

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

Four x 30-minute lessons

Lesson 3 The Monkey and the Drought: 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 practise and use emotion words in French or Spanish
- to develop empathy through perspective-taking.

Timing (mins)	Task	Resource	Purpose
3-5	Use the Collaborative Reading Task Sheet pages 1-2, and worksheet “3_0 the story so far” 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.	Collaborative Reading Task Sheet pages 1-2, worksheet: monkey_lesson 3_0 the story so far	Review reading strategies. Reminder children of storyline.
8	Student-paced: worksheet “3_1 – feelings”. Invite children to individually write or type answers to reflect on how the monkeys feel now that they’ve arrived in Tirkol. Children should suggest emotion words in English (NB: you will need to revisit their responses before Lesson 4 so that they can learn the target language words for any new emotion words they suggest at the beginning of Lesson 4).	worksheet: monkey_lesson 3_1 feelings worksheet:	To learn emotion words to express empathy.

	Teacher-led: worksheet 3_2 : Please choose either the ‘experimenter’ words on this sheet (some suggestions of which words to teach – you still need to translate them into the target language)) or add your own words (‘innovator’ words) – here you insert the French/Spanish/German words of your choice to teach prior to this lesson’s activities. The children could learn additional words the following week that they’ve suggested.	monkey_lesson 3_2 feeling words suggestions	
13	Student-paced: Play slide 13. Then, individual work: use worksheet 3_3 to invite learners to respond to the multiple-choice quiz to work out why the monkeys might be worried. Slide 14: Individual work: children listen to the slide and try to read aloud. They use worksheet 3_4 to draw a line to who they think is the boss (i.e. interpreting body language). They could also spot that there is food in the tree they’re in (i.e. so why are they worried?). No need to elicit this from the children, it will be interesting to see whether any identify this using available cues plus creative thinking. use Collaborative Reading Task Sheet pages 1-2 to remind learners of strategies to help them work out the meaning of the next two slides. Slides 15-16: Individual work: children listen to the slides and try to read aloud. Use worksheet 3_5 to check comprehension. Use worksheet 3_5 to invite children to draw or write responses to how the monkeys feel	slide 13 worksheet: monkey_lesson 3_3_why are the monkeys worried. slide 14 worksheet: monkey_lesson 3_4the monkeys are worried because Slides 15-16, Collaborative Reading Task Sheet pages 1-2 worksheet: monkey_lesson 3_5_comprehension questions worksheet:	To guide learners in applying learnt strategies; to guide creative thinking and to foster empathy using available cues.

	about the older monkey's intervention (perspective-taking). The last story slide. Guide learners to work out what happened. Use worksheet 3_8 to check comprehension.	monkey_lesson 3_6_old monkey_feelings slide 17 worksheet: monkey_lesson 3_8_monkeys sharing food	
4	Feedback Student-paced: Pairwork. Both listen to the last slide and individually respond on 17 to imagine what might happen if the monkeys ran out of food? Feedback suggestions with whole class. Also explore as whole class whether their predictions through the lesson were correct? (revisiting assumptions/guesses)	slide 17	