

Polka Dot Plays

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Teacher's Guide
Introduction to Drama
Teaching Notes
Answer Keys

Play 1 *The Smile*



Play 1 *The Smile*

Roles

2

Runtime

2-4 minutes

Set

Bedroom / playroom interior

A desk and chair; any background set can be made.

Props

Olivia's magician costume – a cloak and optional hat; 4 apples, 3 bananas, 5 oranges; a cloth bag suitable for keeping the fruit in; two bowls, spoons, a knife; a magic wand.

Style

A short sketch

Synopsis

Milo is angry at having to do his homework. Olivia attempts to cheer him up using magic tricks.

Language level

Pre-A1 Beginner



Language areas

Adjectives; verb *to be* in present simple; Simple everyday expressions.

Themes

School, feelings and body language

Audio

The dramatized audio for this play is available on Helbling e-zone  and the Helbling Media App .

Stage tips

As there are only two characters in the scene, splitting up the scene into pages and using a different pair of actors per page will allow more pupils to perform.

See notes in the Introduction for how to perform plays with a small cast.

Variations

- Add more magic tricks
- Olivia can use a different approach to make Milo smile
- Milo could be upset for a different reason.

Games and Activities

- **Park Bench** The aim of character B is to make character A smile. Point out the difference between making the character smile and making the actor smile although this distinction may be almost imperceptible at this age.
- **Feelings Walk** Focus on *angry* and *happy*.
- **Tableaux** Split the scene up into the four main images: 1 Milo is angry; 2 Olivia tries to cheer him up and Milo is unimpressed; 3 Milo begins to smile; 4 They both eat fruit salad. The aim is to focus on the portrayal of emotions without using words.
- **Improvisation** In pairs, one person is upset or angry, and the other person needs to cheer them up.
- **Hot Seat** Questions for Milo: *Why are you angry? Why don't you like homework? What would you like to do instead of homework?* Questions for Olivia: *Why do you care how Milo feels? What do you like about magic? What is your favourite magic trick?*

Play 1 *The Smile*

Page	Aim / Theme	Language
4-5 Welcome	Introduction to the play setting, characters and some key vocabulary	<i>Milo, Olivia, teddy, toys, table, chair</i>
6-7 Prepare	Words Pre-teaching key lexis	Nouns: <i>apple, banana, book, orange, pencil, table</i> Verbs: <i>close, count, open, smile</i>
8-15 Play 1	Fully illustrated script of <i>The Smile</i> Dramatized audio available on Helbling e-zone and the Helbling Media App	
16-17 Practice 1	Comprehension activities	verb <i>to be</i> + noun; verb <i>to be</i> + adjective: <i>Olivia is a magician. Milo is angry.</i> Numbers 1-6
18-19 Practice 2	Useful language	<i>Say please. Yummy. Thank you so much. Here you are. give, listen, read, speak, take, write</i>
20-21 Practice 3	Magic	<i>cloak, hat, magician, wand</i> <i>Count to five.</i> <i>Open your eyes.</i>
22-23 Practice 4	Sequence of events	
24-25 Practice 5	My picture Colour the picture	
26-27 Theme 1	Feelings	<i>angry, happy, sad, tired</i> Subject + verb <i>to be</i> + adjective: <i>She is happy. I am happy.</i>
28-29 Theme 2	School	<i>pupil, teacher</i> <i>chair, classroom, door, table</i> <i>book, exercise book, homework, pencil,</i> <i>pencil case, poster</i>
30-31 Theme 3	Project Make props for the play	
32-33 Games & Puzzles	Find in the picture Count	<i>book, bowl, brick, hat, pencil, spoon, teddy, wand</i> number + noun <i>2 bananas, 4 pencils</i>
34-35 Reflection	Can you remember? Self-assessment	<i>magician, chair, pencil, pencil case, classroom, table,</i> <i>teddy, teacher</i> <i>I can + verb</i>

Teaching Notes and Answer Keys

Pages 4-5 Welcome



The aim of the lesson is to introduce the topic and characters of the story. The play takes place in a children's playroom or classroom.

