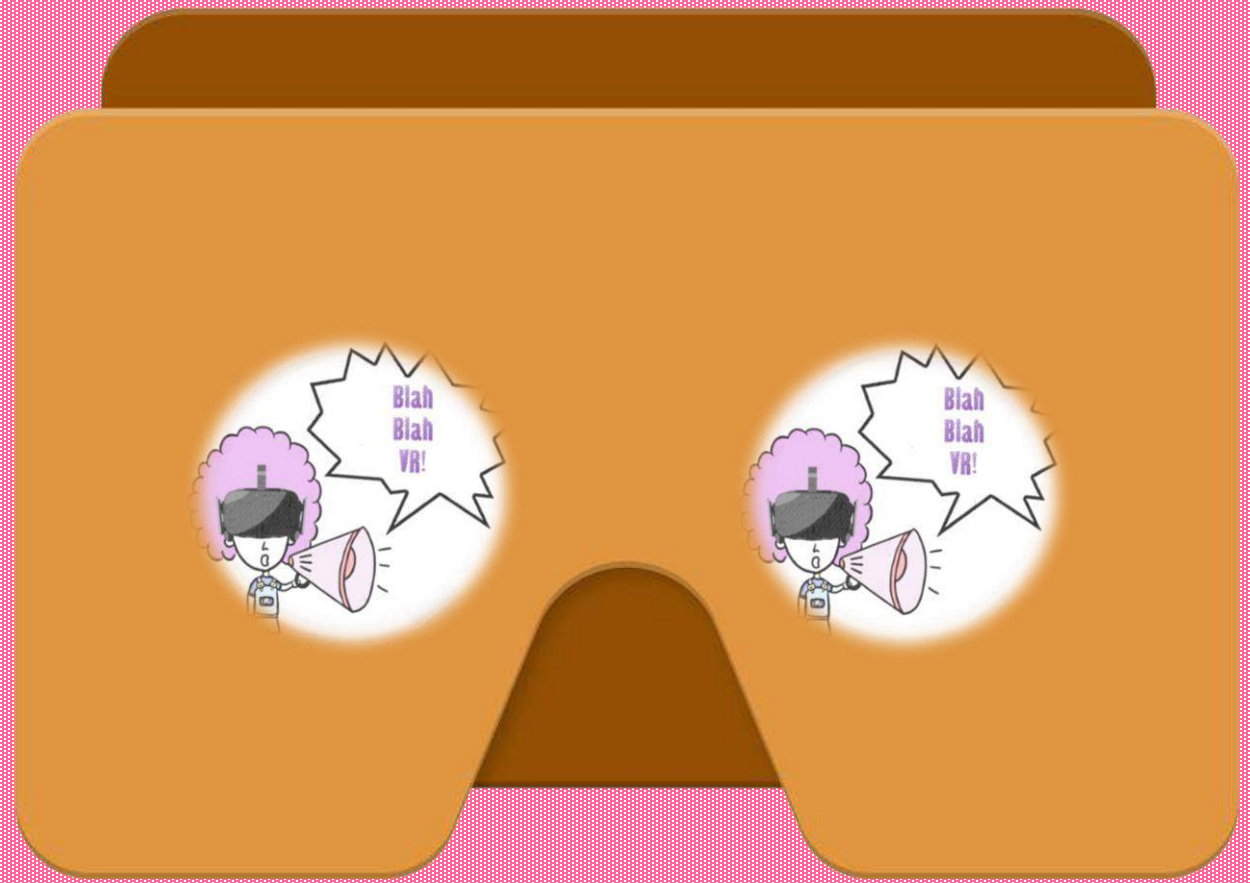
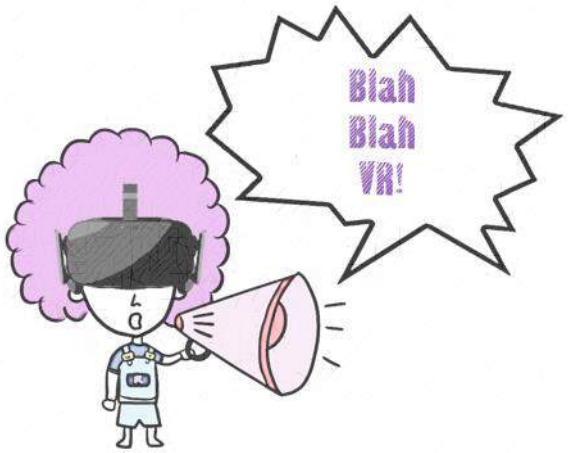
Question Forming with VR



Lesson Activities



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Aims and Accompanying Materials

The following activities are aimed at helping students to practice forming questions in English in real time and at high speed. These activities have been designed for students to do after they have completed the other activities in the Question-forming series of lessons.

