Storytelling and Drama for YLS CLIL

Predicting the procedures to best scaffold talk

Conceptual structures also support talk

- Maps
- Paper mountains
- Tables
- Objects
- Houses
- Diorama
- Stage / characters
- Processes
- Putting together
- Repetitive ‘sequenced’ talk (rhyme, song, chant)

Forest animals - bears

The bear went over the mountain,
the bear went over the mountain,
the bear went over the mountain,
to see what she could see.
And all that she could see,
and all that she could see,
was the other side of the mountain,
the other side of the mountain,
the other side of the mountain,
was all that she could see.

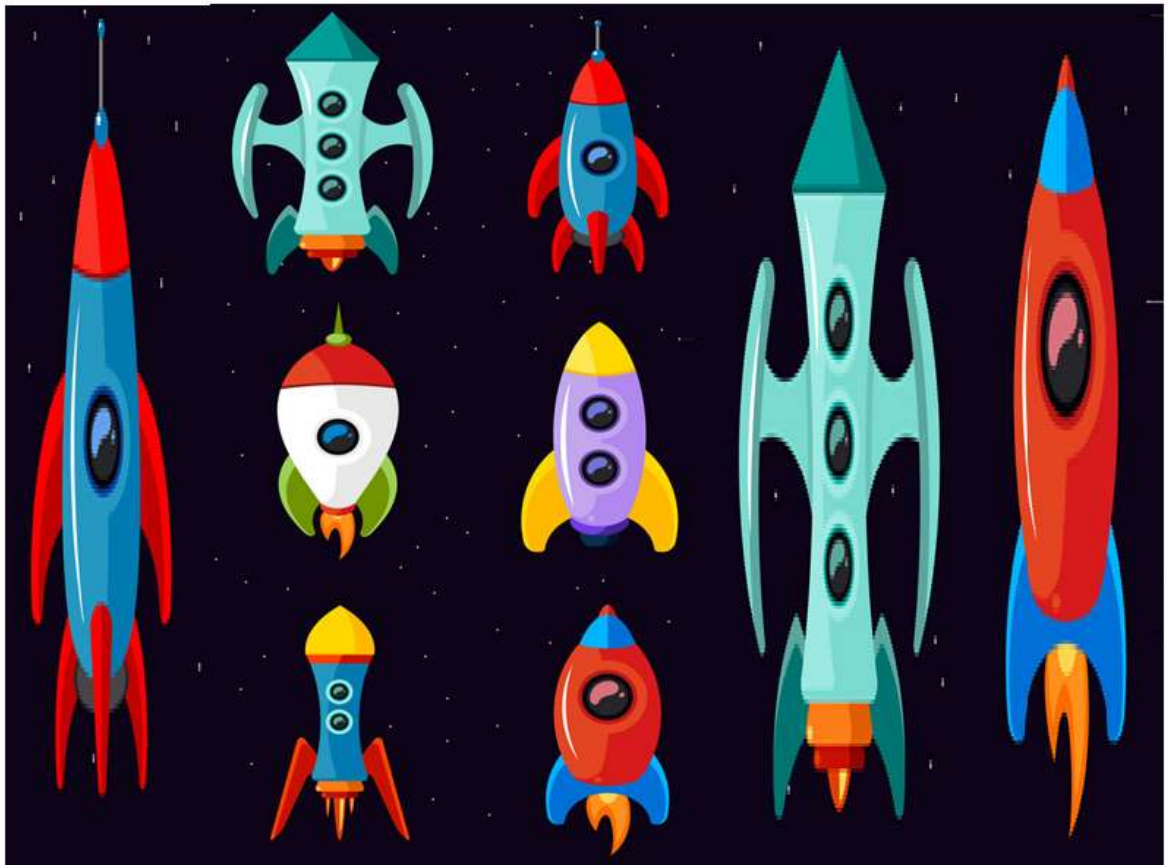
The bear went across the river, …
The bear went through the forest, …
The bear climbed up the big tree, …

across the road
under the bridge
through the window
through the grass
through the waves
over the wall
over the lake

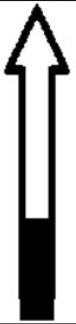
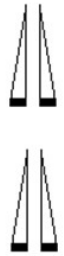
Prepositions of movement in context

