

## Aims

- to expose children to spoken English in the form of oral storytelling, and to bring the story and characters of *You Have to Listen!* 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 listening)

## Story Summary

Nicholas doesn't listen to his teacher, Miss Callum. On the school trip, he surprises everyone by arriving on time and bringing his packed lunch and bathing suit. The class has a great day out. Miss Callum thanks her class with a cake.

**Video length:** 6:30 min

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

- Part 1: Nicholas Doesn't Listen (approx. 50 min)
- Part 2: Yes, Nicholas Listens! (approx. 30 min)
- Part 3: What a Great Day Out! (approx. 45 min with Follow-up Work)

These can be taught separately or as one lesson.

## Part 1: Nicholas Doesn't Listen

(00:00–03:49 min "He's drawing a picture of a cake.")

**Lesson objectives:** to carry out a comprehension task while watching; to retell part of the story using a prop

**Key vocabulary:** *trip, fun park, get your parents' permission, listen, make a paper airplane, wear your school uniform, bring a packed lunch, meet at school, arrive on time, bathing suit, cake, third grade*

**Secondary vocabulary:** *get into trouble, nod, raise, travel plans, slide, funny*

**Key grammar:** *You have to ...*

**Secondary grammar:** *He's drawing. He's not listening.*

**Materials:** Oral Storytelling Video Worksheet 1 [TRC printout] one copy per child, sheet of paper per child for paper airplane; example paper airplane

### ▶ Before watching

- Have the children remember the first part of the story in their Reader. Ask them to recall what the teacher says they have to do, e.g. *get your parents' permission, bring a packed lunch, etc.*
- Show the children the paper airplane and ask them to remember how Nicholas behaves in the class. Choose two or three children to throw the airplane.

### ▶ While watching

- Ask the children to watch for what Nicholas is doing while Miss Callum is talking. Play Part 1 of the video and pause at 02:15 minutes. Have them describe his actions, e.g. *He's drawing. He's making a paper airplane.* Choose a child to throw your paper airplane.
- Continue the video. Then ask the children to listen out for what Miss Callum tells Nicholas to do, e.g. *You have to ...*

- Play Part 1 of the video again and ask the children to complete Activity 1 on the worksheet, checking the activities that the children have to do. Elicit answers.

## 1 Watch. Check (✓) what the children have to do.

### Answers

✓ by: 1, 2, 4, 6, 8



### After watching

- Have the children think about the character of Nicholas. Ask simple prompt questions, e.g. *Is Nicholas a good student? Why/Why not? What does he like doing? Is he listening to Miss Callum?*
- Have the children complete Activity 2 on their worksheet with one word answers. Call on different children to give their answers to the class.

## 2 Complete with words from the box.

### Answers

1 third 2 likes 3 teacher 4 loves 5 listening

- Talk further about the character of Nicholas and why he doesn't listen.
- Prepare to act out the first part of the story using a paper airplane as a prop.
- Give each child a piece of paper and show the class how to fold it into a paper plane. Give them time to do this and ask them to write their name on their airplane.
- Divide the class into pairs and allocate roles as Nicholas and Miss Callum. Have the children act out in their own words, using their paper airplanes. Encourage them to improvise more instructions with *You have to ...* Ask children to pay attention to stress and intonation in Nicholas's answers, e.g. *Yes, Miss Callum.*
- Call on different pairs of children to act out their scene for the class.
- Have the children keep their paper airplanes safe so that they can be re-used in the Lesson 3 Follow-up Work and Portfolio Activities for Chapter 1.

## Part 2: Yes, Nicholas Listens!

(03:50 min "Friday comes and everyone arrives on time for the bus." – 05:47 min "It's so fast Nicholas has to hold on to his new bathing suit!")

**Lesson objective:** to make, check, and adjust predictions about the story's ending based on new evidence

**Key vocabulary:** *on time, surprised, aquarium, lunch, waterslide, glad, candy, bathing suit*

**Secondary vocabulary:** *get off, wait, tank, lunch box, agree, excited, hold on*

**Key grammar:** *Can we go ...?*

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

### ▶ Before watching

- Have the children talk about Nicholas and his character. Then have them recall the next part of the story in their Reader. Ask prompt questions, e.g. *Does Nicholas arrive on time? What does he forget? What things do his friends share with him?*
- Tell the class they're going to watch to the next part of the video, but this time the story 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 2 of the video and have the children listen out for three main differences from their Reader. Have them raise their hands when they hear something different. Then recap the main differences: *Nicholas isn't late, he brings a packed lunch, he brings his bathing suit.*
- Distribute Worksheet 2 to each child. Play Part 2 of the video again and have them complete Activity 1, writing *R* or *V* next to each sentence. Elicit answers.

### 1 Watch and write *R* (Reader) or *V* (Video).

**Answers**

**R:** 1, 3, 4, 7 **V:** 2, 5, 6, 8

### After watching

- Ask simple questions to check understanding of the new version of the story, e.g. *Is Nicholas on the bus? How does Miss Callum feel? What does Nicholas share with his friends? Does Nicholas have his bathing suit? What does it look like?*
- Ask the children to choose a scene from the video and complete Activity 2 on their worksheet, drawing the new scene and writing what happens.

