**“Scaffolding and Story-telling” Based on the *Story Central* series**

**By Viv Lambert and Mo Choy**

**Activity Ideas for *using a scaffolded approach***

*The activities here are based around the Magic Violin story from Level 1 Story Central. They can be adapted or applied to other stories.*

***Step 1: Arouse interest and curiosity***

***Procedure***

1. Bring in props or visuals connected to the story e.g. a violin
2. Show the front cover of the book and ask students to guess what the story is about
3. Play the violin music and have students dance to the music

***Materials Needed***

Violin prop; the book cover; violin music

***Rationale***

It’s a great way to boost motivation and arouse interest in the story before the students read.

***Step 2: Activate prior knowledge***

***Procedure***

1. Brainstorm animals and actions on the board
2. Introduce animal flashcards and ask students “Do you know these animals? Do you know these actions?”
3. Match the animals and the actions using can and can’t e.g. “*dogs can run, dogs can’t fly.”*
4. Teach/ review animals and actions through mime, making noises, flashcards. Students have to guess.
5. Get students to work in pairs and mime animals and actions and their partner has to guess.

***Materials Needed***

Animal flashcards; action word cards;

***Rationale***

Helps teachers to find out what the students know already. Pre-teaching any key vocabulary for the story will also support students in their understanding.

***Step 3: Make predictions***

***Procedure***

1. Predict what’s going to happen (L1 if necessary)
2. Ask students to predict what will happen when Tim plays the magic violin.
3. Write some words on the board and ask students to guess what words they will hear/read in the story

***Materials Needed***

No materials needed ☺

***Rationale***

This is a great way to get children using their imaginations and thinking skills. By connecting the visual clues to possible stories they are also developing visual literacy skills.

***Step 4: Understand the story using visual and verbal clues***

***Procedure***

1. Develop actions for the key words in the story. Listen to the story and encourage students to do the action when they hear a key word.
2. Paste the pictures of the key vocabulary on the board or around the room. Point at the pictures when they are mentioned in the story.
3. Pause the story and ask questions to check comprehension.
4. Pause the story, look at the pictures and ask questions such as “*What can the cows do?* *Do they believe Tim?”*

***Materials Needed***

1. Key vocabulary pictures
2. Audio

***Rationale***

It’s a great way to help students listen actively. By hearing and seeing the key words in the story (recycling) they are being exposed to these words in a new context which is great for helping them to remember words and phrases.

***Step 5: Re-tell the story***

***Procedure***

1. Comprehension check by matching the animals again to the actions
2. Ask students to put the animals in order as they appear in the story and then try and retell the story.
3. Divide students into 3 groups. Assign each group a character they have to listen again and try and follow and act out their part.
4. Bring in some props such as masks, hats etc. students can choose a character and when they hear that character in the story they have to stand up.

***Materials Needed***

*Animal picture cards; masks; hats*

***Rationale***

It’s a great way to help check understanding of the story. By acting out the story using props teachers can also motivate and retain interest of the students.

***Step 6: Analyze and Evaluate***

***Procedure***

1. Ask children their opinions on the story with questions like (can be done in L1)

Why do you think the boy believed Tim?

Were the people kind to Tim? Did they judge him too quickly?

Have you ever surprised anyone by what you can do?

Ask them if they like the story, if it has any messages behind the story

***Materials Needed***

No materials needed ☺

***Rationale***

This is a great way for students to develop basic analytical and evaluation skills.

***Step 7: Create, internalize and extend***

***Procedure***

1. Extend their learning into project work e.g. make a cardboard violin or animal masks
2. Students write their own verses.
3. Draw a picture of what would you like to happen if you had a magic instrument.
4. Give students different animals and ask them if they were that animal what they can do when Tim plays his violin?

***Materials Needed***

Materials for cardboard violins; paper for drawing; animal pictures

***Rationale***

This is a great way to personalize the content of the story and have students develop something physical that they can take home or use in class to continue producing key language after the lesson.

**Story Central** is a popular 6-level American English course for primary students, that develops essential 21-st century skills and literacy.

For more information please visit

[**https://www.macmillanyounglearners.com/storycentral/**](https://www.macmillanyounglearners.com/storycentral/)

