Unit 9 – Raccontami una storia! (Tell me a story!)

About the unit

In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements and give instructions to each other. The unit is based on a simplified version of the story of Sleeping Beauty.

New language

- Instructions
- Numbers in multiples of 10 up to 100
- Imperatives: *tu* e *voi* forms
- Adjectives: masculine and feminine singular agreement

Where the unit fits in

As in Unit 8, children develop their confidence in speaking Italian, have the opportunity to perform to an audience and enjoy using the language creatively. They consolidate and extend their knowledge of numbers by counting in multiples of 10.

Resources

- Sugar paper to make a story board
- Visuals to illustrate the characters in the simplified story of Sleeping Beauty
- Stick drawings to illustrate the story
- Props for characters
- Word number cards for multiples of 10 up to 60, in envelopes
- Number cards for multiples of 10 up to 60
- Digit fans
- 100 squares
- Rough paper for Strip Lotto
- Large set of word cards for modeling sentence building
- Envelopes with word cards for sentence building

Prior learning

It is helpful if children already know:

- Classroom instructions such as *Ripetete Ascoltate*
- *il padre e la madre*
- Masculine and feminine agreement of adjectives
- Numbers 1–20.

Links with other subjects

Primary framework for literacy: engage with and respond to texts; use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; develop a range of personal strategies for learning new and irregular words; write consistently with neat, legible and joined handwriting; develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; tell stories effectively and convey detailed information coherently for listeners

Primary framework for mathematics: read and write two-digit and three-digit numbers in figures and words (year 2); identify patterns and relationships involving numbers or shapes and use these to solve problems (year 3); identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples

Geography: use secondary sources of information

Expectations

At the end of this unit

most children will: understand and use numbers in multiples of 10, up to 100; develop their understanding of the way sounds are represented in writing; join in with parts of a story from memory; write short sentences that contain an adjective with an appropriate feminine agreement.

some children will not have made so much progress and will: recognise numbers in multiples of 10, up to 100; refer to visual clues when joining in with parts of a story; copy-write using single words or short phrases

some children will have progressed further and will: write and say phrases from memory, with clear pronunciation and meaning; produce extended descriptions in Italian with attention to correct adjectival endings.

Language

Core language

Guardate!	Look!
Ripetete!	Repeat!
Ascoltate!	Listen!
quaranta	40
cinquanta	50
sessanta	60
settanta	70
ottanta	80
novanta	90
cento	100
alto / alta	tall (m/f)
basso / bassa	short (m/f)
bello / bella	beautiful (m/f)
buono / buona	good (m/f)
cattivo / cattiva	wicked (m/f)
vero	true
falso	false

Additional language for this unit

La Bella Addormentata	Sleeping Beauty
C'era una volta…	Once upon a time…
una principessa	a princess
un principe	a prince
una fata cattiva	a wicked fairy
una fata buona	a good fairy
la spada	sword
un bosco	a forest
un bacio	a kiss
Dormirai per cento anni!	You will sleep for 100 years
Svegliati!	Wake up!
Apri gli occhi!	Open your eyes!
Alzati !	Stand up!
Siediti!	Sit down!

Additional language for teachers

Tutti vissero felici e contenti	They all lived happily ever after

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Sleeping Beauty			
• to listen for specific words and phrases (O4.2) • to listen for sounds, rhyme and rhythm (O4.3) • to compare traditional stories (IU4.3) • to use mental associations to help remember words (LLS) • to use context and previous knowledge to determine meaning and pronunciation (LLS)	• Ask children to retell the story of *La bella addormentata* ('Sleeping Beauty') in pairs. Feed back as a whole class. Create a story board on sugar paper or on the interactive whiteboard. • Introduce some key language for retelling the story in Italian: *una principessa, un principe, una fata cattiva, un bosco, la spada, un bacio.* Try the following routine: – say the word or phrase as you display the picture and do an action – point to the pictures and children do the actions – children join in with actions and repeat the words. Some children will need more time and may focus on actions before producing the words – say a word and give an action. Children repeat only if they match – hide one or more of the pictures and ask children to give the action and say the word for the missing picture – say the word and children do the action. Repeat, vice versa. Invite individual children to lead the game. • It may help some children to look at the words and phrases with a teaching assistant before the session. • Read or tell the *La bella addormentata* story (see 'Points to note') to the class. Children do the actions when they hear the key words and phrases. • Repeat the story. Children join in with the actions and individual words if possible. • Display a series of eight pictures with 'stick' drawings for each 'chapter'. Repeat the language from the story as you show each picture. • Place the pictures in random order, numbered one to eight. Ask children to work with a partner to decide the correct sequence. They write the numbers on a mini-whiteboard. Encourage them to say the numbers they are using in Italian. • As a class, place the pictures in correct sequence. Repeat the language from the story as you refer to each picture.	• listen and respond to words and phrases with actions • recognise and say key words in a story • understand that stories from different cultures may be similar	• The story board created here can be used throughout the unit for contextual support. • Text for a simplified version of *La bella addormentata* ('Sleeping Beauty'), organised into eight 'chapters': *C'era una volta una principessa* *Era dolce e molto bella* *Arrivò una fata cattiva che fece un incantesimo* *La principessa si punse un dito* *Dormì per cento anni* *Un bosco di rovi crebbe intorno al castello* *Un bel principe tagliò i rovi con la sua spada* *Trovò la principessa* *La svegliò con un bacio* *La principessa sposò il suo principe e vissero felici e contenti* Once upon a time there was a princess She was sweet and pretty A wicked fairy came The princess pricked her lovely finger She slept 100 years A great forest grew all around A handsome prince cut the branches with his sword He found the princess He woke her with a kiss The princess married her prince They all lived happily ever after. • Follow-up: Throughout the week,

