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| **Sequences 1-3 Story-telling: Le Joueur de Flûte de Hamelin** | |
| **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 vocabulary | **Sequence 1:** **Starter**  1)**Brainstorming/Group-work/Pair-work:** Using mini-whiteboards, pupils write down  everything they know about the story of the Pied Piper including the vocabulary  they would expect to find - the could write a list of these (leaving room for the  equivalent word in French next to it)  **Main Lesson**  2)**Reading/Listening: Le Joueur de Flûte de Hamelin****(5.31)** Present the story to  the pupils using the powerpoint and the audio-files on each slide. Discuss the  content of each slide.  **Possible tasks: Ask pupils what they have understood. What strategies**  **have they used to access the text (visuals, cognates, knowledge of the**  **story) ? Can they find the French for the words they listed earlier on the**  **mini-whiteboards?**  3)**Listening/Speaking/Reading (5.32 Flashcards with text):** Pupils try to recall  pronunciation of key words /text used to describe the pictures**. Possible**  **competition/team-game:** Who can read/pronounce the words/text accurately?  **Possible task:** Ask pupils to discuss specific features relating to sound-spelling link  4)**Reading: (5.33 Reading-cards)** **Pair-work** Pupils match pictures on cards with  text. Discuss.  5)**Plenary:**  **(5.34 Flashcards without text) Recap on key vocabulary and the pronunciation**  **of key words.** Pupils compete to say the correct words or text- possibly from  memory  **Sequences 2 & 3**  1)**Starter:** Recap on key vocabulary and phrases in the text. **(5.35** **Vocabulary**  **PPT & 5.36 Language-strips)** Teacher should cut out the strips containing  key vocabulary and phrases from the text and display them near the board  Pupils identify the correct strip for each image shown on the Powerpoint –  answer is also provided on each slide. Pupil is then allowed to remove the strip  and keep it (see later task)  **Main lesson**  2)**Using the images on the above Powerpoint (5.35)**, pupils compete to recall the  key vocabulary and phrases – this can be a fast-moving task/game, the solution  being displayed each time the correct answer is given.  3)**Reading/Possible further reinforcement (Task Magic File 5.37)** Pupils match  pictures with corresponding text on the IWB or on individual PCs.  4)**Reading/Speaking: Le Joueur de Flûte de Hamelin****(5.31)** Re-read the story  of the Pied-Piper, pupils volunteer to read out sections. Dialogues or chants  highlighted in blue are for the whole class to practise.  **NB: Before the read-through, teachers should ensure that each pupil has**  **a language-strip with an item of vocabulary, phrase or sentence from**  **the text (many pupils will already have a strip from the starter-activity- but**  **a second set of strips should be available for pupils without one).When the**  **word/phrase/sentence on the strip appears in the powerpoint text, the pupil**  **or pupils should hold up the strip and say their phrase, even come out to the**  **front to do this. Make this second read-through as interactive as possible.**  **Further suggestions:** Ask different pupils to play the various main characters**.**  **Group-work:** Ask different groups of pupils to practise and perform their  versions of the chants/songs.  5)**Reading: Pair-work/group-work (5.38 – Sequencing)** Pupils are given fuller  extracts from the story – they practise using reading strategies to sequence  the parts of the story. **Suggestion: Discuss the strategies they are going**  **to use in advance.**  Teacher supports groups, asks questions to assess understanding, provides useful  prompts to facilitate sequencing. **Discuss results.**  **6)Pronunciation: Group-work** Pupils select a page from the story (printed copies  needed of the PPT slides). They practise reading/acting out the story, performing  either for the teacher or in front of the class. **Teacher should assess their**  **knowledge of sound-spelling link, their ability to pronounce certain letter-**  **strings**  **Plenary:**  **7)Reading and Speaking:** Pupils recap on reading strategies used as well as the  pronunciation of key sounds – information from the task above could provide  a focus for this e.g **How do we pronounce this word? What other words in the**  **story have the same sound?**  **Sequence 4:**  **Group-work/class-work:** Groups work on their own presentation of the story – or  part of the story: teacher may choose to make a recommendation as to which  section. Groups may either rehearse the scene in French, making key props or  finding appropriate costumes or prepare a puppet-show to illustrate their scene.  **Alternatively this could become a whole- class project, with various pupils**  **taking it in turns to be narrators and** **groups** **or indeed the whole class**  **performing the chants/raps/songs. As far as possible, pupils should be**  **encourage to perform from memory.**  **Presentation of the story – celebrate success!** |
| **Extension Group-work:** Pupils present their own updated (21st century), version of the text , acting it out.  Maybe the pied-piper becomes a super-star, a robot ….The teacher will have a key role  in discussing the approaches to modifying the text, | |
| **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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