

LES MONSTRES

Teacher's Notes

by Rosemary Bevis



10 stories to read aloud with your class - on CD-ROM with native speaker readers for your whiteboard, AND matching low-cost story booklets for your reading corner.

Stories are the ideal context for teaching a language with creativity and imagination.

With the 10 stories in the '**les Monstres**' collection, you can achieve most of the objectives of the five interlinking strands in the **Key Stage 2 Framework** at every level, and have great fun doing so.

The narratives in '**les Monstres**' take the form of conversations, recorded by native French speakers (in fact, just by listening to them the children are fulfilling objective IU3.4). They therefore make the perfect vehicle for both simple and extended work based around questions and answers, and role-play.

There is some progression within the series, therefore the first stories may be introduced at an early stage.

What you can achieve with these stories

The stories are intended to:

- Increase language awareness by providing exposure to playful manipulation of the language at a simple level
- Stimulate children's imagination in the foreign language
- Reinforce known language and introduce new, related language in a meaningful and amusing context
- Motivate children to further language learning

French Dictionary

The use of the **Dictionnaire** further enhances independent learning and reinforces dictionary skills. It can be prominently displayed, eg. in a French corner.

Activities

The suggested activities contain within them many strategies to aid language learning [LLS] and to reinforce children's knowledge about language [KAL]. The stories can be used to develop their intercultural understanding, eg. Greetings - social conventions [IU3.3].

National Curriculum links

The stories and activities link effortlessly to other areas of the National Curriculum, eg.

Year 3:

NLS Y3 T3 W2: To identify phonemes in speech and writing

NC English KS1 Reading 1c: Link sounds and letter patterns, exploring rhyme, alliteration and other sound patterns

NC Music 4a: To listen with attention to detail and to internalise and recall sounds with increasing aural memory

Year 6:

NC English KS2 Listening 2a: To identify the gist of an account or key points in a discussion and evaluate what they hear

NC English KS2 Reading 4g: Express preferences and support their views by reference to texts

NC English Drama 4d: To evaluate how they and others have contributed to the overall effectiveness of performances

Suggestions for further use of the texts...

You may wish to present the stories to the children using the multimedia versions on an **electronic whiteboard** or data-projector, either to the whole class or to a small group. In this way you can introduce one or two stories at a time, working through the '**les Monstres**' collection at the speed, and in the order, that you wish. Progress to allowing free group or individual access to the story books, and to the multimedia stories on class computers [L4.2].

Encourage children to...

- join in with the storytelling. [O3.1 / O4.2 / KAL]

- mime to the sound-track and act out their favourite story, in pairs or small groups [O3.1] [NCDrama].

They can...

- create new, simple monster props or puppets of their own perhaps using old (clean!) socks or gloves; exciting monsters can be created with modelling materials) [NCTechnology]

- use puppets in pair practice of questions and answers [O3.3 / O4.4]

- learn the dialogue and re-tell the story, using puppets or pictures as props to help them [O4.1].

(This can become part of a show for parents or other children)

- take on the roles in the stories and read them aloud [L4.3]

- re-read the stories as often as they wish [L5.1] use and adapt the language in the dialogues to create new role-plays [O4.4 / O5.1]

- read the stories aloud to an audience [L6.2] or develop the plays they create into performances [O6.2] [NC Drama]. (Different fonts are sometimes used to match the voices of the speaker, eg. **Story 9, Le Monstre Marin**, and this may help the children to read aloud with meaning)

Teacher-led whole-class activities

- **Play with the language** - clap syllables in some words for children to guess; compare French and English sounds in the text [O3.2]

- **Ask the children questions about the story**, eg. 'Is his name Acapulco?' [O3.3]

- **Show items or characters for the children to identify**, eg. bateau [O3.4]

Play 'Where am I'? You read the story, then stop at different points: the children read out the next word [L3.1]

- **Discuss the similarities of words in the text to their equivalent in English** (numbers of syllables, vowels and consonants); add to word banks [L3.2]

- **Play spelling games with key words**; put key vocabulary into dictionary order [L3.3]

- **Compare words in the text with other languages** in the class: add to class sound files, eg. Greetings - Bonjour [IU3.1]

- Children can draw the monsters, or invent their own monsters, and fit speech captions to them. They can illustrate their favourite part of a story, and copy the matching speech

captions. [L4.4 / NC Art]

- Play the **Word Class** game – the children listen for words in the story and make a specified action, eg. when they hear a noun, children put their hands on their heads; when they hear a verb they run on the spot [O4.2]

