

## Aims

- to expose children to English in the form of oral storytelling, and to bring the story and characters of *Holly's Vacation* to life
- to encourage children to respond to a story told orally and retell it in their own words
- to consider the value of the story (taking part is more important than being the best)

## Story Summary

When Holly goes to summer camp, she takes a camera, a gift from her grandparents. She has fun taking part in different activities. She takes a lot of pictures but an owl steals her camera. Johnny finds her camera in the woods and takes it to the summer camp. They send it back to Holly and she's very happy.

**Video length:** 6:11 min

The video activities can be divided into three parts as indicated in the lesson plans.

- Part 1: Vacation Time! (approx. 45 min)
- Part 2: At Summer Camp (approx. 50 min)
- Part 3: Finding the Camera (approx. 50 min with Follow-up Work)

These can be taught separately or as one lesson.

## Part 1: Vacation Time

(00:00–01:39 min "And she hugs her grandparents.")

**Lesson objective:** to act out and retell part of the story in their own words

**Key vocabulary:** *excited, vacation, summer camp, suitcase, gift, camera, pictures, grandparents*

**Secondary vocabulary:** *bedroom, bathing suit, sunblock, activities, say goodbye, living room, surprise, hug*

**Key grammar:** *I'm/You're/She's/They're going to ... What am I going to do?*

**Materials:** camera/cell phones as props (optional)

### ▶ Before watching

- Draw a large suitcase (rectangle) on the board. Tell the children they're going to summer camp and have them copy the outline. Ask them to draw and label five things they're going to take with them.
- Call on different children to come to the board and draw/label one of their items, until the suitcase is full. Tell the class they can only take five of the items on the board. Ask children *What are you going to take?* Do oral practice around the class with *I'm going to take ...*

- Have the children remember the first part of the story in their Reader. Ask them *What does Holly take with her?*

### While watching

- Play Part 1 of the video and have the children listen out for the items that Holly takes (bathing suit, sunblock) and see if they were correct.
- Play Part 1 again and have the children pay attention to the words in the first scene between Mom and Holly. Have them note down three key words for Mom and three key words for Holly.

**After watching**

- Ask simple comprehension questions to check understanding, e.g. *When is Holly's vacation? How does she feel? Did she go to summer camp before? What does she take? What does she do when her grandparents give her the camera?*
- Divide your class into pairs and allocate roles for Mom and Holly. Have them act out the scene with Holly packing in their own words. Encourage them to extend with more details, e.g. *Don't forget your ...! What am I going to do at camp? You're going to try ...!* You could write these sentences on the board as prompts.
- Call on different pairs of children to act out their scene.

## Part 2: At Summer Camp

(01:41 min "A few days later, and Holly is on vacation." – 04:36 min "She remembers all the fun she had at summer camp and all the new friends she made.")

**Lesson objective:** to retell the story using picture prompts;  
to consider the value of the story (taking part is more important than being the best)

**Key vocabulary:** *vacation, summer camp, activities, kayaking, friend, picture, grandparents, mountain biking, have a barbecue, camera, tent, noise, wake up, owl, grab*

**Secondary vocabulary:** *later, lake, send, make a jump, tricky, fall over, camp fire, miss, camp leader, zipper, swoop, claws, look for*

**Key grammar:** *I'm going to .../I'm not going to ... What are you going to do?*

**Materials:** Oral Storytelling Video Worksheet 1 [TRC printout] one copy per child

### ▶ Before watching

- Brainstorm summer camp activities with the class by playing a game. Divide your class into two groups. Divide your board into two sections. Give a board pen/chalk to the first child in each group. Have the two children come to the board and write up a summer camp activity in their half of the board as fast as they can. Then the child runs back and gives the pen to the next child. Set a time limit, e.g. three minutes. The team with the most activities wins.
- Leave the lists of activities on the board for children to refer to later.
- Ask the children to remember the next part of the story in their Reader. Have them remember which activities Holly does at camp and what happens.

### While watching

- Write this gist question on the board: *How does Holly feel when she has done each activity?* Play Part 2 of the video up to 03:17 minutes and have the children listen out for Holly's reactions. (She doesn't mind not being very good—she just likes trying new things.) Distribute Worksheet 1 to each child. Play Part 2 of the video up to 03:17 minutes again and have the children complete Activity 1, ordering the pictures. Pause again at 03:17 minutes and elicit answers.

### 1 Put the pictures in order. Write captions for Holly's photo album.

**Answers**

1 d 2 c 3 a 4 b

- Now tell the children that the story starts to change. The owl arrives but something different happens. Ask them to predict what happens. Then continue the video and play the rest of Part 2. Have the children repeat the owl noise.

