

Oral Storytelling Video

Coppelia

Aims

- to expose children to spoken English in the form of oral storytelling, and to bring the story and characters of *Coppelia* 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 (the importance of making friends)

Story Summary

Doctor Copper, a lonely toymaker, makes a dancing doll, Coppelia. He pretends that she's alive. Two children, Hilda and Frank, want to meet Coppelia. Frank hides in a machine used to bring Coppelia to life and Hilda pretends to be Coppelia. Doctor Copper is amused and makes friends with Hilda and Frank.

Video length: 5:48 min

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

- Part 1: Doctor Copper is Lonely (approx. 40 min)
- Part 2: Coppelia Comes to Life (approx. 45 min)
- Part 3: New Friends (approx. 50 mins with Follow-up Work)

These can be taught separately or as one lesson.

Part 1: Doctor Copper is Lonely

(00:00–02:38 min “*She was a doll.*”)

Lesson objective: to carry out a comprehension task while watching to check understanding

Key vocabulary: *ballet, dancing, doll, toymaker, smart, happy, lonely, friend, pretend, alive, pretty, wave, strange, angry, rude, still, surprised*

Secondary vocabulary: *musician, balcony, street, answer, touch, real*

Key grammar: *Doctor Copper was ... Hilda and Frank were ...*

Materials: Oral Storytelling Video Worksheet 1 [TRC printout] one copy per child; piece of ballet music, e.g. from *Coppelia* or *The Sugar Plum Fairy* (optional)

➔ Before watching

- If you can, introduce the topic of the story by playing a short piece of ballet music, e.g. from *Coppelia* or *The Sugar Plum Fairy*. Ask the children what kind of music they can hear and how people dance to this kind of music.
- Ask the children to remember the first part of the story in their Reader. Ask them how Coppelia/Hilda moves. Have the class stand up and demonstrate.
- Play a Total Physical Response game with ballet movements. Call out phrases, e.g. *Move your arms, turn around, dance fast!* and have the children do the actions.

**While watching**

- Ask the class this gist question: *Why does Doctor Copper make Coppelia?* Play Part 1 of the video and then have them give the reason. (He's lonely and wants a friend.)
- Distribute Worksheet 1 to each child. Ask the children to look at all the adjectives in Activity 1 and check comprehension, especially *rude*.
- Play Part 1 of the video again and have the children match the characters with the adjectives. Elicit answers.

1 Watch. Who is it? Write the letters.**Answers**

1 D 2 D 3 C 4 F, H 5 C 6 H

**After watching**

- Ask simple questions to check comprehension, e.g. *Is Doctor Copper a smart man? Does he have any friends? How does he feel? Where's Coppelia when Frank and Hilda see her? What do they do? Why are they angry?*
- Divide the class into pairs. Have the children look at Activity 2 on the worksheet and read out the example question and answer. Give the children time to work together to read and answer the questions. Call on pairs of children to give their answers to the class.

2 Answer the questions.**Answers**

1 He was a toymaker.

2 He was lonely.

3 Coppelia was his friend.

4 No, she wasn't.

5 No, she was a doll.

6 Coppelia was a doll.

- Act out and change the end of the last scene in this part of the story. Before the scene ends (at 02:29 minutes) and Hilda and Frank think Coppelia is real, they ask her some questions ...
- Ask the class what questions Frank and Hilda ask Coppelia, e.g. *What's your name? How old are you? Where do you live?* Write all the suggested questions on the board.
- Divide the class into groups of three and allocate roles for Frank, Hilda, and Coppelia. Have Frank and Hilda ask their questions while Coppelia stays still and doesn't answer. Then have them change roles. You could extend and have them think of a question which brings Coppelia to life.

Part 2: Coppelia Comes to Life

(02:39 min "Just then, Frank and Hilda heard a noise." – 04:14 min "...he thought Coppelia was alive.")

Lesson objectives: to sequence the order of events and retell part of the story using picture prompts

Key vocabulary: worried, hide, box, move, excited, bring to life, inside, pretend, alive

Secondary vocabulary: hear, noise, workshop, workbench, heavy, machine, turn on, press a button

Key grammar: Someone was ... They were ...

Secondary grammar: They looked ... He walked ...