■ Play **Physical Response** games - listen out for specific words in the text, such as plurals, words with 3 syllables, words beginning with B, words that rhyme with 'eau' etc. and make a physical response, eg. put up their hand when they hear a plural; put their finger on their head when they hear a question, or shake it when they hear a negative [O4.3/ KAL]

■ Play the **Mouthing Game** - You ask questions from the text by mouthing them, the children respond with the correct answers; progress to change of roles [O4.4]

■ Play **Bingo** with familiar phrases from the story, linking pictures to text; progress to using text only [L4.1]

■ Play **Anagram Jigsaw** - words from a story are cut up into individual letter cards, then the children work in groups to re-build the words [L4.2]

■ Create a wall display of the story with handwritten speech balloons [L4.4]

■ Children act out the roles using plenty of mime, facial expression and variation in tone of voice to help to convey meaning [O5.1]

■ Discuss, makes surveys etc. of likes and dislikes of food items that appear in the books [O5.2]

■ You read out sections of the story - the children identify the matching pictures. Re-sequence pictures to re-create the story [O5.3]

■ Read out a story with mistakes – the children listen and try to identify from memory what has changed, then give you the correct version [O5.4]

■ Provide the text of the story, with question marks and full stops missing, for the children to replace correctly [L5.1]

■ Play **Human Sentences** - cut up sections of the text and give each child a word. The children must then line up in the correct sentence order (this is even more fun if you provide the punctuation on separate cards too!) [L5.2]

■ Use a **bilingual dictionary** to check the

spelling of items in a story; make a new list of similar words that they would like to use and have looked up; use these to replace words in the story and create new speech bubbles [L5.3]

■ Play **True or False** game – you read an item out correctly or incorrectly and the class must put their thumbs up or down to agree or disagree with what you have said [O6.1 /L6.1]

■ Narrate the story to the children in a more complex form, using the speech captions as the core of the story [O6.3]

■ Create new conversations, using the stories as models. Play **Hot Seating** – one child begins the story; when you ring a bell the next child must continue, and so on [O6.4]

■ Children read a version of the story containing deliberate errors, and correct it [L6.1]

■ Play **Grammar Sorting** games to sort verbs, nouns, etc. from the story [L6.2]

■ **Re-sequence the story** using text only, this could then be matched to the correct pictures or illustrated by the children [L6.3]

■ Children can draw or tell one of the stories, but **invent a new ending**; or using the structure provided by a story, create their own story [L6.4]...then record it [O6.2]

■ Re-use the **questions and answers** learned in the stories to communicate with children in partner schools [IU6.1]

■ IT can be used to help **children reproduce the story**, eg. the pictures on screen can be sequenced correctly to tell the story, using drag and drop; the captions can then be provided for the children to sort into the correct order; once printed out the children could illustrate the story themselves.

ACTIVITIES for each book:

Children should be able to do some or all of these suggestions...

Story 1 INTERVIEW D'UN MONSTRE

■ Clap the syllables in the different versions of the monster's name [L3.2]. Make up further funny versions of the name [O3.2].



In **Story 1**, Rabbit interviews a monster called Agadougou. He finds out where Agadougou lives, how old he is, and gets a big shock when Agadougou shows him his mystery pet!

- Create a new monster with its name and birthday in its own strange language [KAL]
- Use puppets to hold short conversations about themselves, including their pets, with a partner [O3.3]
- Learn to spell their own names; play a spelling game in which they must guess names as they are spelt out [L3.2]
- Talk about the importance of greeting people politely in their own language [IU3.3]

Story 2 LA FAMILLE MONSTRE

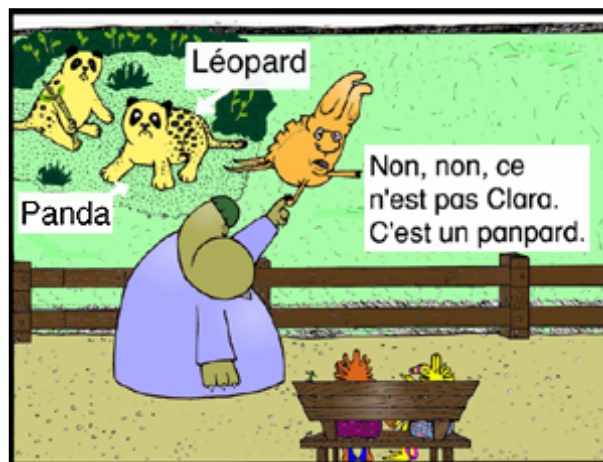
- Invent and draw more 'monster family sums' or create a monster family or family tree (of brothers, sisters, grandparents) [O3.3]
- Use the story as a model for creating new role-plays about monster families, to be performed with puppets [O5.1]
- Make up a radio or TV interview based on Stories 1 and 2, and tape-record or act it out to the class [O6.2]



In **Story 2**, Rabbit and Agadougou meet again and this time Agadougou shows a photo of his Mum and Dad. Rabbit meets his brothers and sisters and finds out what sports he likes. What game will they decide to play?