- Ask the children to answer the narrator's question: *What just happened?* Explain new vocabulary *swoops, grabs, claws* by miming.
- Play the last part of this section again.

### After watching

- Check comprehension by asking simple questions, e.g. *What happens when Holly goes kayaking/mountain biking? Is she good at these sports? How does she feel about falling off?* Talk about the value of the story—the importance of taking part in activities rather than trying to be the best.
- Make sure that the children understand the new events in the story, e.g. *Does Holly take the picture of the owl? What does the owl do? How does Holly feel about losing her camera?*
- Have the children complete the second part of Activity 1 on their worksheet, writing the captions for Holly's photo album.
- Then have them complete Activity 2, drawing a picture of the new story event (the owl steals the camera) and write a caption.

### 2 What does the owl do? Draw the last picture and write a caption.

- Divide your class into pairs. Have them use the picture prompts to tell this part of the story in their own words. Have the children refer to the list of activities on the board and write up further key words and phrases as support, e.g. *fall into lake, make a jump, swoop down, steal*. Have the children retell this story using present tenses since this is what they hear in the narrative.
- Give them time to practice, then call on different pairs of children to retell their version to the class.

### Part 3: Finding the Camera

(04:37 min "Sometime later, a family is walking in the woods." – end)

**Lesson objectives:** to make, check, and adjust predictions about the story's ending based on new evidence to sequence the events of the story and retell the new ending

**Key vocabulary:** woods, find, camera, kayaking, mountain biking, summer camp, stole

**Secondary vocabulary:** ground, owner, office, camp leader, package, print, wall, remind, strap

**Key grammar:** I'm going to ...

**Materials:** Oral Storytelling Video Worksheet 2 [TRC printout] one copy per child

#### ▶ Before watching

- Have the class remember the original ending in the story in their Reader. (Holly takes a picture of the owl and wins a competition with the picture.)
- Tell the class they're going to watch the last part of the story, but this time the ending will be different. Ask the children what they think will happen in the story this time.
- Have the children work in pairs/groups to discuss their ideas of what will happen in the different story ending. Call on different pairs/groups to tell their ideas to the class.
- Tell the class someone finds the camera. Ask questions, e.g. *Who finds Holly's camera? Where? What do they do with it?* Have the children make further predictions.

#### While watching

- Play Part 3 of the video and have the children watch for the main events in the new ending of the story. Have the children pick out three main events, e.g. *they find a camera, they look at the pictures, they return the camera to Holly.*
- Distribute Worksheet 2 to each child. Read out the first sentence as an example. Give the children time to read through all the sentences and check they understand them. Play Part 3 of the video again and have the children put the sentences in order. Call on a child to give their order to the class.

#### 1 Watch and number.

Answers

1 d 2 a 3 e 4 b 5 c 6 f

#### After watching

- Ask simple comprehension questions to check the children understand the new ending, e.g. *Where are Johnny and his family? Where does Johnny find the camera? What does he do with it? How do they know it's Holly's camera? How does Holly get her camera back? What is she going to do now?*
- Have the children look at Activity 2 on their worksheet. Holly is happy to have her camera back. Tell them that Holly is going to write a thank you letter to Johnny. Ask them for suggestions of what pictures Holly is going to take next. Then give them time to write four or five sentences for the letter.

#### 2 Write Holly's letter.

Answers

Children's own answers.

## Extension and Portfolio Activities

### Follow-up Work

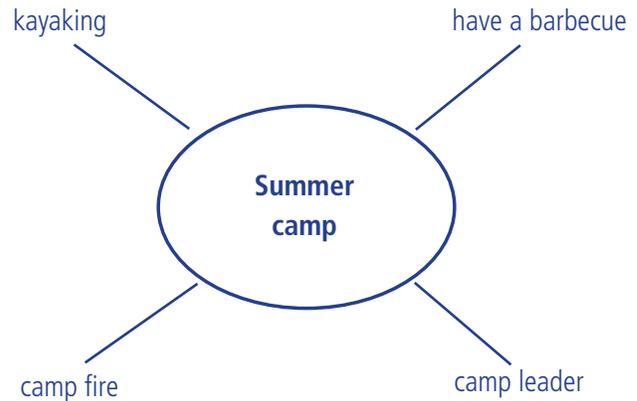
- Play the whole video again and ask the children to compare the original story ending with the new version. Ask them which ending they prefer and why (they may need L1).
- Talk about the value of the story (taking part is more important than being the best). Ask them to think of competitions and activities which they take part in where trying your best is more important than winning. Ask them to give any examples of when they laughed at themselves.

### Oral Retelling of the Story

- Have the children retell the whole story in pairs or small groups, using worksheets to help.