### 2 Choose a scene from the video. Draw and write what is happening.

**Answers**

Children's own answers.

### Part 3: What a Great Day Out!

(05:49 min "At the end of the day, the children get back on the bus." – end)

**Lesson objectives:** to think about the value of the story (the importance of listening) and the role of characters; to retell the story in their own words using their own picture prompts

**Key vocabulary:** *get back on, glad, wonderful, cake, great*

**Secondary vocabulary:** *end of the day, smile, job*

**Key grammar:** *What a good day/job!*

**Materials:** sheet of paper for each child (optional)

#### Before watching

- Ask the children to remember the main differences in the video and Reader so far. Then have them remember the ending in the Reader. (Nicholas takes a cake to school to say thank you for sharing.)
- Divide the class into pairs and have them predict the new ending for the video. Then ask different pairs to give their ideas. Write their suggestions on the board.

#### While watching

- Write these three adjectives on the board: *angry, surprised, happy*. Play Part 3 of the video and have the children listen out for how Miss Callum feels about her class and choose the best adjective.
- Play Part 3 again and have the class compare the ending with their own suggestions. Use prompt questions, e.g. *Is Miss Callum happy? Was she happy in your story ending? Did Nicholas listen? Did he listen in your story?*

#### After watching

- Check comprehension of the new ending with simple questions, e.g. *How does Miss Callum feel? Why is she so happy? What does she do for the class?*
- Ask the class to think about the value in this version of the story (the importance of listening). On paper or in their notebooks, have the children draw a picture of a cake with the value of the story written on it: "Listen to your teacher!"

## Extension and Portfolio Activities

### Oral Retelling of the Story

- Play the whole video through again to remind children of the sequence of events and ask them to think about four important events.
- On paper or in their notebooks, ask the children to divide a page into four sections or frames. Have them draw four simple pictures of the story in order to reflect the main things that happened in the new version. They could add a few key words to each picture if they wish.
- Divide the class into pairs. Have them retell their version of the story to each other using their pictures as prompts. Encourage them to add details to embellish their story. Fast finishers can retell their story for further practice.
- Have the pairs of children change one detail or add an extra scene into the new version of the story. Give them time to practice and then call on pairs to retell their new scene to the class.
- Have the children retell the whole story in pairs or small groups, using the worksheets to help them.

### Making a Story Portfolio

- You could encourage the children to keep a Portfolio or journal of work related to their Reader and oral storytelling work, which will help them remember the stories as they go through the year and build up a bank of stories and language.
- This could be used to regularly retell stories which may change with each retelling as children can add new language or ideas and which will enrich the oral storytelling experience and develop a deeper understanding.
- For each story children could add examples of their work, store picture cards, or keep a list or pictures of new language.

### Portfolio Activities

- Have the children write the value of the story on their paper airplane. Stick an envelope into the Portfolio and use it to store the paper airplane as a reminder of the meaning of the story.
- Have the children add any drawings they have done of the cake or the four picture scenes to their Portfolios. These can be used as prompts for future retellings of the story.

**Part 1**

*This is the story of a boy named Nicholas. He's in the third grade. He likes school and he likes his teacher. Sometimes he gets into trouble, but he doesn't mean to.*

*It's Monday morning. The children are sitting at their desks at school, listening to their teacher.*

*"Friday is our trip to the Fun Park," she says.*

*"Hooray!" say all the children.*

*The third grade teacher is Miss Callum. She's nice.*

*"You have to get your parents' permission," she says.*

*"Yes, Miss Callum," say all the children.*

*Miss Callum holds up a piece of paper. It's a form.*

*"Your parents have to sign here," she says and points to a line on the paper.*

*Miss Callum looks around the class. All the children are looking and nodding,*

*"Yes, Miss Callum," they say.*

*Hmm, who's that, in the back?*

*"Are you listening to me, Nicholas?" she asks a small boy in the back of the class.*

*But Nicholas isn't listening. He's drawing.*

*Miss Callum raises her voice. She stands next to Nicholas' desk.*

*"You have to listen, Nicholas!"*

*"Sorry, Miss Callum," says Nicholas.*

*Miss Callum is explaining about the form. All the children are holding a copy in their hands. But Nicholas just plays with it. He's making a paper airplane! Will it fly? Oh ... yes!*

*"Nicholas!" says Miss Callum. "Your parents have to sign that form!"*

*Nicholas looks up. He sees Miss Callum looking at him.*

*"Um ... Why?" he asks (innocently).*

*"You see? You're not listening!" says Miss Callum, exasperated.*

*The other children think their friend Nicholas is very funny.*

*At lunchtime, Miss Callum takes a deep breath and explains patiently to the class:*

*"We're having a picnic so you have to bring a packed lunch, but you don't have to wear your school uniform. Are you listening, Nicholas?"*