- Research children's hobbies in France and Francophone countries, especially their attitude to football [IU4.2]
- Re-arrange jumbled-up questions and answers to form new conversations [L5.2]

Story 3 CLARA LE COCHON



In **Book 3**, Fredo has lost his pet pig, Clara. Kim suggests they go to the zoo to look for her. They see some bizarre creatures that are "hybrids" made of halves of two different animals joined together - but they can't see Clara. When they get home they find her in the garden. What surprise does she have for them?

- Using this list of **animal words** as support, recombine names of animals to make an "Animal Bizarre", like those in the story:

<i>un alligator</i>	<i>un chameau</i>	<i>un chat</i>
<i>un cheval</i>	<i>un chien</i>	<i>un cochon</i>
<i>un crocodile</i>	<i>un éléphant</i>	<i>une girafe</i>
<i>un gorille</i>	<i>un hippopotame</i>	
<i>un kangourou</i>	<i>un lapin</i>	<i>un léopard</i>
<i>un lion</i>	<i>un ours</i>	<i>un panda</i>
<i>un perroquet</i>	<i>un phasme</i>	<i>un pingouin</i>
<i>un rhinocéros</i>	<i>un singe</i>	<i>une souris</i>
<i>un tigre</i>	<i>une tortue</i>	<i>un zèbre</i>

Make class "**Zoo Bizarre**"; children could draw them, and list them in alphabetical order; read them aloud [L3.3]

- Play **Animal Consequences** – each child draws half of an animal of their choice. At a signal the paper is folded in half to conceal the first half animal and passed to the next child to complete with the back or bottom half of an animal of their choice. The pictures are then opened out and displayed around the room for the class to discuss and name the mixed-up animals [L3.3][NCart]

■ **Sort animals into categories** according to the number of syllables in their names or the sound of the first or last letter of their names [O4.3]

■ In groups, re-combine the language in the text to **make up a new version of the story** incorporating their own mixed-up animals [L5.1]

Story 4 LE MYSTÈRE DES NUMÉROS



In **Book 4**, Pic and Pac enter a Labyrinth and are trapped in a maze of strange rooms. The only way out of each room is to solve a mathematical puzzle: they have to count parts of the monsters they find there. The right total opens the way to the next room, and another puzzle. Are they trapped forever?

■ Invent and label their own number monsters or write the numbers correctly on illustrations taken from the story - these can be used to make number displays in French [L3.3]

■ Groups make up number raps and perform to the class, holding up the appropriate number monsters as props [O4.1]

■ Create more 'monster' sums; or use the story as a model to create a similar game [O5.1 / NC Numeracy]

■ Play **Find the Card** with number words - you call out a number, the children race to find the matching text card, either on the board or in groups, holding up small text cards [L4.2]

■ Progress to the **children reading aloud** the text and other groups finding the numbers [L4.3]

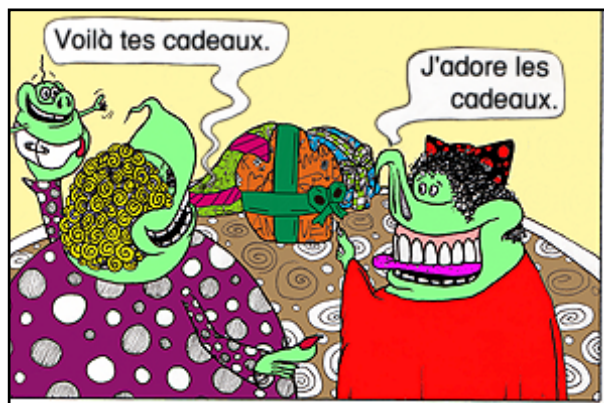
Story 5 L'ANNIVERSAIRE DE SOUZIE

■ Clap each time they hear a word that rhymes with, eg. plateau [O3.1]

■ Make a list of the rhyming presents and find other rhyming words to add; make into tongue-twisters, poems or songs [O4.3]

■ Compare the words with their English meanings [LLS]

■ Each child can list Souzie's presents in order of their own preference [O5.2]



In **Book 5**, it's Souzie's birthday. She opens presents from everyone in her family, but disaster strikes when the dog eats her new toy boat! What will Souzie's mum do to cheer her up?