Your turn! Find.

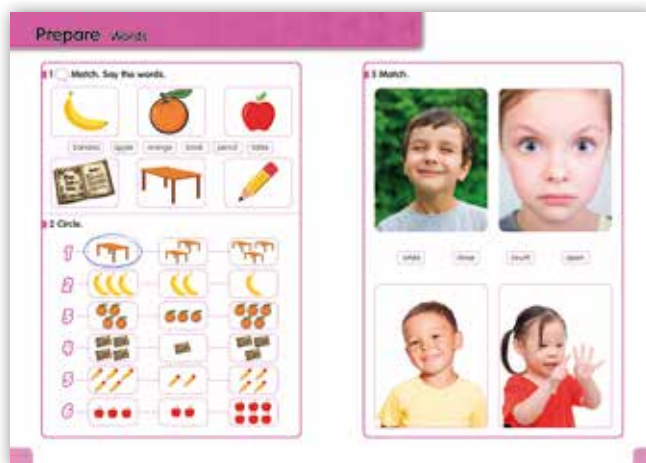
- Ask pupils to look at the picture and describe it. Focus attention on the pictures in the Your turn! box. Pupils work individually or in pairs to find the people and things. They can point to or circle the answers.
- Repeat all the words with the whole class, focusing on where the stress is in the two-syllable words: *Milo*; *Olivia*; *teddy*; *toys*; *table*; *chair*.
- Explain that Milo and Olivia are the characters in the play they are going to listen to and perform.

Example language: *Milo is a boy. Olivia is a girl.*

Extension

Name more objects in the picture, for example: *scooter, bricks, turtle, car, poster*. Translate words into first language if you wish.

Pages 6-7 Prepare



The focus of the lesson is to teach the vocabulary of the play.

1 Match. Say the words.

Point to the pictures in clockwise order left to right and elicit or present the words. If pupils cannot yet read, focus on learning and saying the words aloud. You may want to write the words on the board, draw the pictures or teach them with real world objects or photos. Ask them to draw a line to connect the words and pictures.

Answers

(In clockwise order) banana, orange, apple, pencil, table, book

2 Circle.

Teach pupils to count and identify the numbers 1-6.

Pupils say numbers 1-6 and choose which picture has the number of items.

Focus on the first item as an example. Ask: *How many tables?* and elicit the answer: *One* (picture 1, L-R).

Ask pupils to do the rest of the exercise individually. Go through answers with the whole class.

Play 1 *The Smile*

Answers

2 bananas (picture 2), 3 oranges (picture 2), 4 books (picture 1), five pencils (picture 1), six apples (picture 3)

Extension

Ask pupils to count objects in the classroom, in their bag or on the desk.

3 Match.

The aim of this exercise is to teach key verbs from the play.

Focus pupil's attention on the photos. Ask pupils to copy the actions and repeat the words.

They then draw a line to match the words and pictures.

Answers

(In clockwise order) close, open, count, smile

Extension

Tell pupils you are going to play a game called *Simon Says*. When you say, 'Simon says ...', they must copy the action. However, if you don't say 'Simon says ...', they must not copy the action.

Practise by saying 'Simon says, smile!' (Pupils smile), then say, 'Dance!' (pupils don't dance).

Pages 8-15 *The Smile*



Before pupils start listening to the play, encourage them to predict what it might be about by looking at the pictures and talking about them. Ask some prediction questions: *What can you see? Who are the characters?*

Where are they? What do you think is going to happen?

Play the audio and encourage pupils to look at the pictures as the story develops. The plain text script is also included in the back of the book on page 68.

Follow the tips and ideas for performing the play in the Introduction. At lower levels, you may need to give explanations, questions and instructions in pupils' first language.

Pages 16-17 Practice 1



The aim of this lesson is to check basic understanding of the story.

Listen to the play and do the tasks.

Listen to the first page of the play while pupils follow by looking at the pictures. Children who can read can try following the text as well.