Materials: Oral Storytelling Video Worksheet 2 [TRC printout] one copy per child; cardboard box (large enough to put over a child's head)

Before watching

- Have the children remember the first part of the story and review the adjectives for feelings. Ask quick-fire questions to the class, e.g. *Who was lonely?* (Doctor Copper!) *Who was angry?* (Frank and Hilda!)
- Ask the class to remember what happens in the next part of their story in their Reader. Use the cardboard box as a prop (remove two sides of it so that you can place it over a child's head). Call out a child to the front of the class and place it over their head as the "machine." Ask the class *Where's Frank?* Use the box to pre-teach vocabulary *turn on, press a button, inside.*

While watching

- Ask the children this gist question: *Why was Doctor Copper so excited?* Play Part 2 of the video. Then have the children give their explanations. Distribute Worksheet 2 to each child. Play Part 2 of the video again and have them order the events from the story in the correct sequence. Elicit answers.

1 Watch and number.

Answers

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

After watching

- Check understanding of this part of the story with simple questions, e.g. *How did Frank and Hilda feel when they heard a noise? What did they do? How did Doctor Copper feel when he arrived? Why? What did he do?*
- Divide the class into pairs. Have the children look at Activity 2 on their worksheet. Ask them to give examples of what Frank is thinking in Picture A. Write their suggestions on the board. Have them work together to suggest speech bubbles for the other pictures. Then have them complete the speech bubbles. Call on different pairs to give their ideas to the class.

2 What are they thinking? Complete the speech bubbles. Then retell the story.

Answers

Children's own answers.

- Have the children use the pictures to retell this part of the story in their own words. Give them time to practice then ask different pairs to retell their versions. You could have other children act out at the front of the class, using the cardboard box again as a prop.
- Have the children invent another toy to bring to life in Doctor Copper's machine.

Part 3: New Friends

(04:16 min "Hilda danced over to the machine." – end)

Lesson objective: to make, check, and adjust predictions about the story's ending based on new evidence; to consider the value of the story (the importance of making friends)

Key vocabulary: dance, machine, open, confused, angry, doll, pretend, machine, silly, lonely, friend, real

Secondary vocabulary: floor, laugh, nod, open her eyes

Key grammar: *Was Hilda the doll? No, she wasn't.*

Materials: sheet of paper for each child

Before watching

- Have the class remember the last part of the story and then ask them to recall the ending to the story in their Reader. (Doctor Copper is angry and the children run away.)
- Tell the class they're going to watch to 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 next in the story. Call on different pairs/groups to tell their ideas to the class.

While watching

- Play Part 3 of the video and have the children watch for differences with the Reader and check if their predictions were correct. Ask them to make a note of three important words from the new ending. Then ask different children to compare their words with a partner.
- Play Part 3 again and have the children mime the feelings *confused*, *angry*, and *silly*, and join in with the laughter.

After watching

- Check comprehension with simple *Yes/No* questions about the end of the story, e.g. *Frank was confused.* (Yes!); *Doctor Copper was angry.* (No!); *The children ran away.* (No!); *They were all friends together.* (Yes!)
- Ask the children which ending to the story they prefer and why. (They may need L1.) Then ask them to think about the value of the story. *Is the value the same with both endings?* Discuss the importance of making friends with the class.
- Have the children write two or three sentences in their notebooks or on paper about the new ending, and draw a picture to illustrate the value. (This could be a Portfolio Activity.)

Extension and Portfolio Activities

Follow-up Work

- Play the whole video again to remind the children of the sequence of events.

Oral Retelling of the Story.

- Brainstorm key words from the story with the class before retelling. Divide your board into three sections. Write characters/feelings/actions as headings. Write the names of the characters. Have the children recall adjectives of feeling from the story, e.g. *lonely, strange, surprised, worried*, and add these to the next section. Then have them suggest key verbs for the actions section, e.g. *dance, wave, touch, hide, bring to life, laugh*.
- Divide the class into small groups and have them retell the story in their own words. Each child should tell one part of the story. At this stage, children can retell using the present tense. Fast finishers can retell again, telling a different part of the story.
- Call on different groups to retell the beginning/middle/end of the story.
- Have the children retell the whole story in pairs or small groups using the worksheets to help.

Portfolio Activities

- Have the children add their drawings and sentences about the new ending to their Portfolio.
- Ask the children to choose five new words from the story to illustrate or write example sentences. These can be used as prompts for future retellings of the story.