### Portfolio Activities

- Have the children make a simple mind map to record vocabulary from the story to be used for future retellings, e.g.



- Have the children cut off their letter to Johnny from Worksheet 2 and store it in their Portfolio.

**Part 1**

*This is the story of a young girl named Holly. Holly is excited. School vacation starts in two days, and she's going to go to summer camp for the first time. In her bedroom, she packs her suitcase. Mom comes in to help.*

*"Don't forget your bathing suit and sunblock," says Mom.  
"What am I going to do at camp?" asks Holly, nervously.  
"You're going to try lots of new activities," says Mom. "And don't forget that Grandma and Grandpa are going to come and say goodbye."*

*Downstairs in the living room, Holly's grandparents have a surprise for her.*

*"We have a gift for you," says Grandma. It's a camera.  
"You can take lots of pictures for us," says Grandpa.  
"Thanks!" says Holly, looking at the camera. "I'm going to send you lots of pictures." And she hugs her grandparents.*

**Part 2**

*A few days later, and Holly is on vacation. There are lots of other children at the summer camp and lots of different activities to try.*

*One morning, all the children go kayaking. It's hard, and Holly falls into the lake. Her new friend takes a picture. Holly sends it to her grandparents.*

*After lunch, the children go mountain biking. It's Holly's first time on a mountain bike. The children are going to make a jump for the bikes. The jump is very tricky and a lot of children fall over. Holly also falls but she takes a picture. Everyone laughs. Holly sends that picture to her grandparents, too.*

*Later on, the children have a barbecue. They sing around the camp fire, and make plans for the next day.*

*"What are you going to do tomorrow, Holly?" asks the camp leader.*

*"Well," says Holly, "so far I'm not very good at kayaking, or mountain biking! Whatever we do though, I'm going to take my camera. I'm not going to miss any pictures." And everyone laughs in agreement.*

*After the barbecue, all the children and the camp leaders go to their tents to get some sleep. The tents are in a circle around the camp fire.*

*That night, there's a noise outside the tent.  
"Hoo-hoo!"*

*Holly wakes up. What is it? She sits up and listens carefully.  
"Hoo-hoo!"*

*Holly quietly opens the zipper on the tent and looks out carefully.*

*It's an owl—a very big owl. Holly gets her camera. She wants to take a picture to send to her grandparents.*

*But ... Oh, no! The owl is flying straight towards Holly. Suddenly, it swoops down and grabs Holly's camera. It flies off with the camera in its claws—it's very strong. Holly stands by the tent looking at the sky ... What just happened?!*

*The next day, she tells the camp leader what happened. All the children want to help look for the camera, but no one finds it. Holly is very sad. But when she gets home, she remembers all the fun she had at summer camp and all the new friends she made.*

**Part 3**

*Sometime later, a family is walking in the woods. They find a camera on the ground.*

*"Look, Dad, I'm going to take pictures with this camera."*

*"But it's not yours, Johnny."*

*"Oh, Dad!"*

*"Let's look at the pictures and see if we can find the owner.*

*Look—here are some children kayaking. And here is a picture of a group of children mountain biking. This looks like a summer camp."*

*The family finds the main office for the camp. Johnny gives the camera to the camp leader.*

*"Oh, that's fantastic," he says. "I know whose camera this is—it's Holly's. Look—this is her last picture—of the owl who stole the camera!"*

*A few days later, a package arrives at home for Holly. It's her camera! She looks at the pictures—what a fabulous vacation it was.*

*"I'm going to print this picture," she says, looking at the picture of the owl, "and I'm going to put it on my wall to remind me of a great summer—and to remind me to always use the strap when taking a picture."*

# Oral Storytelling Video: Worksheet 1

## Part 2: At Summer Camp

1 Put the pictures in order. Write captions for Holly's photo album.



Blank space for writing a caption for picture A.



Blank space for writing a caption for picture B.



Blank space for writing a caption for picture C.



Blank space for writing a caption for picture D.

2 What does the owl do? Draw the last picture and write a caption.

Large blank rectangular area for drawing the final scene.

Blank space for writing a caption for the final scene.

**1 Watch and number.**

- a Johnny finds a camera on the ground.
- b They look at the pictures on the camera.
- c They take the camera to the camp office.
- d Johnny and his dad are walking in the woods.
- e Johnny wants to take pictures with the camera.
- f The camp leader sends the camera back to Holly.
- g Holly is happy! She writes a thank you letter to Johnny.

  
  
  
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**2 Write Holly's letter.**

- Say thank you to Johnny
- Say what Holly is going to do with her pictures
- Say what new pictures Holly is going to take



Dear Johnny,

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