

## ***Raconte-moi une histoire! (Tell me a Story)***

### **1. Sleeping Beauty**

**Prior Knowledge:** It is helpful if children already know the story of *Sleeping Beauty*, classroom instructions, simple adjectives and numbers 1-39.

#### **Objectives**

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Appreciate stories, songs, poems and rhymes in the language.

#### **Support**

Some children will need more time focussing only on actions before producing words.

It may help some children to spend some time with an adult before the session looking at the words and phrases.

#### **Extension**

Children use bilingual dictionary to look up other story words from traditional stories e.g. wolf, witch, grandmother.

#### **Main**

Sing *La Belle* song to the class. What do they think the song is about?

ICT Opportunities: Create an mp3 version of the song being sung and also a 'karaoke' version with melody and backing track. You could ask your partner school to sing the song and record it.

Ask children to retell the story of Sleeping Beauty in pairs. Feed back as a whole class. Create a storyboard on sugar paper or on the interactive whiteboard.

Introduce some key language for retelling the story in French: *la belle, le prince, la méchante fée, la haie d'épines, ouvre les yeux, tu dors cent ans*. Try the following routine:

- Say the word or phrase as you display the picture and do an action.
- Point to the pictures and children do the actions.
- Children join in with actions and repeat the words.
- Say a word and give an action. Children repeat only if they match.
- Hide one or more of the pictures and ask children to give the action and say the word for the missing picture.
- Say the word and children do the action. Repeat, vice versa.
- Invite individual children to lead the game.

Sing the *La Belle* song to the class again. Children do the actions when they hear the key words and phrases.

Repeat the song. Children join in with the actions and individual words if possible.

Display a series of eight pictures with 'stick' drawings for each verse. Repeat the language from the song as you show each picture.

Place the pictures in random order, numbered 1-8. Ask children to work with a partner to decide the correct sequence. They write the numbers on a mini-whiteboard.

As a class, place the pictures in correct sequence. Repeat the language from the song as you refer to each picture.

## 1. Sleeping Beauty

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Adjectives / nouns – the adjective <i>belle</i> meaning ‘beautiful’ is here used as a noun to mean ‘the beautiful one’ (Beauty)</p> <p>Examples of the imperative or command form can be found in the singular throughout the song, and pupils may be familiar with these from the classroom context e.g. <i>ouvre ton cahier, prend un stylo – prend, ouvre</i></p> <p>Verbs in the 3<sup>rd</sup> person singular – <i>arrive, jette, grandit, voit, épouse</i></p> <p>Speech marks are different in French – see the song text below.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Verbs in the 3<sup>rd</sup> person singular – <i>arrive, jette, grandit, voit, épouse</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ɛ̃] in – <i>prince</i> (however, note that in <i>épines</i> the [ɛ̃] <i>in</i> sound changes to [in] <i>in</i> because of the following e)</p> <p>[e] é – <i>fée, méchante, épines</i>                      [i] i - <i>arrive, épines</i></p> <p>Silent h – <i>haie</i>    [ø] eu - <i>yeux</i></p> <p>[wa] oi – <i>bois, toi, voit</i>                                [u] ou – <i>œuvre, épouse</i></p> <p>[ɔʀ] or – <i>sort, dors</i></p> <p>Silent final consonant – <i>bois, dormant, prend, sort, dors, cent, ans, épines, grandit, voit, yeux, charmant</i></p> <p>NB: Note that in <i>les yeux</i>, the s sound at the end of <i>les</i> is carried over into the next word as a z sound as the y at the start of <i>yeux</i> acts like a vowel in French.</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>an/en – <i>cent, ans, méchante, dormant, prend, grandit, charmant</i></p> <p>(See Teaching Tips)</p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and respond to words and phrases with actions</li> <li>• recognise and say key words in a song</li> <li>• understand that stories from different cultures may be similar</li> </ul>		<p><b><u>New National Curriculum Links:</u></b></p> <p><b>English</b></p> <p>Reading - Years 3-4</p> <p>Pupils should be able to develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	