Part 1

I'm going to tell you a story. This story is a ballet. A ballet is a show which tells a story with dancing. Musicians play music for the dancers.

The story is about a man named Doctor Copper, two friends named Hilda and Frank, and a doll named Coppelia.

Doctor Copper was a toymaker. He was very smart, but he wasn't happy. Doctor Copper wasn't happy because he was lonely. He didn't have any real friends. So he made a friend. She was a doll. He named her Coppelia. He liked to pretend that she was alive.

One day, Doctor Copper put Coppelia on his balcony. She looked out onto the street below. She was very pretty and she seemed to be smiling.

Just then, two friends, Hilda and Frank, were outside the house. They waved to Coppelia. She didn't wave back. That's strange! They called to her, but she didn't answer. That's very strange! They were angry because she didn't say hello. They decided to go inside and meet this girl. She was very rude!

Inside the workshop, Hilda and Frank saw Coppelia. She wasn't on the balcony now. She was at the back of the workshop. Why was she so still? Hilda walked over and touched Coppelia. She was very surprised because Coppelia was not real. She was a doll.

Part 2

Just then, Frank and Hilda heard a noise. Someone was coming. They were worried. They looked for a place to hide. Frank stepped into a box, but there was no room for Hilda. She had an idea. Quickly, she moved Coppelia, and sat in the doll's chair.

Doctor Copper came into the workshop. He looked happy. He walked over to Coppelia and looked at her (and smiled).

Then he walked over to his workbench. At the workbench, he picked up a box and carried it closer to Coppelia. (It was really heavy.) This wasn't just a box; it was a machine! He turned on the special machine and Doctor Copper waited patiently. He was excited. He wanted the machine to bring Coppelia to life. The machine started working but Frank was inside!

Doctor Copper was very excited. He pressed another button on the machine. Now he could bring Coppelia to life. Hilda saw what Doctor Copper was doing. She pretended to be the doll. She opened her eyes wide and smiled and she danced for Doctor Copper. Doctor Copper was very happy because he thought Coppelia was alive.

Part 3

Hilda danced over to the machine and opened it. Frank was confused. Doctor Copper was confused, but he wasn't angry. "Was Hilda the doll?" he asked himself. No, she wasn't. He could see Coppelia was on the floor, but Hilda was pretending to be the doll. Frank quickly got out of the machine.

Doctor Copper looked at Hilda and he looked at Frank. Then he looked at Coppelia on the floor, not moving. And he laughed.

"How silly I am," he said. "I was lonely. I wanted to have a friend. But here are two real people. Maybe we can all be friends."

And he looked at Hilda and Frank. They nodded. "And we can help you to make Coppelia real," said Frank.

"Yes, of course!" said Doctor Copper. So, Hilda and Frank and Doctor Copper all worked together and very soon, Coppelia opened her eyes and danced for them. And they all laughed and danced together.

Oral Storytelling Video: Worksheet 1

Part 1: Doctor Copper is Lonely

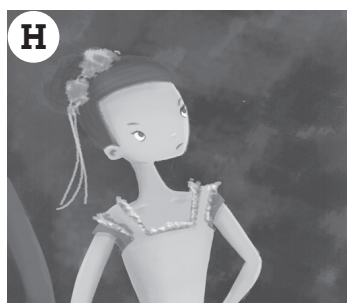
1 Watch. Who is it? Write the letters.



Doctor Copper



Frank



Hilda



Coppelia

1 smart D

3 pretty

5 rude

2 lonely

4 angry

6 surprised

2 Answer the questions.

1 What was Doctor Copper's job?

He was a toymaker.

2 Why wasn't Doctor Copper happy?

.....

3 Who was his 'friend'?

.....

4 Was she alive?

.....

5 Was Coppelia a rude girl?

.....

6 Why was Hilda surprised?

.....

Oral Storytelling Video: Worksheet 2

Part 2: Coppelia Comes to Life

1 Watch and number.

a Doctor Copper came into the workshop.

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b Hilda danced for Doctor Copper.

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c Hilda sat in the doll's chair.

☐

d Doctor Copper turned on the machine.

☐

e Frank stepped into a box.

☐

f Doctor Copper was happy and smiled.

☐

2 What are they thinking? Complete the speech bubbles. Then retell the story.