As VR is an integral part of these activities, it's important to remember what you need to take into the classroom:

- A VR headset (google cardboard or similar cheap plastic version is fine)
- A smartphone AND an iPad with **Google Spotlight Stories** VR story app downloaded
- A good Wi-Fi connection

AND the following printables which can be found at the end of this document:

- The VR EXPERIENCE PHRASEBOOK – copy for one student
- THE Q-FORMS STEM WORKSHEET – copy for all students
- The VR 'REAL-TIME' WORKSHEET – copy for all students
- The Re-Storytelling Comic Strip Template – one copy for each small group in the class

VR Real-Time Q-Forming Activity:
The Re-Storytelling Competition

Pre-lessons

- Choose just one very competent student! This means a student who has strong communication skills and a pretty good range of English vocabulary.

- Prior to the start of the VR lessons, give that student the VR EXPERIENCE PHRASEBOOK to study at home. This is a list of phrases that helps someone describe things for which they may not necessarily have the exact vocabulary.

- All other students need to be given the Q-FORMS STEM WORKSHEET. They can use this as a tool to help them ask questions during Lesson 1.

NOTE* *Google Spotlight Stories* is an app that has a number of short VR films. Many of the stories are kid-friendly and well suited to use in a young learners class. However, as you the teacher know your own students best, you should choose a story which you think your students will be able to cope with. This means a story which your students will be able to talk about in English, not their L1. If you think the vocabulary level of your students is far too low for a particular Spotlight story, don't use it!

VR Real-Time Q-Forming Activity:
The Re-Storytelling Competition

Lesson 1

At the start of Lesson 1 bring up the chosen student and tell the class that this is THE CHOSEN ONE. Now explain the basic stages of the upcoming VR lessons to the whole class, which are:

1. The chosen student will be watching a *Google Spotlight Story* through a VR headset in the middle or at the front of the classroom (depending on space and safety issues).
2. While the chosen student watches the VR story, each group in the class (3-5 students per group) will have the opportunity to ask questions about what THE CHOSEN ONE can see in the VR headset as the *Google Spotlight Story* unfolds. Students can use the THE Q-FORMS STEM WORKSHEET to help them generate relevant questions and use the THE VR 'REAL-TIME' WORKSHEET to make notes.
3. After THE CHOSEN ONE has finished watching the *Google Spotlight Story* in the VR headset, allow each group in the class to ask him/her two follow up questions to check or gather more information about the story. As the whole class listens to THE CHOSEN ONE's answers, they can all take more notes.
4. Now repeat the above format, giving THE CHOSEN ONE a second chance to watch the *Google Spotlight Story* while the whole class asks further follow-up questions to develop their understanding of story.
5. From the information each group gathers through their questions, in later lessons they will have to re-create the VR story in comic-strip cartoon form. Each group will NOT be able to watch the VR story – not until the very end of the lessons, after they have made their comic-strip creations on The Re-Storytelling Comic Strip Template.

VR Real-Time Q-Forming Activity:
The Re-Storytelling Competition

Lesson 2

- From the information each group gathered in Lesson 1 about the *Google Spotlight Story* watched by THE CHOSEN ONE, each group will use all of Lesson 2 to work out how they will complete The Re-Storytelling Comic Strip Template. They must count up the blank comic strip panels and decide what pictures and text should go into each panel on the template, to make their comic version re-telling of the Google Spotlight Story fit. (There are 12 blank panels in total in the template PDF, but if you want to make it longer or shorter to cater for your students ability, add or subtract pages accordingly.)
- Encourage each group to first carefully review their notes from Lesson 1 and discuss how to complete the task. Encourage turn-taking speaking within groups and enforce a full ENGLISH ONLY policy.
- Once they have decided on their plan to complete The Re-Storytelling Comic Strip Template, let each group start to add in their pictures and text to the panels. This will take up the remaining time in Lesson 2.

