

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 2 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
- to practice and use emotion words in French or Spanish or German
- to develop empathy through perspective-taking.

Timing (mins)	Task	Resource	Purpose
5	TEACHER-LED Use the Collaborative Reading Task Sheet (pages 1-2) to elicit what strategies learners know to use in the lesson. Revise weather vocabulary from last lesson – which words do learners remember? Differentiation/scaffolding: write down the weather vocabulary from last lesson and ask learners what the words mean.	Collaborative Reading Task Sheet (pages 1-2)	Revisit previous learning and prepare for collaborative reading cycles. Remind children of story premise: the special hair.
5	Last lesson we covered slides 1-4. Discuss what children think may happen next	worksheet 2_1 what happens next	Imagining how the story continues

10	Slides 5-8 + Collaborative Task Sheet (pages 1-3). We suggest teacher-led modelling of the collaborative reading process to remind learners, then going on to pair work using Collaborative Reading Task Sheet (page 3) Ask learners: was their prediction of what was going to happen correct? What do they think about how the story continued?	Slides 5-8 + Collaborative Reading Task Sheet (pages 1-3).	Apply previously learnt strategies, with peer scaffolding and support from worksheet; collaboration aids learning
5	Using w/s 2_3, ask learners what else they can imagine the hair to be like. Plus: what would they like THEIR hair to be like? How would they feel if they had hair like that? Slides 9-13+ Collaborative Task Sheet (pages 1-3). We suggest teacher-led modelling of the collaborative reading process to remind learners, then going on to pair work using the Collaborative Reading Task Sheet (page 3) Tell learners there is one more slide in the story, which you will show them next lesson. Ask learners to predict what's on the last slide, using w/s 2_5	Worksheet 2_2_what else could the hair be like Slides 9-13 + Collaborative Reading Task Sheet (pages 1-3). worksheet 2_4	Developing creative/imaginative ways of thinking. Consolidate understanding using images Apply previously learnt strategies, with peer scaffolding and support from worksheet; collaboration aids learning Developing creative/imaginative ways of thinking and TL vocabulary.