



Still images
In groups, learners create a still image of a sports team: *football, basketball, baseball, etc.*

4 Mrs Day's garden

The story says ...
Running, jumping, eating, going to town, etc.



Whoosh!

7 Monkey beach

Let's imagine
Say *We are on a beach. What can we see? What can we hear? How do we feel?*



Change places if ...
Have you got a pet? Learners change places if they have a pet and say *Yes, I have*, or stay on their seat and say *No, I haven't*.

6 I want that game!

Pass it on
Use emotions from the story: *disappointment, sadness, excitement and enthusiasm.*



Learn the lines
I want that game! OK, jump in! etc.

5 Classmates

Moving sound effects
In groups, learners create a monster using their bodies, and add sound effects.

The story says ...
Reading, painting, eating, throwing, etc.



1 Jack and the penguins



Mime
Mime different animals from activity H on page 10. Learners guess the animals.

Let's imagine
We're at the zoo; what can we see?

2 Jog the alien



Still images
In groups, learners make one alien with their bodies.

Let's mingle
Use activity C on page 16 to help.

3 My friend Meg



Change places if ...
You can ride a bike, you love reading comics, you're good at drawing, etc.

Learn the lines
Use the compliments from the story: *You're brilliant, you're really cool.* Think of more compliments with the learners.

8 Henry's holiday



Stop/Start
Playing games on the tablet, flying a kite, reading comics, eating ice cream, etc.

Let's mingle
Learners ask; *Do you like eating ice cream? Listening to music? Watching television?* etc. Use activity D on page 65 to help.

STORYFUN



Creative drama activity map

4 High five!



(See full lesson plan for this story on page 14)

7 The old man and the jungle



Mime
What's the matter? Mime earache, stomach-ache, toothache, etc.

Soundscapes
In the jungle! Consider the noise of different animals, rain falling, branches breaking, etc.

6 What a great grandmother!



Come alive
Using morning routines, *I wake up, I get out of bed*, learners act out and guide the routine.

Let's mingle
Learners tell each other what they *always / often / sometimes / never* do.

5 The monster under my bed!



Moving sound effects
Learners create a monster in their groups.

Mime
Mime things you are scared of, such as a spider crawling up your arm. Learners guess and mime their fears.

1 Jane's clever idea



Let's mingle
Use the questions and answers in activity D on page 9.

Change places if ...
You like riding a bike, listening to music, playing tennis, etc.

2 The perfect present



Let's imagine
We're opening our perfect present. What's inside? Share ideas.

Let's mingle
Who's your favourite teacher and why? Share with classmates.

3 Daisy's tiger dream



Hot-seating
Use the questions in activity I on page 27.

Pass it on
Use the emotions from the story like bravery and fear.

8 The fancy-dress shop



Pass it on
Use the emotions and questions from activity C on page 64.

Whoosh!

STORYFUN

4



Creative drama activity map

4 A busy Monday



Whoosh!

Let's mingle
What did you do last weekend?

7 The grey cloud



(See full lesson plan for this story on page 16)

6 Do whales have stomach-ache?



TV adverts
Use the Do you know facts from the story.

Hot-seating
Use activity G on page 50.

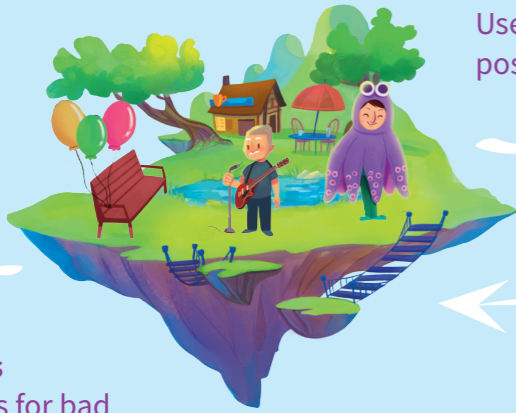
5 The tomango tree



Ten seconds only
Create scenes based on what the learner wants to do in the future – One day I want to ...

Hot-seating
Use activity J on page 43.