NOTE* While all this is going on, there will be one student, THE CHOSEN ONE, who will have nothing to do! Don't worry, we have a task for that student. THE CHOSEN ONE can re-watch the Google Spotlight Story in the VR headset and refresh their memory of the story. Then, he/she can roam around the classroom, from group to group. Each group will be allowed to ask him/her ONLY closed YES/NO questions to further clarify anything and help them create a more accurate version of the story for their comic strip creation.

VR Real-Time Q-Forming Activity:
The Re-Storytelling Competition

Lesson 3

1. Use the first part of this lesson to allow each group to finish off their Re-Storytelling Comic Strip Template.
2. Once all groups have completed their comics, collect them in.
3. Now show the *Google Spotlight Story* to the whole class. You don't need to do this through the VR headset on the smartphone. Just screen mirror an iPad to the projector/smartboard in the classroom and show the story through the *Google Spotlight Story* app there.
4. Now that the whole class has seen the original story, the class can look at each group's cartoon template and vote on the winner. Let the students discuss their ideas / opinions / criteria for judging each group's work.

VR EXPERIENCE PHRASEBOOK

I don't know how to say it in English…

But it's like a big spoon.

It looks like a big spoon.

It's kind of a garden tool.

You use it to dig.

You find it in the garden.

It's about the size of my leg.

It's long and thin.

You hold it with your hands.

a shovel / a spade

Q-FORMS STEM WORKSHEET

Use these words to make questions!

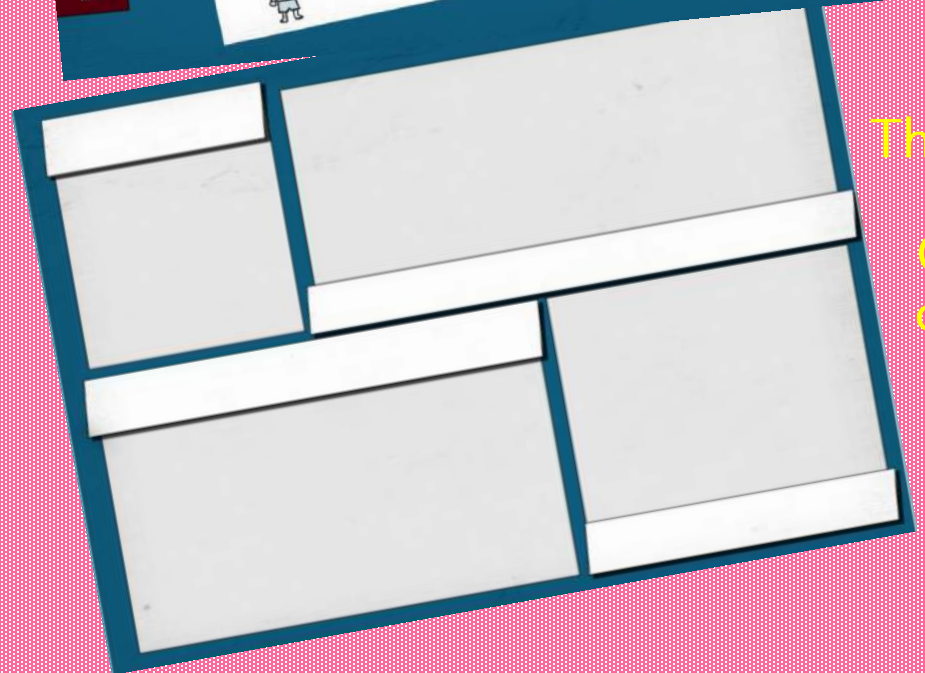
Who
What
Where
When
Why
How
How many
How much
Do / Does
Is / Are
Can

Use these ideas to make questions!

see
hear
sizes
colours
shapes
happening
doing
things
people
feelings

VR ‘REAL-TIME’ WORKSHEET

Add your notes. Don’t worry about spelling!



The full printable PDF for this Re-Storytelling Comic Strip Template document is in the Q-Forming section