1 Listen and tick.

- For each item there are two options with a picture to illustrate each one. If pupils cannot yet read, focus on oral work only. Pupils tick the correct one, according to the play.
- L-R Ask: *Who is in the picture?* The first answer is given: *Milo*.
- Ask pupils to tick the best picture in the next two items. *At the beginning of the play, is Milo happy or angry?* (Pupils choose the second picture.) *Who is a magician? Is it teddy or Olivia?*

Answers

1 Milo, Olivia; 2 Milo is angry. 3 Olivia is a magician.

You can listen again page-by-page, pausing the audio, depending on how easily pupils can follow the narrative. Do exercise 2 after they have listened to the rest.

2 How many?

Ask children to count the number of the named fruit in the pictures.

Answers

3 bananas, 4 apples, 5 oranges

Extension

- Practise the language in sentences: *There are 3 bananas. There are 4 apples. There are 5 oranges.*
- Listen to the whole play again without a task.

Pages 18-19 Practice 2

The aim of this lesson is to practise words and expressions from the play and to extend the language area with further vocabulary.

1 Match.

Focus pupils' attention on the photos. Teach and practise the expressions with the whole class, focus on intonation and stress the key word in each sentence.

Say 'please!'

Yummy!

Thank you so much!

Here you are.

Answers

(In clockwise order) read, write, speak, take, give, listen (answer given)

2 Talk.

Act out some little dialogues using the expressions in the photos.

Pupil 1 wants something: *'Yummy!'*

Pupil 2 withholds it: *'Say 'please'.'*

Pupil 1 says *'Please.'*

Pupil 2 says *'Here you are.'* and offers it.

Pupil 1 says *'Thank you so much.'*

3 Match.

The aim of this exercise is to teach common verbs used in the classroom and everyday life.

- Ask pupils to look at the photos. Model and practise the verbs using actions for each picture in the present simple tense: *listen; read; speak; write, give; take.*
- Drill individually or chorally with the whole class.
- Focus pupils' attention on the first example given and write the word on the board. Ask them to draw a line between the other words and pictures on the page.

Answers

(In clockwise order) read, write, speak, take, give, listen (answer given)

Extension

Play one of these games.

- Mime one of the actions and ask pupils to copy it.
- Say one of the words and choose individual pupil to mime it. Encourage them to use props. For example: *Alicia, take the pencil.*

Pages 20-21 Practice 3

Practice 3 Magic

The aim of this lesson is to learn and practise words and expressions from the play.

Say the words.

- Pupils work in groups and practise the words describing each picture.
- Ask pupils to work in pairs. One picks a word or expression to say and the other points to the correct picture. For pupils who can read and write a little, ask them to copy the words.

Extension

Write the first and last letters of each word or expression on the board and pupils come to the board to complete them.

Pages 22-23 Practice 4

Practice 4 Sequence of events

The aim of this lesson is to check pupils' understanding of the sequence of events in the play. Pupils write the numbers 1-8 in the tick boxes.

Put the pictures in order.

- Ask pupils to look at the pictures and number them in order, according to the story.
- Focus attention on the example 1 that is given (picture 2 top row page 22) and elicit which is the next picture. Check all pupils write the number 2 in the correct tick box (picture 1 bottom row page 23).
- Go through the answers with the whole class.

Answers

Page 22 Top row: 5, 1 Bottom row: 8, 4

Page 23 Top row: 3, 7 Bottom row: 2, 6

Extension

Elicit simple sentences to re-tell the story based on each picture.

- 1 Milo is angry.
- 2 Olivia is a magician.
- 3 Here you go – 3 bananas!
- 4 Look – 4 apples!
- 5 Milo closes his eyes and counts to 5.
- 6 Look – 5 oranges!
- 7 Milo opens his eyes.
- 8 Olivia makes fruit salad.

Pages 24-25 Practice 5



The aim of the lesson is for pupils to create their own picture of a similar scene with the characters from the play.

