

“Bon...” by Jeanne Ashbé – possible exploitation

Also see : <https://nattalingo.co.uk/bon/>

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 yellow toy duck, a white toy duck, a plastic egg; extra: a toy frog)

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 (canard, l'eau, beau, plouf)
- Teacher reads the story, pupils take part (do a certain action for a certain word, 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 or retell the story even without reading
- Pupils perform the story in class: narrators, actors; in small groups, in front of the class

Now, for older children, looking at the text:

- Human sentences
- Look out for ... in the story. How many times? (can also be done as a listening task)
- Translation of a selected word/phrase/sentence/paragraph (start with cognates/structures the children know)
- 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

Eg when learning numbers, count the ducks; when doing colours, say what colour each duck is; when practising saying how you feel, ask about how the ducks are feeling.

