

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

### 6. Tell me a Story

**Prior Knowledge:** It is helpful if children can use prompts/ actions to recall words and phrases.

#### Objectives

Present ideas and information orally to a range of audiences.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

#### Support

Some children will only be able to perform actions from story.

#### Extension

Using language from this and previous units, ask the class to suggest dialogue or narration between the verses, e.g. *Voici la princesse. Bonjour! Je m'appelle Belle. / La princesse est petite et belle. / Voici la méchante fée. Elle a un grand nez. / Je déteste la méchante fée ! / La haie d'épines est grande et noire. / Humm... J'adore la princesse. Elle est chouette ! / Humm... j'adore le prince. Il est fantastique!*

#### Main

Begin the lesson by referring to the *La Belle* song. This may be done by:

- Performing the actions for each verse and asking children to recall the words with the help of a prompt (which could be a key word for that verse).
- Asking children to perform the actions and recall the words together.
- Showing a storyboard of pictures to be put in order.
- Asking children to recall key words and phrases.
- Asking children to recall the song and actions in pairs.

Sing the song with the whole class performing the actions.

Briefly draw attention to and revise the phonic focus of the *r* sound.

Divide children into groups of about six and ask them to select a role for themselves, e.g. sleeping beauty, prince, wicked fairy, hedges. You may wish to create other roles, e.g. a horse for the prince, a maid for Sleeping Beauty.

In groups, children sing and act out the story. Pair each group up with another. Half the groups act out while their partner group watches and feeds back using 'Two Stars and a Wish' then swap over. It might be helpful to have a recording or backing track of the song playing in the background.

ICT Opportunities: Take digital photos of children freeze-framing different scenes from the story. These can be turned into a photo story or a talking 'Big Book' with captions and speech bubbles. The partner school could be sent the annotated version adding text/audio files to tell the story.

Finish the lesson with a game of *Le Pendu* (Hangman) using words and phrases from the song.

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<b>Grammar</b> <u>For teachers:</u>  (See Grammar for children)	<b>Grammar</b> <u>For children:</u>  (Extension)  Subject pronouns – <i>il</i> (he); <i>elle</i> (she)  Connectives – <i>et</i> (and) e.g. <i>la princesse est petite <b>et</b> belle.</i>  Verbs – third person singular of <i>être</i> ( <i>est</i> – is) and <i>avoir</i> ( <i>a</i> – has)  Adjectives, adjectival position and adjectival agreement – <i>la princesse est <b>belle</b>, la <b>méchante</b> fée, un <b>grand</b> nez</i>	<b>Phonics focus</b> <u>For teachers:</u>  [ʀ] r – <i>prince, princesse</i>	<b>Phonics focus</b> <u>For children:</u>  [ʀ] r – <i>prince, princesse</i>
<b><u>Learning Outcomes</u></b>  Children can: <ul style="list-style-type: none"><li>• Sing a French song and act out the story</li><li>• Perform the story in front of an audience</li><li>• Recall and describe the agreement between nouns and adjectives</li></ul>		<b><u>New National Curriculum Links</u></b>  <b>ENGLISH</b>  <u>Reading -Years 3-4</u>  Pupils should be taught to develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
<b><u>Throughout the week:</u></b>  Revisit language from the unit with flashcards, games and songs.		<b><u>Resources</u></b> <ul style="list-style-type: none"><li>• Song <i>La belle</i> (To tune of ‘There was a princess long ago.’) (See Session 1)</li><li>• Recording or backing track of song</li><li>• Storyboard</li><li>• Resources for Assembly</li><li>• Costumes / props for the prince, sleeping beauty, the wicked fairy, the hedge, the wood etc.</li><li>• Digital camera (optional)</li></ul>	
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"><li>• The routine for recapping the <i>La Belle</i> song can be adapted for any other song.</li><li>• When using ‘2 stars and a wish’ ask children to agree their own success criteria before the activity so they can tailor their comments to the criteria.</li></ul>			

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Écoutez et répétez</i></p> <p>Language from the song 'La Belle' (See Session 1)</p> <p><i>(Extension – exemples)</i></p> <p><i>Voici la princesse. Bonjour! Je m'appelle Belle.</i></p> <p><i>La princesse est petite et belle.</i></p> <p><i>Voici la méchante fée. Elle a un grand nez.</i></p> <p><i>Je déteste la méchante fée !</i></p> <p><i>La haie d'épines est grande et noire.</i></p> <p><i>Humm... J'adore la princesse. Elle est chouette !</i></p> <p><i>Humm... j'adore le prince. Il est fantastique!</i></p>	<p><i>Listen and repeat</i></p> <p><i>(Extension (examples)</i></p> <p><i>Here is the princess. Hello! My name is Belle.</i></p> <p><i>The princess is tiny and beautiful.</i></p> <p><i>Here is the wicked fairy. She has a big nose.</i></p> <p><i>I hate the wicked fairy!</i></p> <p><i>The hedge of thorns is big and black.</i></p> <p><i>Hmm... I love the princess. She is great!</i></p> <p><i>Hmm... I love the prince. He is fantastic!</i></p>	<p>Language from the song 'La Belle' (See Session 1)</p> <p><i>(Extension – exemples)</i></p> <p><i>Voici la princesse. Bonjour! Je m'appelle Belle.</i></p> <p><i>La princesse est petite et belle.</i></p> <p><i>Voici la méchante fée. Elle a un grand nez.</i></p> <p><i>Je déteste la méchante fée !</i></p> <p><i>La haie d'épines est grande et noire.</i></p> <p><i>Humm... J'adore la princesse. Elle est chouette !</i></p> <p><i>Humm... j'adore le prince. Il est fantastique!</i></p>	<p><i>(Extension (examples)</i></p> <p><i>Here is the princess. Hello! My name is Belle.</i></p> <p><i>The princess is tiny and beautiful.</i></p> <p><i>Here is the wicked fairy. She has a big nose.</i></p> <p><i>I hate the wicked fairy!</i></p> <p><i>The hedge of thorns is big and black.</i></p> <p><i>Hmm... I love the princess. She is great!</i></p> <p><i>Hmm... I love the prince. He is fantastic!</i></p>

### End of Unit Activities

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> <li>To apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Give children an opportunity to rehearse their performance taking into account the feedback they had from their partner group.</li> <li>Invite each group in turn to perform their song to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story effectively</li> <li>Perform in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>Follow up: perform the song as part of an assembly.</li> <li>Video the performance and share with other classes and partner schools.</li> </ul>