Rockets

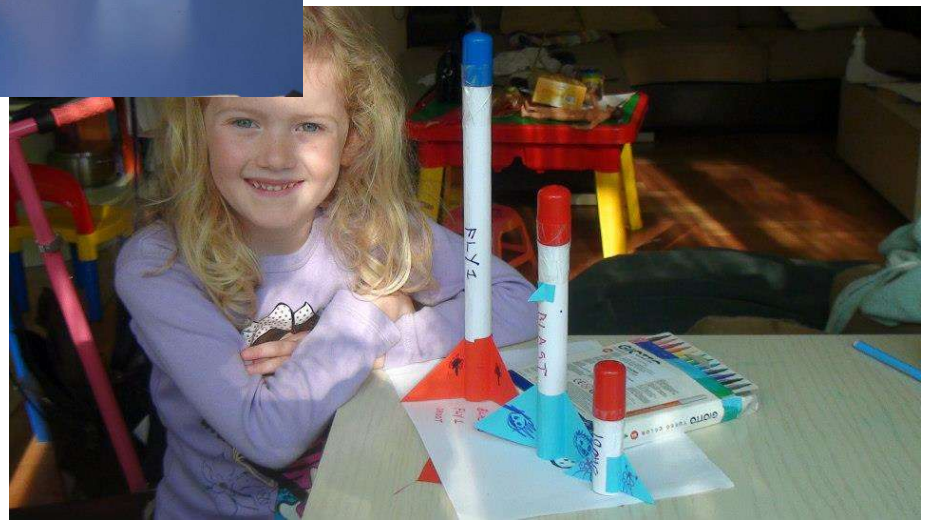
- Making predictions
  - Who thinks…?
- Surveying opinions
  - Put a tick on the white board
- Graphing / tabling scores
  - Count the ‘scores’
  - Wings, fins, body, nose, size



Recording survey results

	short	medium	long
Body			
Ticks ✓			
	2	3	4
Wings			
Ticks ✓			
Fins	2	3	4
			
Ticks ✓			

TIP


FLY 4
BLAST

Leaves, twigs, branches – what happens to them?

- The growth cycle of a tree or plant includes what happens for the organic matter that falls from the tree or plant.
- Types of organic waste (green, brown, organic kitchen)
- Layering a composter
- Foods to avoid (citrus, stones, egg shells anything from an animal product)
- Worms

Waste – composting

- Sequencing phrases
  (first, next, then, when you've …, you …)
- Needs
  - Brown waste
  - Green waste
  - Kitchen waste
  - Compost / rich soil
  - Water

C3

Rhyming clapping

- Put it in the trash, trash
  Put it in the can, can
  Put it trash, put it can
  Put it in the trash can

Songs, poems and fingerplays
The very hungry caterpillar

I'm a Hungry caterpillar

(sing to the tune of "I'm a Little Teapot‟)

I'm a hungry caterpillar walking slowly (Slowly walk two fingers from right hand up your left arm)

Looking for something (place hand above eyes searching for something)

To fill my belly (Rub belly)

When I go to sleep (Close eyes, tilt head and rest on folded hands)

I make a little cocoon (Cup hands together)

Pop! I'll be a butterfly soon. (Throw open hands, link thumbs and make flapping movement)

Caterpillar body accommodates days and foods

Life cycles - Very hungry caterpillar Using manipulables to support talk

- Macro skills (micro skills)

  Life cycle of a butterfly (sequencing 'and then')
  food – fruits and eating healthily (quantities)
  counting to five and days of the week (order of days, before, after)
  growth and change over time (on … day … 'got bigger', 'turned into', 'became a')

Other Caterpillar life cycle story – 'Caterpillars can't fly'

How much Fruit?