- In this picture, Milo is the magician. Encourage pupils to colour the picture in their own way. They can add fruit, bowls, spoons or other items.
- When they have finished, pupils share their pictures and practise the words of the people and items in the picture: *book(s), pencil(s), chair, table, cloak, wand, magician, teddy, Olivia, Milo.*
- Those who are able can describe what they have drawn in longer phrases and sentences: *Milo is a magician. Olivia smiles. Milo has a wand. Teddy has a banana.*

Extension

- Teach further words from the picture: *poster, plant, carpet, wall.*
- Teach regular plural form of nouns by adding *-s*: *books; pencils; tables; chairs; plants.*

Pages 26-27 Theme 1



The aim of the lesson is to explore emotions and physical expressions.

1 Circle.

- Focus attention on the first picture. Smile widely like the boy in the photo. Ask pupils to copy you and ask: *Are we happy or sad?* Elicit 'happy'. Then elicit a question and answer about the photo: *Is he happy?* Elicit 'yes' and practise with the whole class: *He is happy.* Use mime, intonation, actions to act out the other emotion that pupils can then identify.
- Ask pupils to look at each photo in turn and choose the correct word to describe the child. Tell them to practise copying the adjectives while they finish the activity. Go through the answers with the whole class and repeat the sentences around the class.

Answers

happy, tired, angry, sad

Extension

Say a simple sentence in a happy / sad / angry / tired voice and ask pupils to identify the emotion.

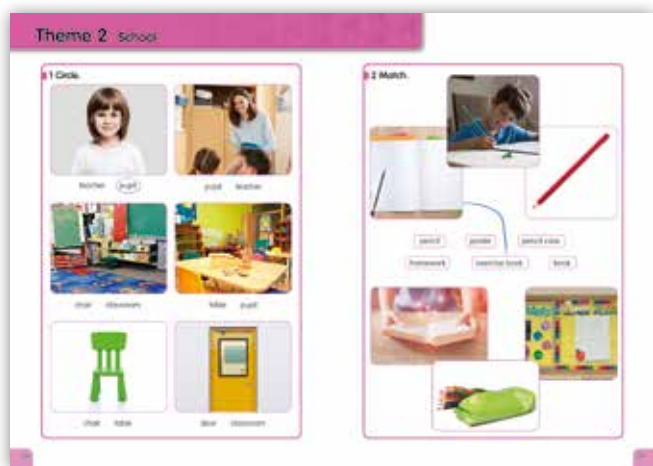
2 Draw.

- Focus attention on the photos in the left-hand column and elicit which adjective describes each child.
- Practise the sentences with the whole class. Pupils point to each picture and repeat the sentences.

Play 1 *The Smile*

- Ask pupils to mime how they look when they are happy, tired, angry or sad. Then invite them to draw a picture of themselves with that feeling.
- Play a mime guessing game – nominate one pupil to mime and the rest of the class guess the emotion.

Pages 28-29 Theme 2



The aim of the lesson is to develop further vocabulary around the theme of school and identity.

1 Circle.

- If the words are new to pupils, pre-teach them by pointing to objects in the classroom and ask them to repeat the words.
- Focus pupils' attention on the first photo and ask: *Is she a pupil or a teacher?* Elicit or teach the word *pupil*.
- Pupils circle the words under the rest of the photos.

Answers

(In clockwise order) pupil, teacher, table, door, chair, classroom

2 Match.

- Ask pupils to look at the photos and say the words. If it is the first time, they have heard these words, pre-teach them using objects in the classroom.

- Then focus on the first answer given (*exercise book*) and ask the whole class to repeat the word.
- Practise the stress in the two-word phrases: *homework; pencil case; exercise book*

Answers

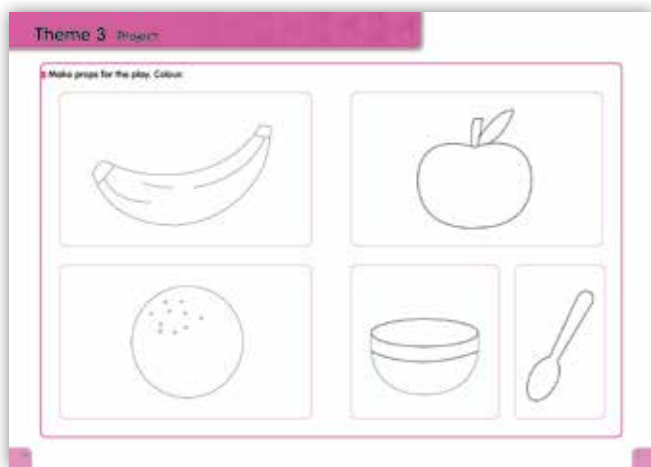
(In clockwise order) homework, pencil, poster, pencil case, book, exercise book

Extension

Collect real items such as a book, poster, pencil, exercise book, pencil, pencil case in the classroom and play one of these games.

