

Let's Enjoy Stories Session 4

Objectives: To read the story, noting sound-spelling links; to sequence the story

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>les quatre saisons <i>au printemps</i> <i>en été</i> <i>en automne</i> <i>en hiver</i></p>	<p>les quatre saisons <i>au printemps</i> <i>en été</i> <i>en automne</i> <i>en hiver</i></p>		<p> Ask learners to look at their stories again and practise telling them, using their storymaps to help them. If they have forgotten anything, practise with them (or the whole group), then resume the activity.</p>	10 mins
<p>les sports <i>il/elle joue au foot</i> <i>il/elle joue au tennis</i> <i>il/elle joue au rugby</i> <i>il/elle joue au golf</i> <i>il/elle joue au pingpong</i> <i>il/elle joue au hockey</i> <i>il/elle joue à la Wii</i></p>	<p>les sports <i>il/elle joue au foot</i> <i>il/elle joue au tennis</i> <i>il/elle joue au rugby</i> <i>il/elle joue au golf</i> <i>il/elle joue au pingpong</i> <i>il/elle joue au hockey</i> <i>il/elle joue à la Wii</i></p>		<p> Explain that they are now going to try reading the story, and show them the PowerPoint with text on it. Explain that, for children, this is a big step, and time needs to be taken to ensure pronunciation is not affected when they see the text. Read each slide together (or model it first, depending on the group). Ask learners to look carefully at the written form of the words. Maybe they could look for:</p> <ul style="list-style-type: none"> - anything surprising about the spelling of the words - any silent letters - what the accent might do on <i>santé, été, était</i> - what the little squiggle under the 'c' in <i>ça</i> might be for - any spelling patterns they already recognise (such as <i>oi</i> from <i>trois</i>) - anything that reminds them of English words (or words in another language they know), e.g. <i>content</i> could remind them of 'contented', now they see how it is written. 	5 mins
<p>les adjectifs <i>paresseux</i> <i>ennuyeux</i> <i>boueux</i> <i>dangereux</i> <i>fatigant</i> <i>difficile</i> <i>facile</i></p>	<p>les adjectifs <i>paresseux</i> <i>ennuyeux</i> <i>boueux</i> <i>dangereux</i> <i>fatigant</i> <i>difficile</i> <i>facile</i></p>		<p>Remind the learners to make sure the children's pronunciation does not change once the text has been seen. Some ways of countering this could include hiding</p>	20 mins

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			<p>the slide or asking the children to turn to the back of the room so they cannot see the screen, and recite that part of the story again. Moving from speaking to reading can be difficult for some children so teachers should be prepared to take time over this, looking at each surprising sound-spelling link as it crops up.</p> <p>Give the learners sentences from the story on strips of paper to sequence (on Ppt).</p> <p>Show them the Ppt with no text again, and they should chorus the corresponding words, reading them from their strips of paper.</p>	<p>15 mins</p> <p>10 mins</p>



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