Caterpillar maths

- Bigger, smaller, same

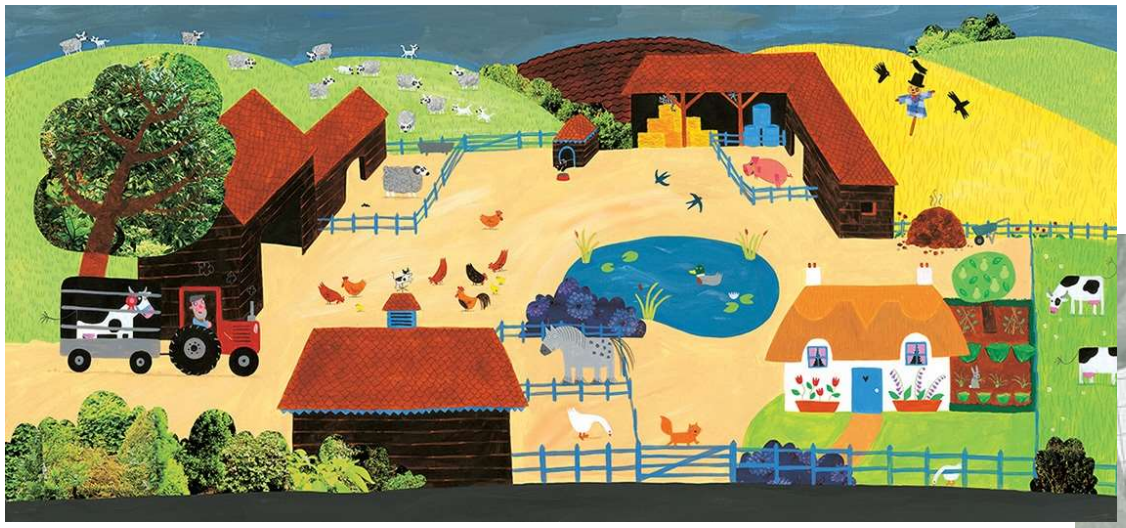
Make interactive spaces / pictures / objects

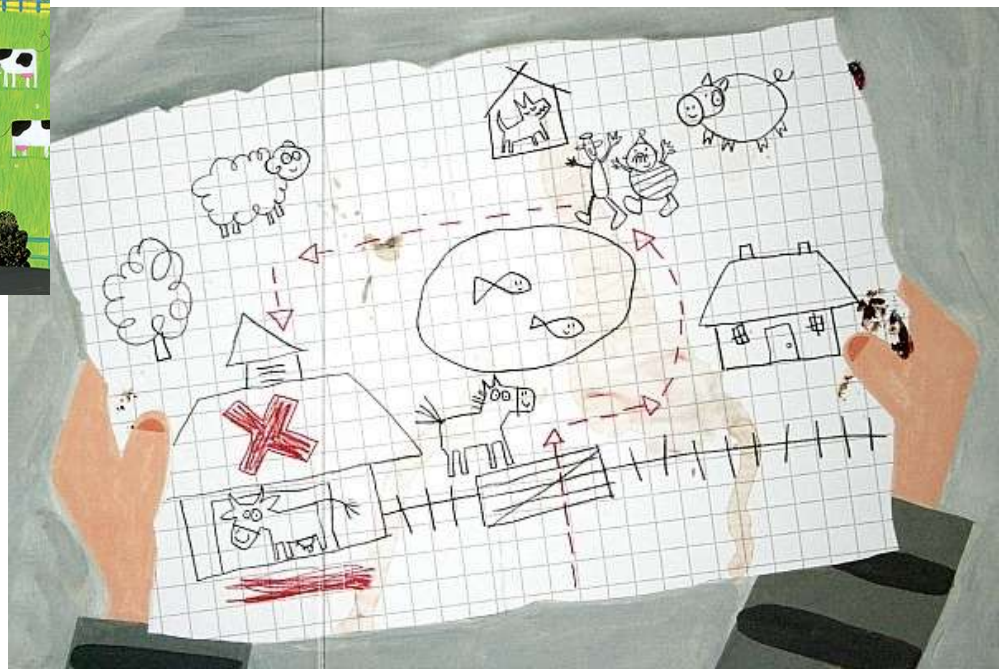
- The house picture for ‘cows in the kitchen’

