



## Lesson Plan 4: Post Reading Activities

<h3>Activities</h3> <ol style="list-style-type: none"> <li>1. <b>Reading Action Chain:</b> Teacher places the bed, refrigerator, garage, and sack on the board. Students receive a card and prop. Students are instructed to read the contents of their action card and follow the directions at the given time. Teacher reads the story script pausing when indicated in the script. The student with the appropriate action card then follows those directions to advance the story on the board. (see page 30)</li> <li>2. <b>Character Map:</b> Students write any and all words that they can think of on the character map graphic organizer. The teacher and class discuss the character map. For example students might say “animal, méchant, vert” for the alligator. Or they might say a complete sentence such as, “Le garçon a peur. de l’alligator” (see page 33)</li> <li>3. The teacher retells the story with errors. All students indicate these by privately signaling thumbs up and down. Teacher calls on someone indicating the correct signal to make the corrections in French. (see page 34)</li> <li>4. Students write a sentence about the story that is either true or false. They read their sentence and a volunteer identifies it as “vrai” or “faux”.</li> <li>5. In groups the students follow the pattern to write a note warning another teacher in the school about a danger. They then post it on that teacher’s door and record their reaction. (see page 35)</li> </ol>	<h3>Objectives</h3> <p>Students will create their own story about being afraid</p> <hr/> <h3>Standards</h3> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language pertaining to the story  <b>Standard 1.3:</b> Students present information, concepts, and ideas to other students, the teacher and other teachers about fears.  <b>Standard 5.1:</b> Students use the language both within the school setting but beyond the classroom by placing warning in French around the school.  <b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <hr/> <h3>Language</h3> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 10px 2px 0;">du noir</td> <td style="padding: 2px 10px 2px 0;">des fantômes</td> <td style="padding: 2px 10px 2px 0;">des serpents</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">des montres</td> <td style="padding: 2px 10px 2px 0;">des insectes</td> <td style="padding: 2px 10px 2px 0;">des souris</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">de l’incendie</td> <td style="padding: 2px 10px 2px 0;">d’accident</td> <td style="padding: 2px 10px 2px 0;">d’autre chose</td> </tr> <tr> <td style="padding: 2px 10px 2px 0;">J’ai peur...</td> <td colspan="2" style="padding: 2px 10px 2px 0;">Je n’ai pas peur...</td> </tr> </table> <hr/> <h3>Materials</h3> <p>Reading Action chain Script, cards and props (see page 30)                  Character map graphic organizer (see page 33)                  Story with errors (see page 34)                  Note pattern and directions (see page 35)                  Model note                  Story scaffold and directions (see page 37)</p>	du noir	des fantômes	des serpents	des montres	des insectes	des souris	de l’incendie	d’accident	d’autre chose	J’ai peur...	Je n’ai pas peur...	
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<h3>Assessment</h3> <p>Students write and illustrate and original story using the story scaffold. (see page 37)</p>													