

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 4 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 learn and use emotion words in French or Spanish
- to develop empathy through perspective-taking.

Timing (mins)	Task	Resource	Purpose
5	NB: prior to this lesson you will need to add some of the words you taught last lesson to worksheet “4_1 – emotion words”. You can also add here French/German Spanish words the children suggested in Lesson 3. Children are not expected to be able to say and spell all these words accurately! Recognition might be the best aim, depending on your judgement. Tell class they are going to read the story again and think about how the monkeys might have felt about things.	worksheet: monkey_lesson 4_1_emotion words	To remind learners of key vocab for naming emotions; word recognition and prepare for later tasks
20	Perhaps guide the children to encourage them to listen to and read the story pages. They have already seen the whole story and worked out what it means so in this lesson they’re going to think about individual characters in the story.	the whole story	Emotion word recognition; identifying emotions from visual cues and perspective taking.

	Student-paced: worksheet 4_1 - Individual work: invites the children to translate the emotion words into English (recognition). worksheet 4_2 match emotions: Individual work: the children play an emotion word/emoji matching game (recognition). Feel free to add more emojis. Maybe the children can suggest some too? worksheet 4_3: Pairwork with individual responses. Children are asked to consider prior story events and to write emotion words (and/or draw emojis/faces) which reflects the event. Slide 2 – the beginning: listen to the recording. worksheet “4_4_how is the man feeling? “: individual work – identify how man might be feeling Slide 3-8: listen to story worksheet “4_5-how is the money feeling?”: individual work – identify how monkey might be feeling. Slides 9-11: listen to story worksheet 4_6: individual work – identify cues and emotions slides 12-14: listen to story worksheet “4_7 - angry monkeys”: individual work – invite children to circle which monkey looks angry and to consider how they worked that out. They could consult their peers if desired.	worksheet: monkey_lesson 4_1_emotion words worksheet: monkey_lesson 4_2_match emotions worksheet: monkey_lesson 4_3_emotions for story events slide 2 worksheet: monkey_lesson 4_4_how is the man feeling slides 3-8 monkey_lesson 4_5_how is the monkey feeling slides 9-11 worksheet: monkey_lesson 4_6_the monkey’s feelings slides 12-14 worksheet: monkey_lesson 4_7_angry monkeys	
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	Slides 15-15: listen to story. “worksheet 4_8 - imagine the monkeys’s feelings”: invite children to use either text box (typing) or pencil to write in speech bubbles monkeys’ responses and to identify emotions and causes. Slide 17: listen to final story slide.	slides 15-16 worksheet: monkey_lesson 4_8_imagine the monkeys’ feelings	
5	Feedback – whole class: how do they feel after reading the story? What do they feel is the most important thing they have learnt from the story?		