■ Draw items of vocabulary wrapped up as presents, for others to guess [O3.3]

■ Investigate the birthday celebrations in French-speaking countries [IU4.1]

Story 6 CHÂTEAU ZAPEAU



In **Book 6**, the animals receive a letter from Count Zap, inviting them to his castle. They phone him up to get directions. Using a map they make their way to the castle, but get a shock when they arrive and realise what day it is.

■ Play a game with directions – label various parts of the room with place names. You give directions and the children have to guess which place they will arrive at. Children can then volunteer to follow the directions physically, perhaps blindfolded, and see if they end up in the correct place [O3.4]

■ Design a muddling maze, or a treasure hunt; either they give directions to a friend to follow, in order to reach the treasure, or their partner must try to give the correct directions that solve the puzzle [O3.4]

- As above, but provide the children with printouts of the three key phrases and ask them to provide written instructions [L3.3]

- Explore cultural differences, exemplified in the French custom of secretly sticking paper fish on people's backs on April 1st – the children can do this with fish of their own design [IU4.1]

Story 7 LE PIQUE-NIQUE AU ZOO



In **Book 7**, Sasha and her friend go to the zoo. They meet lots of hungry animals and invite them all to a picnic. Everyone is having a nice time until Mr Crocodile decides he'd like a Sasha sandwich! The animals come to her rescue, but will they be able to save her?

- **Play spelling games** – you spell an animal word, the children point to it; progress to playing this in pairs.

- **Play Guess the Word** - the teacher starts to spell an animal, the children try to take over and finish the word [L3.3]

- **Compare the names of zoo animals in other languages** in Europe and those spoken in the class [IU3.2]

- **Design their own ideal picnic** at the zoo, labelled in French, or draw and label some animals with appropriate picnics [L4.4 / L5.3]

- Use ICT to research zoos in other countries and compare them to English zoos. If they live near to a zoo, prepare information on this to exchange with a partner school [IU5.2]

Story 8 LE MONSTRE A FAIM

- Make comical lists of food preferences for a monster of the child's own creation, looking suitably gleeful or miserable, saying – “Miam, miam! J'adore...” / “Beurk! Je déteste...” [L4.4]

- **Play Guess What I'm Thinking:** a child or group secretly chooses an item that they like and can give a clue by saying either “J'ai faim”

or “J'ai soif”. The others have 5 attempts to guess it, each time asking the key question, “Tu aimes...?” The answer must be in the negative for incorrect guesses, but a positive phrase should be used to respond to a correct guess. Progress to playing this within groups [O5.3]



In **Book 8**, two monsters find an unhappy snake-monster. He's very hungry. They offer him croissants, ice-cream, cake and sweets but he doesn't like any of them. What he ends up eating isn't quite what the monsters had in mind!

- **Pair practice, using puppets** – ask and answer questions about food likes and dislikes, with suitable noises! [O4.4]

- Investigate what French children like to eat and drink [IU4.2]

Story 9 LE MONSTRE MARIN



In **Book 9**, two monsters go to the beach. They find an ice-cream stand where they both choose and pay for an ice-cream. They meet a giant sea monster called Froideau who loves ice-creams. The problem is so do all of Froideau's brothers and sisters who swarm onto the beach.

- Create a survey to find the favourite ice-cream flavours of the class, and use the results as a basis for work in Maths [O4.4] [NCNumeracy]

■ Make a poster of their favourite ice-cream flavours and label them in French [L3.3]

Using a bilingual dictionary, invent especially delicious ices for sea-monsters, eg. une glace au crabe [L5.3]

■ Use the language in the story to run an ice-cream stall at a European Day; or create and video-record a play about a day out in France [O6.4 / L6.4]

■ Talk about asking for things politely and using different forms of address, eg. *Monsieur* [IU3.3]

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Story 10 LA SORCIÈRE ET LE SHOPPING



In **Book 10**, Myrtille the witch does her shopping at the market, the boulangerie, the supermarket, a café and the patisserie. Instead of paying in each shop, she flies away on her broomstick, laughing. However, when she sits down for a picnic with her stolen food, she stops laughing when she gets paid back for her naughty ways!

NOTE: 'le shopping' is a word French people might use for "retail therapy", a special "recreational shopping" trip. French Canadians would also use 'le shopping' as the word for everyday shopping, but in France people would normally say, 'je fais les courses' - 'I do the shopping'.

■ Play the **Dictionary Sorting Game** – working in groups, each child holds the word card of an item and the group must stand in dictionary order [L3.1 / L4.2]

■ **Shopping by magic** – children draw items of their own choice, flying into trolleys or bags: use the dictionary to find the French words and label the items [L5.3]

■ Use the language in the story to practise **role-plays on shopping** for food at the market [O4.4] Research, and create a presentation about, French markets and food [IU6.3]