**Create a Story: first, then, later …**

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| **CEFR Level and Skill(s):** | A2 Writing |
| **CEFR Competence(s) Aimed at:** | Creative writing using linking words such as *first, then, later, after, after that, because* |
| **Art form(s) Exploited:** | Creative writing, dance, art |
| **Duration of the Activity:** | 2 x 60 min. |
| **Materials and Equipment Needed:** | Arts and crafts equipment:  Six printed illustrations  Paper with the keywords  Pencils and colour pens  Paper/computer  Digital media:  Music device  Dictionaries |
| **PROCEDURE** **Introduction** The class will create stories by looking at illustrations from the [MultiLib](http://www.multilibproject.eu/) library. The students will practice to tell stories and also to write stories. The main aim is to make the students use words that are common when we tell a story. The keywords are: *first, then, later, after, after that, because* etc. **Preparation** Prepare and make copies of the illustrations from MultiLib.  Prepare keywords and phrases in English/Spanish that the children will need to be able to talk about the illustrations. **Activities:**Module 1. Create a story by looking at illustrations.  1. The teacher introduces words that can build a story. The words are:  *first, then, later, after, after that, because.* 2. The teacher presents some illustrations from the online library MultiLib, i.e. [The colours of a butterfly](file:///C:\Users\lotand2\Downloads\KU-Modern_Eng.pdf). 3. The students work in pairs (or three). 4. All pairs get 6 papers and they write one word on each paper: *first, then, later, after, after that, because* (all stories in the MultiLib library have 6 illustrations). 5. Since the students have not read the original story, the pairs create a story of their own: *First* a butterfly... *then*… They continue to create a story by using the different words. The students can use google translate or a dictionary to find words they want to use. 6. When the pairs have created a story they write it all down on a paper or on the computer.  Module 2. Tell the story and make movements.  1. The class will work in the same pairs as they did last lesson, but now two pairs (A and B) will work together. 2. The pairs read their story to each other using the keywords. When pair A reads their story pair B tries to illustrate with movements what is happening in the A story. When they have finished they change roles and repeat; B reads and A makes movements. 3. Collect the class and put on some slow, mild music and divide the class into two groups of pairs (I and II) 4. Group I starts as the (active) audience and says the first word (*first*); the teacher can show the written word. 5. Then group II presents their movements (there will be several different movements). Group II move on, conducted by group I until all six words have been presented with the movements. 6. Swap the groups and repeat. 7. End the lesson by reading the original story about [The colours of a butterfly](file:///C:\Users\lotand2\Downloads\KU-Modern_Eng.pdf) | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | Enough space in order to work freely |
| **Prerequisites for the teacher :** | There are many ways to divide students into pairs or groups, one of the easiest in this lesson is to use a pack of cards and use numbers as well as colours. |
| **Source(s) / Useful links:** | Suggestion: Slow mild music (relax) Illustrations from [www.multilibproject.eu](http://www.multilibproject.eu)and [The colours of a butterfly](file:///C:\Users\lotand2\Downloads\KU-Modern_Eng.pdf) |