

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 Krüseemann, 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 3 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
5-8	Get feedback from the class what they think will be on the last slide. Recap the story. Play the story from slide 9, this time play it right to the end. Go back to slide 14 – the last slide with words on. For the last time, use the Collaborative Reading Task Sheet (pages 1-2) and worksheet 3_1 with the whole class, either in teacher-led or student paced- mode to remind children of the strategies they have been using and what has happened in the story so far. Guide learners through the decoding process. Were your predictions correct?	Collaborative Reading Task Sheet (pages 1-3)	Reminder of storyline, check story comprehension so far. To think creatively about the storyline.

8	Student-paced: worksheet 3_1 Get students to reflect on the meaning of the story using worksheet 3_1.	worksheet 3_1 multiple choice questions Reading Task Sheet (page 3)	To think about the meaning/ moral of the story
12	Key words activity using worksheet 3_2. Given the students have just reflected on the overarching meaning of the story, ask them to pick out what they think are the key words on the last page. Ask the children to write the words in the blue box and then translate them in the white box. <i>NB: our suggestions would be: special; proud; magic. The story slide is image only so that the resource can be used for different languages. You can either a) copy and paste a screenshot of the relevant slide in the language you're working with or b) ask the learners to find the relevant slide in the digital story (if they're working on tablets) and then locate the key words from there.</i> Pairwork: Imagine the main character's life, using w/s 3_3. Use the target language if you can, translanguaging not just allowed but encouraged! If you don't know the TL, write in English. Pupils present in pairs on what they imagined the main character to be like. Then, pairwork followed by exploratory classwork: learners review emotion words, explore other types of difference and reflect on implications for wider society?	Worksheet: 3_2 find the key words Worksheet 3_3 imagine the main character Worksheet 3_4	Vocabulary focus Encouraging engagement with the story, imagining alternative storylines Encouraging creativity (imagination) perspective taking and empathy.

