

The Magic of Teaching Children **5**

V Congreso Nacional de la Enseñanza
del idioma Inglés a Niños



**MAGÍSTER
CAROLINA
ECHEVERRÍA**

**Magic Drama
and Drama Magic!**



SHARE EDUCATION

MAGIC DRAMA & DRAMA MAGIC

2019



DRAMA for young learners

- Lesson Planning
- Attention spam
- The «silent period»
- Story: predict what might come next, ask questions about it, use their imaginations to create their own stories
- TPR Total Physical Resposponse: direct experience via the five senses: do or mime what we are talking about, miming a song, rhyme, or action, or in acting out a role-play

caritoecheverria@yahoo.com.ar

11 69 44 60 85

Lesson Planning:

- *Warm up: a familiar song*
- *New language*
- *Craft activity connected with the new language*
- *A song, rhyme, or chant connected with the new language*
- *A familiar active game or activities with TPR*
- *Finish session: a familiar story or song*

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Warm up – Ice breakers

What for?

- Cooperation
- Trust
- Team Building

Games

- Ball game – names - music
- Names changing places

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- **Simon says**
- **Musical statues:** with directions, parts of the body...
- **Energy Ball:** is when an actor let's a ball of energy take them over, incorporating their entire body in the movement. Your receive it with the same energy, transforms it and throw it to somebody else...
- **The Island** with newspapers or magazines: There should be one (or more in large groups) fewer paper than people on the floor.

Story-telling

- Create a close and intimate atmosphere
- Children in a semicircle on a carpet o cushions
- Your face, hands and visual aids are visible
- Tell the story, don't read it → eye contact + interaction
- Cues + Pictures should help
- Encourage them to join in where there is repetition
- By 2nd or 3rd telling → leave bits out for listening comprehension
- Start off with traditional stories → children's cultural background

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Using a story-book

- Dramatize it
- Draw a picture
- Make a picture book
- Tell the story again: elicit words

Lesson Plan example:

Vocabulary Animals & Colours

- Good morning song
- Circle game
- Teach animals vocabulary: Ask them if they have pets at home, show pictures, get them to repeat
- I've got a lots pets song (TPR)
- Mime game like music statues

*I've got a dog and I've got a cat,
I've got a hamster, I've got a rat,
I've got a tortoise, I've got a snake,
I've got a lot of pets.*

*I like animals, I like pets,
I like animals, I like pets...*

- Get them to repeat the song after you, line by line and then sing it through.
- Sing it again. Children could point at the animals as they are mentioned.
- Teacher introduces WOLF, it is NOT a pet.

- Wolf Game: What's the time, Mr Wolf?

T teaches the question

TIR as Mr Wolf. The Teacher stands with her hands on one wall as the children stand in a line with their backs against the opposite wall.

What's the time, Mr Wolf?

Two o'clock...

It's dinner time!

○ Little Red Riding Hood Story

-T tells the story

-**Soundscaping** is when you experiment with the vocality of your actors to create specific atmospheres.

-T elicits from the children the end of the sentences

○ Craft: Animal Masks

Sing along song

Act Wolf and other animals

Final Song

*Dear friends goodbye, dear friends
goodbye,*

*Go home and safely, go home and
safely,*

Our love is here to stay....



THANK YOU!

Any question or suggestion
you can send me an email to

caritoecheverria@yahoo.com.ar