

Story Lesson Plan Ideas

Duration: This story may be used over three to four lessons with young beginners while older children will work through it faster. The preschool games book contains teaching tips and more information on using the stories and it's recommended as a complement to these lesson plans. <http://www.teachingenglishgames.com/esl-games-for-kids>.

Pictures Flashcards Provided: Ant, spider, snake, bird, cat, fox and lion.

Preparation:

Print the pictures off. Printing in economy or draft ink setting is recommended to save a large amount of ink, but still in colour.

With this particular story you may cut out around each picture since each animal is slightly bigger than the one before. As you tell the story place each predator on top of the animal it has just eaten. At the end you will have a pile of pictures with the lion on top.

You could also lean each picture up against a wall or solid object, such as an A4 file, with the picture facing your group of children. As the larger animal eats the smaller one place the larger picture over the smaller one, completely covering the smaller picture.



A Power Point version of this story also exists with native audio and basic animation if you have a screen in class.

Alternative Endings: One teacher gave me feedback that she did not like the animals being eaten so she told the story with them running away instead. An alternative ending is for the lion to hiccup all the animals out again at the end.

Key vocabulary

Animals: Ant, spider, snake, bird, cat, fox and lion.

Greeting: Hello how are you? I'm fine thanks.

Verbs: eat

Phrases: I'm hungry, I am going to eat you. (This can be changed if you prefer.)

Pre-story activities

1. Listening games for the first three animals

Introduce the first three animals and play *Run and Touch*. Tell the children to run over to the picture as if they were the animal you name. You will have to make up sounds for the ant and the spider. For the spider they could pretend to be like spider man and fire their web at the correct picture from their wrist and then fly through the air to that picture.

Next play *Show Me* variation 3. In this variation hand out a picture card or object to each child. The children look at their card but keep it face down, or at least so that you cannot see it. Name, or say a sentence about one of the items. The child with the picture of that item must show it to everyone. You will find all games mentioned in the preschool games book available here : <http://www.teachingenglishgames.com/esl-games-for-kids>.

2. Greetings

Now that you have given the children some practice understanding the first three animals, introduce the greetings. Seat the children in a circle and take a ball. Ask the whole group, "Hello, how are you?" and have the group answer back with, "I'm fine thanks." Have the children repeat this back to you three or four times in unison. Roll the ball to one child and say, "Hello, how are you?" Help the child reply to you with, "I'm fine, thanks". The child rolls the ball back to you. Repeat with each child. It's best to only do this with a group of 8 or it gets boring.

With a bigger group put the children into pairs in the circle. Each pair sits close together and holds hands. Leave a clear gap between the next pair. Roll the ball to a pair of children and they reply together, which cuts down the whole exercise by half.

If this is your very first session with the children see the games book introduction for suggestions for the first lesson. Alternatively use the above idea but if children are reluctant to respond to you let them do a thumbs up while you say "I'm fine thanks!" Once the children get used to you and become less shy they will be happier to speak English. Remember it's a lot to take in getting to know you and having a first lesson in English so be gentle and don't insist on a response.

3. More listening games and the rest of the animals

Next introduce the remaining four animals and play some more listening games. For example, tell the children to mime being the different animals. Then play *All Change*, either with the four new animals, or with all seven animals together, if the class can manage it.

All Change (also known as Fruit Salad): Seat players in a circle, on chairs, or on the floor (on cushions if you have them), with one player standing in the middle. Each player has a picture of an item, or a word flash card, except for the player in the middle. Call out two of the picture card items or words. The two players holding these cards have to change places without the person in the middle grabbing one of their spots.

If the person in the middle manages to sit on the chair, or the spot in the circle then the one left standing goes in the middle. The new person in the middle hands their flash card to the child taking their place in the circle.

If someone is stuck in the middle for too long say "All Change!" When players hear this they must all change places, which gives the person in the middle a very good chance of joining the circle. Once everyone has had one go ask pupils to pass their picture to the right, and take the one handed to them from the left. Play again with the new pictures.

As soon as the children understand the different animals read the story. Or you may choose to play speaking games where the children name the animals before you read the story if you prefer.

See post-story activities for speaking games, or the preschool games book.

Ideas to use during the story

As each animal arrives on the scene make the appropriate noises for that animal and have your children gradually take over with the sound effects. Use hand gestures where appropriate such as moving your fingers and hand to imitate a spider.

When children are ready, pause and allow them to name the animal instead of you. Say, "Here comes a ..." and pause to give the children a chance to name the animal. After a few weeks and after you have told the story a few times, pause after "Here", and encourage the children to join in with you saying the whole sentence, "Here comes an ant".