*Nicholas turns around. Miss Callum is standing right next to him.*

*"Excuse me?" he says.*

*Later that day, Miss Callum explains the travel plans to the class:*

*"You have to meet at the school bus at 8:30 in the morning," she says. "You have to arrive on time! What time is the bus leaving on Friday, Nicholas?"*

*"Um ... nine o'clock?" he says timidly.*

*"EIGHT THIRTY!" say all the children in the class.*

*Miss Callum just looks at Nicholas.*

*And there's one last instruction from Miss Callum:*

*"And remember—you have to bring your bathing suits!" she says.*

*Everyone is listening to Miss Callum. Everyone except Nicholas. He's drawing a picture of a cake.*

**Part 2**

*Friday comes and everyone arrives on time for the bus.*

*"Where's Nicholas?" asks Miss Callum.*

*"I'm here!" says Nicholas from the back of the bus.*

*Miss Callum looks surprised. Nicholas is here!*

*"Let's go," says Nicholas.*

*When they get to the Fun Park, the children get off the bus and wait for Miss Callum to take them in.*

*"Can we see the sharks first?" asks one of the girls.*

*"Yes," says Miss Callum. "We'll go to the aquarium before lunch, and then we can go on the waterslide."*

*In the aquarium, they watch the sharks swimming in a tank. Oh, look! There's a man swimming with the sharks.*

*"I'm glad I don't have to do that!" says Nicholas (and all the children agree).*

*"Lunchtime!" says Miss Callum and she leads them out of the aquarium to some picnic tables.*

*The children get their lunchboxes out of their bags.*

*"Oh ...," says Nicholas. "Look what I have. It's a bag of candy to share with everyone. But Mom says we have to eat our sandwiches first."*

*The other children agree and eat their sandwiches quickly.*

*After lunch, all the children are excited. They're going on the waterslide.*

*"Go and put on your bathing suits," says Miss Callum.*

*"Oh ...," says Nicholas. "Look at my new bathing suit. I love swimming."*

*"It's a nice bathing suit, Nicholas. Now off you go."*

*"Look at my bathing suit," says Keenan. "It's the same as yours!"*

*Nicholas and Keenan get onto the waterslide. Whoosh! They feel as if they're flying. It's so fast that Nicholas has to hold on to his new bathing suit!*

### **Part 3**

*At the end of the day, the children get back on the bus.*

*"Great day, Keenan."*

*"Yes, I'm glad we came."*

*"Thanks for a wonderful day, Miss Callum."*

*Miss Callum smiles. What a good day, she thinks. What a good class. We can do this again.*

*On Monday, Miss Callum takes a cake to school.*

*"What does that say?" asks Nicholas*

*"It says, "Great job, Miss Callum's class!"*

# Oral Storytelling Video: Worksheet 1

## Part 1: Nicholas Doesn't Listen

### 1 Watch. Check (✓) what the children have to do.

1 You have to listen.



2 You have to get your parents' permission.



3 You have to make a paper airplane.



4 You have to bring a packed lunch.



5 You have to wear your school uniform.



6 You have to meet at 8:30 a.m.



7 You have to meet at 9 a.m.



8 You have to bring your bathing suit.



### 2 Complete with words from the box.

likes listening ~~third~~ loves teacher

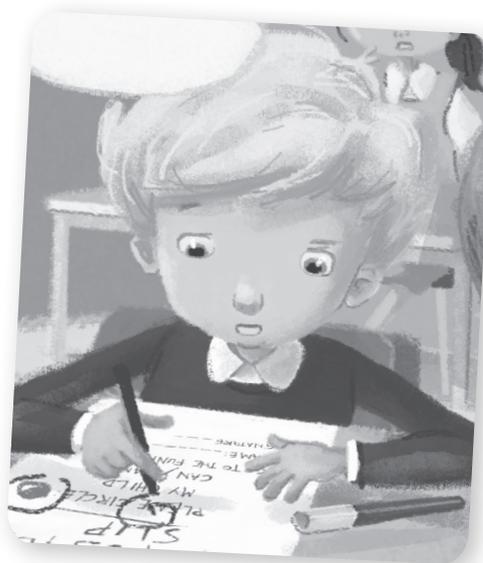
1 Nicholas is in ..... third ..... grade.

2 He ..... school.

3 His ..... is Miss Callum.

4 He ..... drawing.

5 He's not very good at .....



## Oral Storytelling Video: Worksheet 2

## Part 2: Yes, Nicholas Listens!

1 Watch and write *R* (Reader) or *V* (Video).

- 1 Nicholas is late for the bus. .....R.....
- 2 Nicholas is on time for the school trip. .....
- 3 He forgets his packed lunch. .....
- 4 Nicholas doesn't bring his bathing suit. .....
- 5 Nicholas has candy and sandwiches in his lunchbox. .....
- 6 He shares the candy with his classmates. .....
- 7 He takes a cake to school to say thank you. .....
- 8 Miss Callum thanks the class with a cake. .....

## 2 Choose a scene from the video. Draw and write what is happening.

In this part of the story, .....

.....