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			read or tell *La bella addormentata* and practise the vocabulary with actions or pictures. • Follow-up: Use an internet search engine to find out whether other well-known traditional tales exist in Italian. • You may prefer to use a different traditional Italian tale to this one like *"Pinocchio"*

Section 2. Giving instructions

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE

• to listen for sounds, rhyme and rhythm (O4.3)
 	
• to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 	
• to apply phonic knowledge of language to support reading and writing (KAL)
 	
• to discuss language learning and share ideas and experiences (LLS)
	• Revise key words from *La bella addormentata* and repeat the actions.
	• *Write three sentences on the board:*
	  – *C'era una volta una principessa.*
	  – *Arrivò una fata.*
	  _ *Il bel principe*
	• Work with the class to decipher the meaning of the words. Children might be able to use their knowledge of English (or other languages) for a few of the words. Point out that this can sometimes be a valuable strategy to use.
	• Read or tell the *La bella addormentata* story and children perform the actions. Some will be able to join in with the key words.
	• Phonic focus: Display the words: *principe - principessa*. Say the words and ask children to comment on any sound that is different from English. Practise saying the *r* /r/ sound.
	• Practise this *r* /r/ sound further by saying the tongue twister:
	  Tre tigri contro tre tigri **(**Three tigers versus three tigers)
	• Extension: Revise key phonemes and allow children to practise and identifying individual sounds. Give the children some counters, say a word and ask them to place a counter in front of them for every phoneme they hear.
	  (Some children will need reminding that a phoneme is a single sound, made up of one or more letters.) The teacher will make a basic grid to complete with the children (Simple sounds / Complex sounds)
	• With mimes, gestures and voice tone, give children a command that could later be inserted into the story as dialogue, such as "Svegliati!" (Wake up) Ask children to guess what the command is and then stand up to practice it
		• hear the *r* sound in Italian words and phrases
		
		• understand and respond to classroom instructions in Italian
		
		• understand that verbs change when giving an order in Italian.
			• Text for the Italian rhymes
			  Bimbo Birba
			
			  Una birba di bambino
			  è in sella al puledrino,
			  fa dispetti a non finire
			  lo fa mordere e nitrire.
			  Ad un tratto il puledrino
			  butta a terra il bambino.
			
			  Rosa Rosella
			
			  Rosa Rosella
			  si sente la più bella.
			  Le sembra di essere una modella
			  Ora ti racconto una storia
			  che tu dovrai imparare a memoria.
			
			• These are used as a rhyme to choose players. Children stand in a circle and, as the rhyme is being said, one player points to each child in turn. The player who is pointed to on the last syllable is out.
			• Follow-up: A collection of tongue twisters in many different languages can be found at: www.uebersetzung.at/twister.
			• Follow-up: Throughout the week, practice *'Bimbo Birba'*
			• Follow-up: Build up a collection of

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	after you and then with a partner. • Revise known classroom instructions and introduce any new ones from the list below: *Ripetete!* *Ascoltate!* *Guardate!* *Sedetevi!* *Alzate le mani!* • Play "The conductor". Choose one child to be the detective and send him / her out of the room. Have a display of classroom instructions on the board. Choose one child to act as the conductor, who will give an agreed signal. The detective comes back in. The class begins to chant the first instruction and do the action. On the signal, children change to the next instruction and action on the list, and so on. The detective must guess who the conductor is. • Extension: Children write out and illustrate or use ICT to display instructions in Italian. • Give children some regular infinitives of verbs and ask them to create instructions e.g., *Saltare – Salta!* *Cantare - Canta!* *Disegnare - Disegna!* *Correre - Corri!*		tongue twisters with the *r* sound. • Follow-up: Investigate tongue twisters in English or other languages spoken in the class. • Link with literacy work: Children may have had experience of writing tongue twisters in year 2 in literacy.