- Put the items in a *Lucky Dip* box and have pupils take turns to close their eyes, take out an item and name it.
- Play *Kim's Game*. There are a few versions of this you can try. Put the objects on a tray, cover them and remove an object in secret, then reveal the tray and ask pupils to identify the missing object. Alternatively, tell pupils to study the items on the tray for one minute. Then cover it and ask them to name all the items.
- Put the objects in the middle of the circle and pupils try to be the first to pick up the object you name.

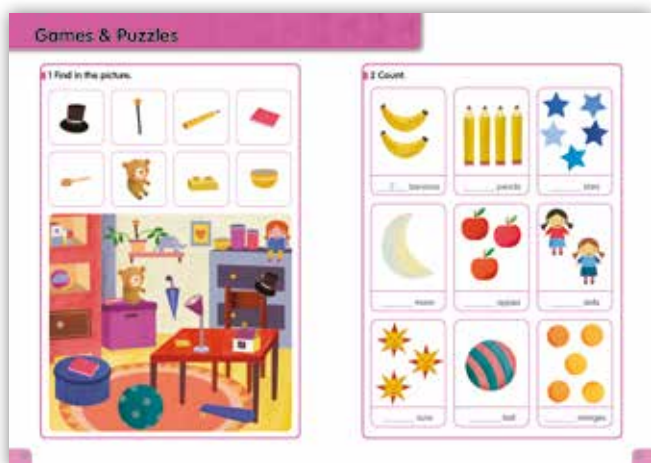
Pages 30-31 Theme 3



The aim of the lesson is to make props for the play. The templates can be photocopied and enlarged. Pupils can then cut the items out and stick them onto cardboard to use in the play.

- Ask pupils to colour the fruits, bowl and spoon for the play. After colouring, pupils cut out the shapes carefully. They can be used when they perform the play.

Pages 32-33 Games & Puzzles



The aim of the lesson is to provide fun language practice and revision.

1 Find in the picture.

- Ask pupils to identify and name the objects in the small pictures.

Answers

hat, wand, pencil, book, spoon, teddy, brick, bowl

- They then find the objects in the big picture.
- Describe all the other objects in the picture. Teach further vocabulary, for example: *doll, ball, skateboard.*

2 Count.

- Pupils count how many objects are in the pictures and write the number.

Answers

2 bananas, 4 pencils, 5 stars, 1 moon, 3 apples, 2 dolls, 3 suns, 1 ball, 5 oranges

Pages 34-35 Reflection



The aim of the lesson is to recap the language learned and for self-assessment.

Match.

- Pupils can do this task alone or in pairs but as it is revision, it does not need much preparation.
- Ask pupils to draw a line between the pictures and words to match them.

Extension


If you wish, you can photocopy the puzzle pieces onto larger sheets of paper, stick them onto card and create a more robust puzzle that can be used as revision in further lessons and as a more interactive game.


Play 1 *The Smile*


I CAN

The self-assessment chart gives even the youngest pupils an opportunity for reflection on what they have learned.

Focus on the three smiley faces at the top of the chart and elicit what they mean in terms of confidence and achievement:

 Very happy

 Quite happy / OK

 Not sure.

Ask pupils to tick how they feel about each of the skills next to each icon in column 1:

 Speaking

 Listening

 Writing

 Reading

 Singing

Note there is no specific song in *The Smile*, but there is one in Play 2 for Grade 1 *The Maths Test*. For this play, this row can be omitted, unless they have learned other songs during the term.