

## Exploring Gender - Storyboarding

### Purpose

This activity is a good introduction to any narrative text. It encourages pupils to think about the development of a story (they often summarise the story while they are engaged in the activity) and draw on their wide experience of language knowledge.

### Objective

- ✓ to develop sequencing skills
- ✓ to make deductions
- ✓ to make judgements informed by reasons and evidence
- ✓ to develop language learning strategies and knowledge about language

### Preparation

Pupils work in groups of 3 or 4.

Each group will need 1 set of picture cards

When working with younger children the number of cards can be reduced. If this is the case, remove the kitchen, the oven and the road which are quite tricky to find.

### Starter

Display the title page of the story and ask class what they think the story is about. If they are familiar with the Gingerbread Man, ask them what Gingerbread Man really means, (i.e. a man made of bread flavoured with ginger) and then try to establish what the French words might mean.

### Activity 1

For older pupils show the first 8 scenes of the story inviting comments on words they recognise. For younger children show the story in its entirety.

### Activity 2

Ask pupils to sequence the cards in the order in which they appear in the story. As soon as one group has finished, ask groups to stop. Do not check for accuracy. Ask class if they found it difficult and if so, why.

(for older children use cards from first 8 scenes, for younger children use cards from whole story)

### Activity 3

Using the animated on screen version ask class to find the French words for the pictures that

appear on the first page. Ask them to explain their choice. Right or wrong, the reasons they give are very important as they are articulating language learning strategies. If word selected is incorrect ask class if there could be another word for the picture. Ask for reasons. Continue until correct word is identified.

Once they have identified the words for the pictures that appear on the first page of the story, ask them to repeat the words after you. Ask them to comment on the sound and the spelling of the words.

Now ask them to listen to that page being read and to point to the pictures when they hear the words. Next, remove the text and ask them to listen again to see if they can identify the words. Replay the first page with the text and ask them to try and join in when the word is said. Tell them that you intend to remove the text and would like them to still join in. Ask what they need to focus on to be able to do this.

Repeat for all picture cards. If possible have pupils working in groups with a copy of the text to find French words. You may link pictures to page number if necessary.

### **Debrief**

Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. discussing, explaining, reasoning, justifying, making judgements etc.

Pictures from first 8 scenes



# Pictures from whole story

