

Story: My Special Hair

This story: My Special Hair, relevelled by DELTEA: Graham, S., Porter, A., & Turner, J. (© Graham, Porter, Turner 2024), translated by Heike Krüsemann, based on original story **Ma chevelure spéciale** (French), written by Candice Dingwall, illustrated by Jess Jardim Wedepohl, published by StoryWeaver, Pratham Books under a CC BY 4.0 licence on StoryWeaver. Read, create and translate stories for free on www.storyweaver.org.in

Four x 30-minute lessons

Lesson 1 My Special Hair...: Teacher-led and student-paced

Objectives:

to improve strategy use through supported collaborative reading (pairwork)

- to explore creative and imaginative thinking linked to the storyline

Timing (mins)	Task	Resource	Purpose
5 mins	TEACHER-LED Teacher shows learners the title slide. Pairwork: Do worksheet 1_1, then feed back to class. Then do the same for worksheet 1_2. Revise the seasons and the weather with the help of worksheet 1_3, dep. on the class's level and previously covered vocab. Then show learners video up to and including slide 3. Remind learners of strategies using Collab Reading Task sheet pages 1-2.	Slide 1 Worksheet 1_1 + 1_2 Worksheet 1_3 Worksheet: Collaborative Reading Task Sheet (pages 1-2)	Imagination, perspective-taking Revise and previously learnt weather vocabulary, preactivate weather vocabulary for what's to come in the story (including images / what things/ animals we might see in the seasons (eg flowers, birds building a nest, wind) Remind learners' of the strategies toolkit, names for strategies and examples.

24 mins	Slide 3: TEACHER LED: Teacher shows whole class video slide with audio. Use question and answer to elicit from the whole class how they would go about working out what any unknown words mean, using the 5 strategies they learnt and practised in previous stories. Slide 4: Pairwork: learners work in pairs for slide 4, using the Detective/leader activities. Remind children how this works, referring back to the Monkey, Dog and Boy stories. Do worksheet 1_4. NB: worksheet says to match up words in the boxes, but boxes have been left blank for the teacher to fill in target language phrases/ L1 phrases from slides 3+4. You could ask children to think about what might happen next? Use worksheet 1_5 what happens next	Slide 3 + Collaborative Reading Task Sheet (page 3) Slide 4 + Collaborative Reading Task Sheet (page 3) Worksheet 1_4 worksheet: 1_5_what happens next	Learners see how they can transfer previously identified strategies to understanding French/Spanish/German; reading comprehension evaluation. Check vocabulary comprehension Imagination