Use this technique in all the stories but if it is slow to elicit the words or phrases do not do it throughout the whole story – just for certain key elements, so that the story telling process remains relatively fluent and so that you do not make a meal of it.

Useful feedback from a teacher

'My students still LOVE this story. I usually do a second bit at the end where I look sad and say POOR ANT, POOR SPIDER when they get eaten and then at the end I get them to pretend to sprinkle pepper on first the lion who goes A A A A TCHOOOOOOOOOOO! and then out comes the fox etc. They love that and they are all happy that the animals get out. The very little ones (2 - 3 year-old children) love this one too.'

Another alternative story line is for the animals to meet and play with each other, rather than eat each other.

Post-story activities

1. Version of British Bulldog

Here's a setting for *British Bulldog* that fits with the story. All the children start at one side of the room and they are ants. One child is in the middle who is a spider. You say, "go ants, go!" and the ants run to the other side of the room. The child in the middle must try to touch

one of the ants. Then you either have two spiders in the middle or switch animals and the one who has been touched becomes a snake, while all the other children become spiders. Repeat until you have gone through all the animals.

In this game keep an eye any bigger children who may become rough on the smaller ones in their excitement, and make sure that the same child is not caught each time – just rig the game in any way you think of to avoid this. For example, hold that child's hand and take them down the end to safety, or just tell the child in the middle that they can catch any child except a particular child, or group of children.

Another way around this is to simply name the next child who will go in the middle. If the same child has been caught twice say, "well done, now it's Jacky's turn in the middle because Celina has already had a go".

2. Colouring

For a quiet activity after an excitable one like *British Bulldog* above, give out black and white pictures and let the children cut out the animals and colour them in for 5 minutes.

3. Listening games

Play *Musical Statues* where children move about the room pretending to be one of the animals. Stop the music and everyone freezes. Any child moving does a fun forfeit, such as a little dance, or naming a vocabulary flashcard. Tell the children which animal to mime next and play the music again. Play *Hop Bunny Hop* but use the animals from the story. Alternate with a quiet game such as animal bingo. Bingo cards are provided which you use in combination with the small coloured flashcards.

4. Speaking games

Using the animal vocabulary from the story play *Stepping Stones*, or *The Crossing* where children cross the room on flashcards, naming them as they go. Full details and ideas for scenarios are in the preschool games book.

Let a child pick out an animal picture, secretly look at it and then mime that animal. The other children have to guess which animal it is. Other speaking games are *Three Cups* where you hide a picture under a cup and move the cups about. Children watch and guess which cup the picture is under. Play *Snap* if you print off enough small picture flashcards and deal them out amongst the children.

Alternative Ending

If you use an alternative ending where animals run off and hide instead of being eaten, at the end of the story play hide and seek with one child hiding while the others find him or her. Find each animal in the story this way until all are found. Optional: Use the animal masks that come with Teaching English Songs 1 for this game.

I'm Hungry

Story addition from Edit Arvai:

Here is a story role-play Edit Arvai performed with her pupils using this story. Thank you Edit for your super contribution.

We sit in a big circle and I ask Teddy bear how he is: "Hello, how are you?" Teddy whispers a reply to me and I tell the class sadly: "Poor Teddy bear is very hungry." Teddy suddenly shouts at me: "I'm going to eat you" and tries to eat me. I pretend to be frightened but I shake my finger at him saying: "Sit down and be a good boy!" Teddy sits down for a while but then my lion puppet comes to him and we have the same dialogue again, between Teddy and the lion. Finally, the lion runs away. After Teddy meets with the children (who by this time are rolling on the floor with laughter) and they can answer with: "I'm fine, thanks!" waiting for the next phrase: "I'm going to eat you!" The Teddy bear keeps trying to bite their bottoms, they cry happily for a while and after they stand up and run about. Eventually Teddy chases all the children up to the wall bars. What more can I say? They love your hungry story!

Related Resources

Worksheets for this story are available: please email Shelley Ann Vernon on info@teachingenglishgames.com for links for PDF or printed materials from Amazon.

This story is part of a series available from www.teachingenglishgames.com/esl-short-stories

Songs to go with this story are available from www.teachingenglishgames.com/eslsongs.htm

Animated Power Points with audio from native speakers are available here: www.teachingenglishgames.com/learn-english-with-movies

The Preschool Games book is available from www.teachingenglishgames.com/esl-games-for-kids