

WORLD OF FUN



Using story videos in the Primary classroom

Why might we use story videos?

» When pitched at the right language-level, videos are a great way of providing learners with a variety of input in the classroom. As well as hearing the teacher speak the text, listening to the audio, or reading a text in their Student Books, story videos allow learners to watch the story too, reinforcing the learning that is taking place.

Video stories can be a great way to build listening skills in a supported way, as, unlike a reading text or audio story, they have the added benefit of giving learners lots of visual clues. This can be very helpful in mixed ability classes and for helping learners who require extra scaffolding, without reducing the challenge for stronger students.

Videos can also help us build visual literacy skills in young learners. That is to say, they can develop the ability to construct meaning from images. When learners are encouraged to be active, critical viewers, they can start to ask themselves important questions such as *What does this image tell me?* or *What do I know about this character from this picture?*. They can also help us encourage observation skills in learners, which are useful for tests.

We can also use video stories as a starting point for working on vocabulary, and as a prompt for speaking and writing work.

Watching videos is a 'settling' task, which can provide a good balance to a lesson before or after lots of

more energetic activities like action songs, drama and competitive games.

Finally, watching videos can be very motivating for primary learners, who may regard it as a treat or reward for reaching the end of a unit of work.

How can we use videos most effectively?

Videos can form part of a routine. For example, you may wish to always introduce a story through a video, before reading it again together as a class. Or you may wish to introduce the story by reading it together, and then use the video to hear it for a second time. Routines have an important role in the primary classroom as they allow learners to feel secure, and to know what's coming next. If you regularly use story videos in the same way, learners will look forward to this part of the lesson, and understand what they are expected to do.

Videos can also be used to recap a story that has already been introduced in a previous lesson. In this way, videos provide a useful way to revisit the language and themes of a story before going on to do further exploration of it. Lesson planning for young learners should involve lots of recycling, as without it children can forget new language very quickly.

Here are some favourite ideas for how to use the *Storyfun* videos with young learners.

'While viewing' activities

Identifying vocabulary – Write a list of five story vocabulary items on the board, and pre-teach or revise the meaning of each (you can use the Storytelling section of the Teacher's Book for ideas). Learners copy the words. Play the video. Learners tick the words or put up their hands when they hear them.



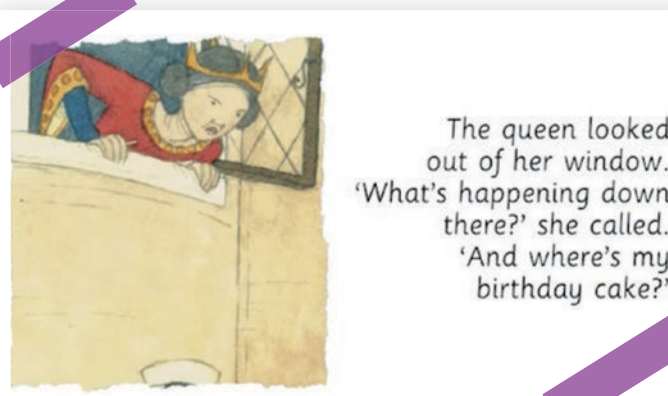
Tick the vocabulary you hear. window cupboard

Pause and predict – Stop the video and ask learners to tell you what has happened and what they think will happen next.



What happens next?

Silent viewing – turn off the volume and ask learners to tell you what is happening, and what the characters are saying.



How does she feel? Why?

Thinking about thoughts and emotions – Videos can bring social values to life. Learners can see characters' body language and facial expressions. To explore this further, you could pause the video and ask questions. For example: *How does she feel? Why? Do you feel like that sometimes? When? What should she do next?.*

Voice-over – When students are familiar with the story, and have already watched the video once, they can try telling the story in time with the video (with the sound off). This could be done in pairs or small groups, or open class, with learners taking turns to speak.

'After viewing' activities

Videos can be a great springboard for writing tasks as well as comprehension activities. Why not try these ideas?

- Ask learners to make a story map, with a sentence to describe what happens at the beginning, middle and end of the story.
- Ask learners to write a review of the story. This could be as simple as circling words from a template:
I liked the people the place the story
*I give the story * / ** / ****
- Ask the learners to draw their favourite part of the story.
- Ask learners to make a cartoon strip showing what happened in the story. They can include speech bubbles.
- Make a quiz. In groups, learners write multiple choice quizzes about the story, for example:
What day was it?
What colour were Kim's shoes?
- Ask learners to do a fact-checking activity. In pairs, students write two true sentences and one false sentence about the story. They swap with another pair to identify the false sentence.
- Role play the story as a class. Watch the video a second time pausing regularly to elicit dialogue and narration students remember: *What does she/he say? What does she/he say next? What happens now?* Students then work in groups to allocate roles and practise the dialogue. Learners can perform it for the class or record it using phones or tablets.
- Conduct character interviews. After watching the video, allocate students roles from the story. Instruct other students to prepare simple questions to ask them, e.g. *What's your name? How old are you? What's your favourite ... ? Where are you from? What are your hobbies?* The characters answer in role, imagining the answers when they don't know them. ■

Photos

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Illustrations

p.2 (centre, below) Sophie Allsopp; p. 2 (top) Judy Brown (Beehive)

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