What the ladybird heard

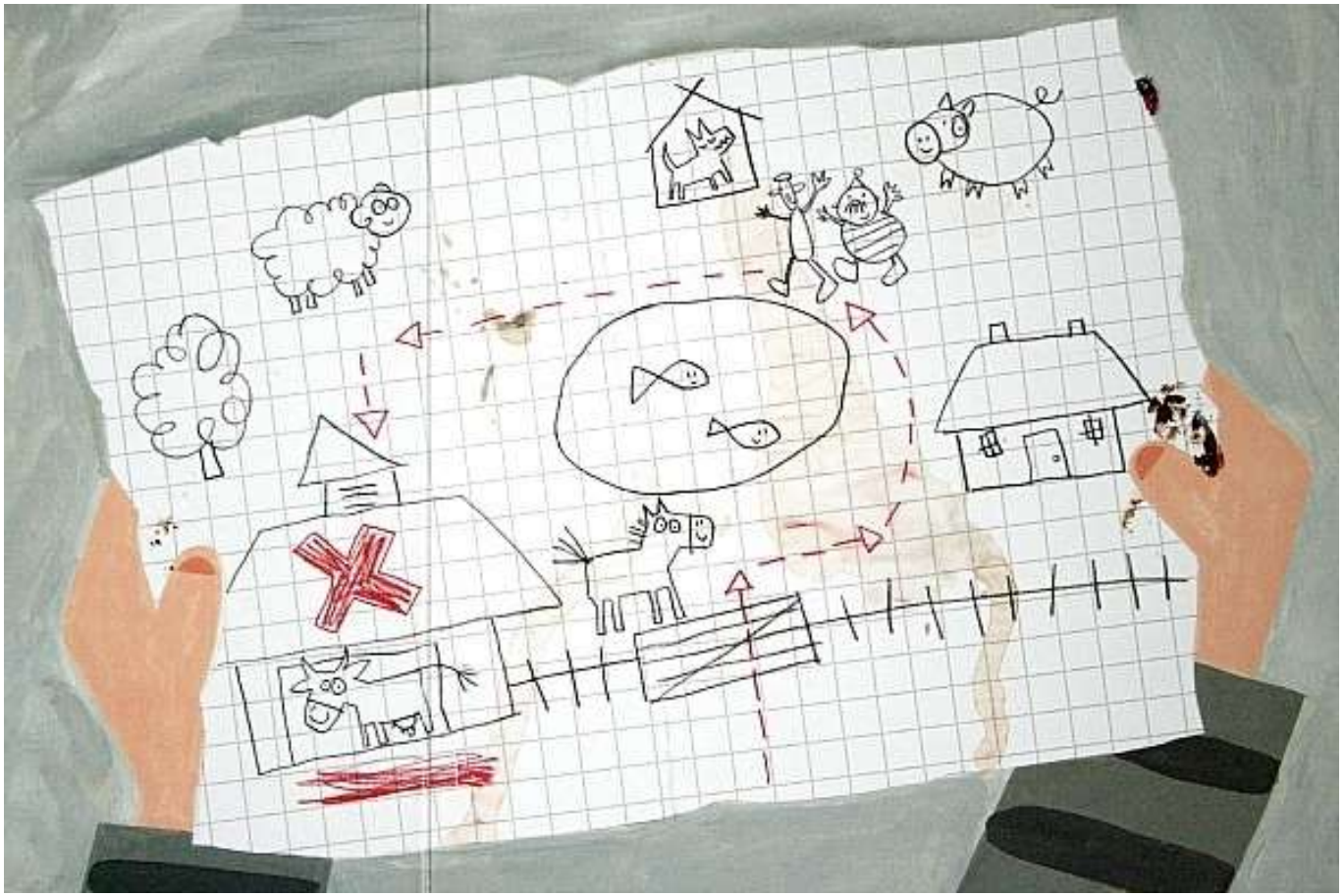
- Make a manipulable and objects for the children to talk around
  - Animal noises
  - Directions
- You need a farm map
- You need farm animals and ladybird
- You need characters (farmer, robbers ‘Hefty Hugh’ and ‘Lanky Len’)

