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| **Unit 14 Sequences 1-3 Story-telling: Goldilocks and the three bears** | |
| **Learning objectives** | **Learning Activities & Resources** |
| 1)To enable pupils to join in with  storytelling  2)To enable pupils to read aloud  with accuracy  3)To enable pupils to pronounce  words with accuracy using  knowledge of sound-spelling  link)  4)To develop strategies  which can be used to establish  the meaning of new words    5)To give pupils confidence in  tackling longer texts and  unfamiliar vocab  \***Suggestion: Pupils join in dialogue marked in blue, where an element of repetition has been built in.**  **Extension:**  **Pupils may be encouraged to adapt the story by coming up with alternatives to the bowls of porridge/chairs/beds (possibly using dictionaries to help research words)** | **Starter**  1)**Listening/Reading (PPT 3.14 (1) )** Pupils watch and listen to a powerpoint  presentation on key vocabulary from the story Goldilocks and try to  identify key elements of the story.  **Main Lesson**  2)**Brainstorming/Group-work:** Pupils write down on mini white-boards everything  they know about the story including the vocabulary they would expect to find  **Discuss.**  3)**Strategies: ( IWB File 3.14 (2) ) Teacher shows them several slides of the**  **narrative and discusses with them the problems and strategies for overcoming**  **these (**Knowledge of story in English, pictures providing clues)  4)**Reading/Speaking/Listening:** **(IMB File 3.14 (3)/Picture cards 3.14 (3))**  Teacher hands out a picture/word-card to each pupil, each representing a key item  of vocabulary or phrase. The teacher reads the text with the whole class – each  time a pupil’s word/phrase appears, he/she stands up, holding the card.  **(Teacher support: each slide has an optional audio file with the story-line,**  **audio-file can be activated either by clicking on the sound-text or on the**  **sound-icon/Supporting notes are also available with an English translation)**  From time to time teacher checks comprehension and discusses strategies  **Pupils asked to join in with key sentences\*, focusing on accurate pronunciation.**  4)**Reading (Cards 3.14 (3) )/Pair-work:** Pupils place the phrases from a drama  adaptation of a key scene from the fairy-tale in the order which they think would  match the original text.  5)**Speaking Group-work:** Groups work on their own presentation of the story – or  part of the story: teacher may choose to make a recommendation  Groups may either rehearse the scene in German, making key props or prepare  a puppet-show to illustrate their scene.  **Presentation and recording of scene/story** |
| **Extension: Extra-resource** Pupils use interactivity of **Smart Notebook File** to re-create key extract from the narrative and dialogue. **Slide 1:** Pupils practise saying extract, come up to the IWB and substitute words for different sized bowls, recreate dialogue, adjust dialogue ( it’s too cold/hot etc) to match size of bowl. **Slide 2:** Pupils come up to the board and match new words with pictures. **Grammar: Discuss gender patterns.** Encourage pupils to substitute words, matching gender with correct definite articles. **Slide 3:** Pupils create new dialogue, using new objects, foods , adjectives. **Pupils use dictionaries to research new words, applying the gender patterns to generate new language and create a new version of the text. Group-work:** Pupils present their own updated version of the text (21st century Goldilocks!!), acting it out. | |
| **Learning Outcomes** **& Additional Notes** | |
| 1)**All pupils should be able to** 2)**Some pupils should be able to**  a)respond to parts of the story a)identify key phrases and unfamiliar vocab using  b)take part in a re-enactment of the story or a range of strategies  an extract from the story b)commit short sections of text to memory  c)pronounce key-words & short phrases with a fair degree c)pronounce larger sections of text with a high  of accuracy degree of accuracy  d)to adapt the story to create their own modified version | |



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