

## Story: The Monkey and the Drought

This story: The monkeys and the draught (English), relevelled by Graham, S., Porter, A., & Turner, J. (© Graham, Porter, Turner 2024) based on original story **Les singes et la sécheresse** (French), written by Alice Edui, illustrated by Salim Kasamba, translated by Sak Untala, published by StoryWeaver, Pratham Books under a CC BY 4.0 license on StoryWeaver. Read, create and translate stories for free on [www.storyweaver.org.in](http://www.storyweaver.org.in)

### Four x 30-minute lessons

#### Lesson 2 The Monkey and the Drought: Teacher-paced and student-paced

##### Objectives:

- to remember and practise 5 strategies for understanding new words
- to engage in supported collaborative reading (pairwork) to practise strategy use
- to evaluate the effectiveness of strategy use on reading comprehension
- to explore creative and imaginative thinking linked to the storyline

| Timing (mins) | Task                                                                                                                                                                                                                                                                                                                                                                                                                 | Resource                                                                                                | Purpose                                                                                                           |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 5             | <p><b>TEACHER-PACED</b></p> <p>Teacher modelling, guided practice (i) and (ii)</p> <p>Use worksheet “monkey_lesson 2_o_ the story so far” to elicit and remind learners of the story so far.</p> <p>Use the Collaborative Reading Task Sheet (pages 1-2) to remind learners about the strategies introduced so far; perhaps see if they can guess from page 1 what each strategy could involve and/or modelling.</p> | <p>worksheet: monkey_lesson 2_ the story so far</p> <p>Collaborative Reading Task sheet (pages 1-2)</p> | Revisit previous learning and prepare for Guided Practice (ii)                                                    |
| 20            | <p><b>TEACHER-LED</b></p> <p>Use page 3 of the Collaborative Reading Task Sheet to introduce the collaborative reading process they will engage with.</p>                                                                                                                                                                                                                                                            | <p>Slides 7-12</p> <p>slide 7</p>                                                                       | Apply previously learnt strategies, with peer scaffolding and support from worksheet; collaboration aids learning |

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|  | <p>Walk through with them slide 7, play the audio.</p> <p>Do worksheet 2_1 – detective and leader.</p> <p>You can model the Detective and Leader roles and explain they will choose these in pairs.</p> <p>For the Detective role model pointing to any words they don't understand.</p> <p>You can ask them what the words were and you type or write them on the table. Try to elicit guesses as to meaning and then ask the class about strategies and write down the relevant ones. Reflect briefly and ask them which they would highlight.</p> <p>The Detective points to any words both children don't understand.</p> <p>The Leader writes down the unknown words in the table.</p> <p>When the list is made they work out the meaning together. They each type or write suggestions. They then work out the meaning of each unknown word and write the English meaning. They both write down each strategy they used and both highlight any strategies they found useful. NB: here children can highlight different strategies, if desired.</p> <p>Play slide 8. Do worksheet 2_2. Children swap Detective and Leader roles.</p> <p>Slide 9. From now on, use page 3 of the Collaborative Reading Task Sheet for the Detective/ Leader activities. Children do the same</p> | <p>worksheet<br/>monkey_lesson 2<br/>_1_detective</p> <p>slide 8</p> <p>monkey_lesson 2<br/>_2_detective</p> <p>slide 9</p> <p>Collaborative<br/>Reading Task<br/>Sheet page 3.</p> <p>slides 10-12, plus<br/>Collaborative<br/>Reading Task<br/>Sheet page 3.</p> <p>worksheet<br/>monkey_lesson<br/>2_reflection.</p> |  |
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|   | <p>tasks just without the individual story slide picture.</p> <p>Play slide 10-12: carry on alternating playing the story and children using page 3 of the Collaborative reading Task Sheet. Children should swap Detective/ Leader roles each time.</p> <p>Now do worksheet 2_3 – reflection.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                          |                                                                                                                                                          |
| 5 | <p><b>STUDENT-PACED</b></p> <p><b>Review of Learning</b></p> <p>Individual work: worksheet “2_3_reflection”. This activity asks which words children learned from the story. They can write the words in English if they can’t remember the Fr/Sp/Ger. Whole class feedback on what was found out about the story.</p> <p>Individual work: worksheet 2_4_questions Part A. This multiple choice quiz checks reading comprehension.</p> <p>Pairwork: worksheet 2_4_questions Part B. This activity encourages children to think creatively/imaginatively about what could happen. They can write or voice record answers individually after reflecting with a partner.</p> <p>Individual work: worksheet 2_5_confidence. This activity assesses children’s developing confidence/self-efficacy for FL reading.</p> | <p>worksheet:<br/>monkey_lesson<br/>2_3_reflection</p> <p>worksheet:<br/>monkey lesson<br/>2_4_questions Part A</p> <p>monkey lesson<br/>2_4_questions Part B</p> <p>worksheet:<br/>monkey_lesson<br/>2_5_confidence</p> | <p>Help learners see connection between strategy application and getting better at reading.</p> <p>Developing creative/imaginative ways of thinking.</p> |