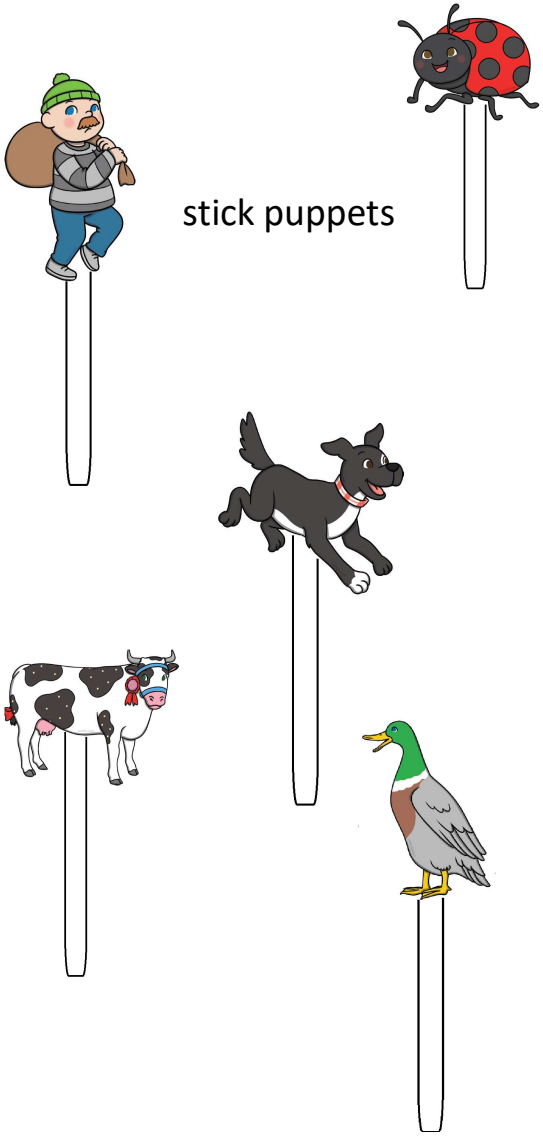
From book farm to classroom farm





Interact with the concept

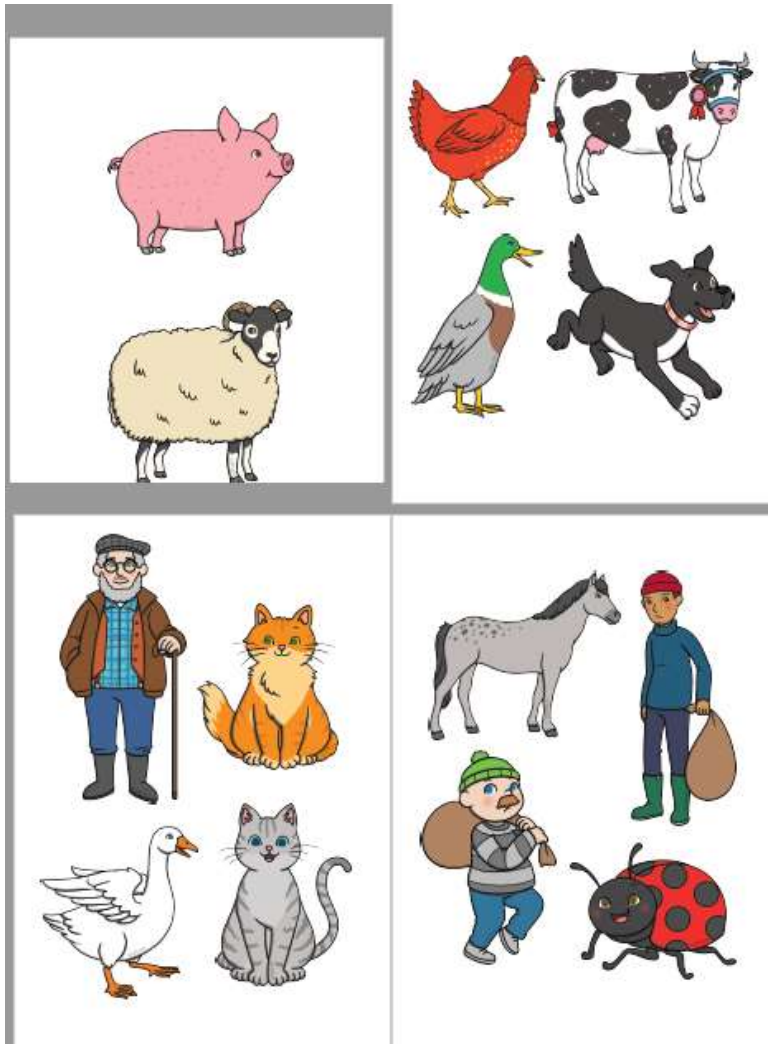




stick puppets

Story stick puppets

- Make the stick puppets and give each child one to ‘act’ their role
- Practice noises
- Practice sequence



Children’s maps to explore and repeat

Action games with talk

- from song - There's a hole in the bottom of the sea
- to pictures with talk

Over to you…

Remember the conceptual structures?

- Maps
- Paper mountains
- Tables
- Objects
- Houses
- Diorama
- Stage / characters
- Processes
- Putting together
- Repetitive ‘sequenced’ talk (rhyme, song, chant)

- **With the conceptual structure/s in mind, develop a medium to support output / talk**