

“Carton rouge” by Émile Jadoul – possible exploitation

Most of these ideas are transferable to most stories!

Always have props, something the children can hold, even if they are just flashcards (in this case: a laminated red card, a football, a scarf, a tie, a toy phone, a toy bird)

Sharing the story:

- What is this story about? Pupils predict what they think is going to happen.
- Agree on actions/interaction/involvement in the story (football/ballon/but/carton rouge)
- Teacher reads the story, pupils take part (do a certain action for a certain words, say a word for a certain action)
- Teacher reads a sentence, pupils repeat it
- Teacher and pupils read together out loud
- Pupils only read together out loud
- Pupils perform the story in class: narrators, actors; in small groups, in front of the class

Now looking at the text:

- Human sentences
- Look out for ... in the story. How many times?
- Translation of a selected word/phrase/sentence/paragraph (start with cognates/structures the children know)(see example slide)
- Dictionary work
- Part of the story is dictated to the class
- Pupils make a minibook
- Pupils express their opinion of the story

Outside the classroom:

- Pupils perform it in assembly
- Older pupils go to read the story to younger pupils

Consider:

Going back to the story when doing another topic, to show progress with language