## Raconte-moi une histoire! (Tell me a Story)

### 1. Sleeping Beauty

<p><b><u>Throughout the week:</u></b></p> <p>Sing <i>La Belle</i> and practise the vocabulary with actions or pictures.</p> <p>Use an internet search engine to find out which other traditional tales exist in French or look at some picture books of other traditional tales in French or other languages. Discuss the similarities and differences.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Pictures or flashcards of the key vocabulary from the story</li> <li>• 8 pictures using stick drawings or similar from the story</li> <li>• Text for the <i>La Belle</i> song (sung to the tune of 'There was a Princess Long Ago'. You can find this by using an internet search engine):</li> </ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• The storyboard created here can be used throughout the unit for contextual support.</li> <li>• Allowing children to choose their actions gives them ownership of the language and may help them to remember key vocabulary.</li> <li>• Teachers may prefer to use a different traditional tale in French to the one suggested here.</li> <li>• Phonic focus: Draw attention to the sound [ã] <i>an/en</i>, which occurs frequently in the song. Ask the children to work in groups and give each group some multilink cubes (40 per group). They listen to the song again and, as a team, take a cube every time they hear the sound <i>an</i>, building the cubes into a tower. After hearing the song two or three times, the groups can compare towers. As a check, give the children the lyrics and a highlighter pen. Remind them that the sound can be represented as <i>an</i> or <i>en</i>. The sound occurs 35 times in the song. These words can now be added to the word bank.</li> <li>• When presenting the text, changing the language to French will enable the correct speech marks to be used.</li> </ul>	<p><i>La Belle, la Belle au bois dormant, bois dormant, bois dormant</i></p> <p><i>La Belle, la Belle au bois dormant, bois dormant</i></p> <p><i>La Belle, la Belle, prend garde à toi, garde à toi, garde à toi</i></p> <p><i>La Belle, la Belle, prend garde à toi, garde à toi</i></p> <p><i>La méchante méchante fée arrive, fée arrive, fée arrive</i></p> <p><i>La méchante méchante fée arrive, fée arrive</i></p> <p><i>Elle jette son sort. «dors cent ans! “ dors cent ans!» «dors cent ans! » Elle jette son sort. «dors cent ans! » «dors cent ans! »</i></p> <p><i>La haie d'épines grandit grandit, grandit grandit, grandit grandit</i></p> <p><i>La haie d'épines grandit grandit, grandit grandit</i></p> <p><i>Le prince arrive il voit la belle, voit la belle, voit la belle</i></p> <p><i>Le prince arrive il voit la belle, voit la belle</i></p> <p><i>«Ma belle, ma belle ouvre les yeux, ouvre les yeux, ouvre les yeux, ma belle ma belle ouvre les yeux, ouvre les yeux!»</i></p> <p><i>La Belle épouse son prince charmant, prince charmant, prince charmant</i></p> <p><i>La Belle épouse son prince charmant, prince charmant</i></p>	<p>Sleeping Beauty</p> <p>Watch out!</p> <p>The wicked fairy is coming.</p> <p>She casts her spell “Sleep for 100 years!”</p> <p>The hedge of thorns grows</p> <p>The prince arrives and sees Sleeping Beauty</p> <p>“My beauty, open your eyes!”</p> <p>Sleeping Beauty marries her Prince Charming.</p>

## Raconte-moi une histoire! (Tell me a Story)

### 1. Sleeping Beauty

<i>Le langage du prof</i>	<i>Teacher Language</i>	<i>Le langage des enfants</i>	<i>Children's Language</i>
<p>Écoutez et répétez</p> <p>la Belle</p> <p>ma belle</p> <p>le bois dormant</p> <p>le prince</p> <p>la méchante fée</p> <p>la haie d'épines</p> <p>ouvre les yeux</p> <p>dors cent ans !</p> <p>prends garde à toi</p> <p>Vous allez faire les gestes.</p> <p>Ecoutez et répétez.</p> <p>Répétez seulement si le mot et la geste vont bien ensemble.</p> <p>Fermez les yeux. Qu'est-ce qu'il manque?</p>	<p>Listen and repeat</p> <p>Sleeping Beauty</p> <p>My beauty</p> <p>the sleeping wood</p> <p>the prince</p> <p>the wicked fairy</p> <p>the hedge of thorns</p> <p>open your eyes</p> <p>sleep for 100 years!</p> <p>take care (of yourself)</p> <p>You're going to do the actions.</p> <p>Listen and repeat.</p> <p>Repeat only if the word and the action match</p> <p>Close your eyes. What's missing?</p>	<p>la Belle</p> <p>ma belle</p> <p>le prince</p> <p>la méchante fée</p> <p>la haie d'épines</p> <p>ouvre les yeux</p> <p>dors cent ans !</p>	<p>Sleeping Beauty</p> <p>My beauty</p> <p>the prince</p> <p>the wicked fairy</p> <p>the hedge of thorns</p> <p>open your eyes</p> <p>sleep for 100 years!</p>