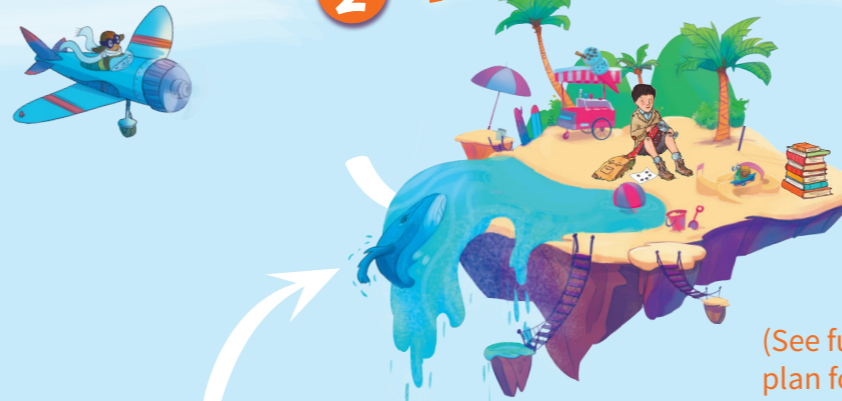
1 The village party



TV adverts
Use the village party poster on page 5.

Soundscapes
Create sounds for bad weather; rain, thunder, etc.

2 Ben's wishes



(See full lesson plan for this story on page 18)

3 Treasure



Pass it on
Use the adjectives in activity C on page 25.

Let's mingle
What do you like to do on holiday?

STORYFUN

5



Creative drama activity map

8 Summer fun



Whoosh!

Still images
Give learners different scene overviews, for example *Helen and Katy's large garden with high trees. Katy is texting. Helen is dancing.*

4 The king's colours



Mime
Mime the animals from activity A on page 32. Learners guess the animal.

Pass it on
Use the emotions from activity D on page 33.

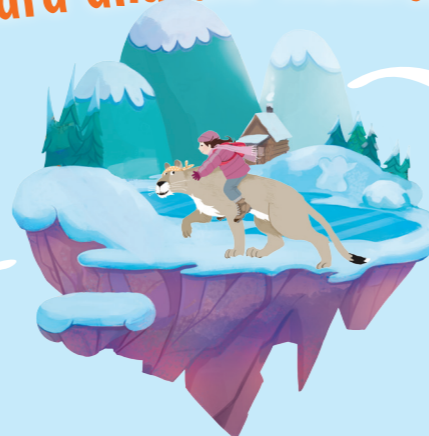
7 Harry's diary



Ten seconds only
Give each group a different situation that happens to Harry, for example in the first paragraph he gets up late and his sister takes too long in the bathroom.

Let's mingle
Use activity H on page 59.

6 Lara and the mountain lion



Whoosh!

Ten seconds only
Use the situations from activity G on page 50.

5 Robert's envelopes



Soundscapes
Consider the sounds of busy cities; cars beeping, people murmuring, etc.

Still images
Learners create a still image of what they might do one day, for example *One day perhaps I'll travel across the sea on a huge ship.*

1 Swan Island

Still images
Learners look at and then recreate pictures taken from the story before they read it.

Soundscapes
Use the weather words in activity H on page 11.



2 Brilliant bikes

TV adverts
Use the bike race advertisement on page 12.

Let's mingle
What do you want to be when you're older? I might be a(n) ..., I'm going to be a(n) ...



3 Frank's funny shopping trip

Change places if ...
You've ever swum in the sea, you've ever made a mistake, etc.

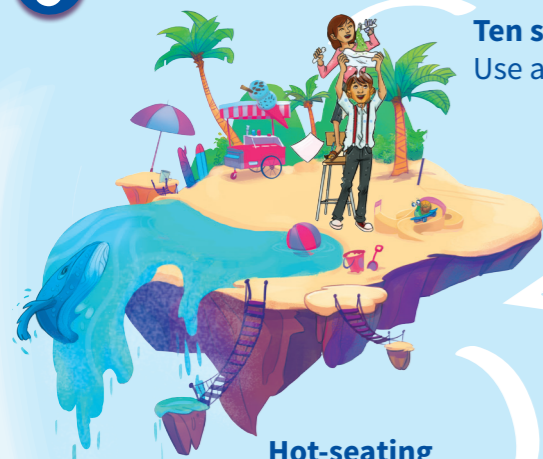
TV adverts
Learners present the facts on animals. They may like to do some more research after the lesson.



8 The School of Science

Ten seconds only
Use activity H on page 67.

Hot-seating
Assign learners different jobs. They answer questions about their job without saying what it is. Other learners guess what the job is.



STORYFUN

6

Creative drama activity map

6 William's strangest story

(See full lesson plan for this story on page 21)



4 A cake for a queen

Still images
Use the picture on page 28.

Thought tracking
Add thoughts to the still images after reading the story.



5 Katy's favourite song

Moving sound effects
Use musical instruments.

The story says ...
Play the piano, sing a song, etc.



7 The past and the future

Soundscapes
Create some creepy sound effects for the noise coming from upstairs. Use paragraph 2 on page 52.

Whoosh!

