

Kerpoof Lesson Plan: French Fairy Tales

Title: French Fairy Tales

Topic(s): Language Arts, Graphic Art, French Language

Materials and Resources: Kerpoof's Make a Story, Read-aloud versions of *Le Petit Chaperon Rouge* and *Les Fées* (text adapted from Charles Perrault), Just Dialogue, Vocabulary Sheets, Verb Conjugation Worksheets and Keys, Additional Resources

Grades: 5 and up

Objectives: Students will practice listening comprehension, conversational skills, and verb conjugation as they discover the classic tales of Charles Perrault and create their own endings in Kerpoof's Make a Story.

National Standards for Foreign Language Instruction:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Instruction (2 sessions—1 classroom, 1 lab):

Session 1: Classroom

1. According to your students' grade and proficiency, select either *Le Petit Chaperon Rouge* or *Les Fées* as the subject of this lesson.
 - The text of *Le Petit Chaperon Rouge* includes no subjunctive verbs and restricts itself to the present, imparfait, and passé composé tenses. It features lower level vocabulary, shorter sentences, and simpler grammatical constructions. Recommended for grades 5-8
 - The text of *Les Fées* has been less heavily adapted from Perrault. It features the subjunctive and a variety of verb tenses, more complex sentences and higher-level vocabulary. Since it's not commonly told in English, students will be less reliant on their previous knowledge and experience as they engage the text. Recommended for grades 8 and up
 - Feel free to edit the read-aloud versions—consider tailoring them to reinforce your students' most recent grammar lessons. If you're teaching advanced students, you may wish to work from the original texts (see Additional Resources).
2. When class begins, briefly introduce the students to Charles Perrault and the history of the fairy tale they are about to hear. Charles Perrault was born in Paris in 1628. He helped found schools of language, painting, and science, and his brother helped to build the Louvre.
 - If your students have learned high numbers, have them produce "1628" in French. [mille six cent vingt-huit]He wrote a book called *Histoires ou Contes du Temps passés*, which includes many of the fairy tales we still tell today. Ask students to guess which fairy tales

these might be. [Sleeping Beauty, Cinderella, Red Riding Hood, Puss in Boots, Bluebeard] Point out that an important part of studying fairy tales is discovering how they've changed as people retell them in different eras and languages. Students may want to share examples (*en Français!*) of fairy tales or stories with multiple endings.

3. Read the fairy tale to the class. If you have a flair for theatrics, assist your students' comprehension by miming appropriate parts of the story (*La grand-mère malade*, *le loup féroce*, etc., are easy to get across using tone of voice and simple gestures. New vocabulary words can also be introduced this way; for example, *l'aînée* et *la cadette* can be indicated by holding a hand up high and then down low.)

- Optional: Project the Just Dialogue page and have students recite the lines with you at appropriate junctures. Assign parts to volunteers or split up the class into sections assigned to the different characters. Encourage dramatic readings!

If you are using *Le Petit Chaperon Rouge*:

Explain that this is where Charles Perrault's version ends. Ask:

- Why do you think he ended the story here? [as a warning to children, older versions of fairy tales don't necessarily include "happily ever afters," etc.]
- Have you heard other endings to this story?
- How would you write the ending?

If you are using *Les Fées*:

Explain that you have stopped reading before the end of the story. Ask:

- How would the story be different if it were told from the perspective of the older sister?
- How would the story be different if it were set in the 21st century?
- Do you think the fairy acted fairly?
- Why do you think Perrault chose to tell this story? [for entertainment (remember, no TVs or Nintendos in 17th C. France!), to reinforce morals, etc.]

4. Pass out copies of the Vocabulary Sheet. Let the students know that it's okay if they didn't recognize all the words in the story—have them work individually or in groups to look up unfamiliar words and fill in the definitions, adding to the sheet as necessary. You may also wish to pass around a copy or two of the read-aloud text, so that students can look it over and make sure they didn't miss any important words (having them read what they just heard also helps reinforce comprehension of grammar and content).
5. Tell students that in the next session they will be asked to use Kerpoof's Make a Story to write their own ending to the fairy tale they heard, and encourage them to use the discussion questions as inspiration.
 - Optional: If your advanced students are particularly computer-savvy and/or you've scheduled ample time for computer use, assign a creative re-telling of *Les Fées* with original ending.

Have them split into groups to discuss what they remember about the story, give their individual answers to the group discussion questions (if they haven't already), and share their ideas for creative story endings.

6. Pass out copies of the Verb Conjugation Worksheet and assign as homework. Also ask students to prepare an outline of their story endings for their own use in lab the next day.

Session 2: Lab

1. Collect the Verb Conjugation Worksheets and quickly review the answers.
2. Have students log on to Kerpoof. Direct them to the Make a Story activity. (If you are unfamiliar with Kerpoof, please consult the Make a Picture introductory lesson plan at http://www.kerpoof.com/teach?c=lesson_plans.) Give them most of the class period to create their stories. Make sure they have access to hard copy or online French-English dictionaries.

Typing accents on Kerpoof:

Kerpoof does support some diacritics. First the student must select “Français” from the “Select a Language” list on the homepage. Then, in Make a Story, they should be able to use Alt+### keyboard shortcuts to type accents. **However**, this will not work in the default font in the text boxes; students will have to choose either of the other two fonts. Diacritics are not supported in speech bubbles. There are a couple of ways to work around this—either have students print out their stories and add the accents by hand, or make a separate Word document to hand in for grading.

3. When your students are done writing (make sure they save/print/share their work!), have them swap computers and read their classmates’ endings.
4. Evaluate your students’ stories based on grammar, vocabulary, complexity, and creativity.



Allons-y!

French Fairy Tales: Additional Resources

Original texts by Charles Perrault:

- Le Petit Chaperon Rouge — http://fr.wikisource.org/wiki/Le_Petit_Chaperon_rouge_%28Perrault%29
- Les Fées — <http://www.bacdefrancais.net/fees.php>

Information on Charles Perrault and the history of fairy tales:

- http://en.wikipedia.org/wiki/Charles_Perrault
- http://en.wikipedia.org/wiki/Fairy_tale
- <http://oaks.nvg.org/folktale-types.html>
- http://en.wikipedia.org/wiki/Little_Red_Riding_Hood
- http://en.wikipedia.org/wiki/Diamonds_and_Toads

Online dictionaries:

- <http://www.wordreference.com/enfr/welcome>
 - This site also provides help with grammar and verb conjugation.
- http://humanities.uchicago.edu/orgs/ARTFL/forms_unrest/FR-ENG.html
- <http://www.french-linguistics.co.uk/dictionary/>
- <http://www.freedict.com/onldict/fre.html>

Keyboard Shortcuts for Diacritics

- For PCs: <http://tlt.its.psu.edu/suggestions/international/bylanguage/french.html#winalt>
- For Macs: <http://tlt.its.psu.edu/suggestions/international/bylanguage/french.html#macaccent>