Section 3. Counting in multiples of 10 to 100

• to listen for sounds, rhyme and rhythm (O4.3) • to read and understand a range of familiar written phrases (L4.1) • to use mental associations to help remember words (LLS)	• Revise sequential numbers 1–39 by chanting as a class, clapping or moving as you count. • Play Number Ping-Pong where you 'bat' a number to the class and they 'bat' the following number back. • Repeat, with numbers in random order, backwards or adding on two, three, four, etc. • Read or tell the *La bella addormentata* story and focus on the fifth line, *Dormì per 100 anni*. Ask children if they can remember or guess what *cento anni* means. • Display the word *cento* and ask children if they know any words in English that begin in a similar way (e.g., centimetre, century). What do these words	• can recognise multiples of 10 up to 100 in Italian • begin to understand how the Italian number system works	• Some children will need additional support to carry out the mathematics investigations in this unit. As an alternative to teaching multiples of 10 up to 100 in one sequence, it may be more appropriate to spread this as a separate strand over a longer period of time. • Follow-up: Throughout the week, practise counting in tens to 60 by playing Number Ping-Pong, Bingo or using a counting stick. Take

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	mean?		opportunities to count in tens when going upstairs or during PE.
	• Discuss strategies that would help to memorise words.		• Follow-up: Play "Tesoro o Spazzatura" (Treasure or Rubbish?) to practice sounds. Have a waste paper bin and a toy treasure chest (or boxes with pictures of these on). Tell the children that only items with a certain sound (such as **r**) can go in the treasure chest and that the rest is rubbish. Show the children a selection of objects and say each word. They decide whether it is tesoro or spazzatura.
	• Give pairs of children envelopes containing cards with multiples of 10 up to 60 written in Italian. Children work together to put the cards in the correct order. You can tell them what is in the envelope before the task or ask them to work it out for themselves.		
	• Children feed back on strategies they used to work on their task. Discuss which numbers were particularly difficult to work out.		
	• Using cards with numbers on them, say each number and children repeat.		
	• Display the numbers on the board and point to them in random order. Say the word and children repeat. You may wish to clap the syllables to reinforce the words.		
	• Say a number and hold up a card. Children repeat only if they match.		
	• Play *Toc, Toc* (Knock-Knock). Display the numbers on the board and split the class into two teams. Invite a child from each team to come to the board. Say a number and the first child to knock on the correct card wins a point for their team.		
	• Use digit fans to play *Mostrami* (Show Me). Say a number. Children have 10 seconds to discuss in pairs and then show the number with their fans.		
	• Extension: Give children addition or subtraction questions e.g., *dieci + dieci* *venti + dieci*		
	• Some children will need to spend more time on the lower numbers before moving on to 70–100.		
	• Display the written form of the numbers on the board, this time including 70, 80, 90 and 100. Do they notice any similarities or patterns between the words?		
	• Go through the numbers orally. Children repeat and point to them on a 100 square.		
	• Children work in pairs to find as many different ways as possible to make 50. They feed back their ideas, saying the numbers in Italian.		

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Section 4. Descriptions			
• to listen for sounds, rhyme and rhythm (O4.3) • to write simple words and phrases using a model and some words from memory (L4.4) • to recognise and apply simple agreements (KAL) • to reinforce and extend recognition of word classes and understand their function (KAL) • to sort words into categories (LLS) • to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)	• Play Strip Lotto to revise numbers. Each child has a strip of paper divided into six sections. They write down any six multiples of 10 (between 10 and 100), one number per section. Call out numbers in random order and children rip off the number if they have it at either end of their strip. The child who is the first to hold only one number is the winner. • Recap key words from the *La bella addormentata* story. Do the actions and encourage children to say the words in Italian. Get them to say as much of the story as they can, in Italian or English. • Show pictures of the characters (princess, wicked fairy and prince). Ask children how they would describe them in English. Explain that they are going to be looking at adjectives in Italian. • Show the sentence *Il principe è bello*. Ask children what they think it means. Then show them *La principessa è bella*. Ask them what they think this means. Continue by showing children the sentences *Il padre è bello; La madre è bella; Il figlio è bello; La figlia è bella.* • Ask children what they notice about the sentences. Invite them to sort the sentences into two groups, either on cards or the interactive whiteboard. • Highlight the *il / la* words and the *o / a* on the end of the adjectives. • Ask children to put a further set of masculine and feminine nouns into correct groups. Choose some words that they have already learnt e.g., *la bocca, il naso, la testa, il pomodoro, il gatto, il coniglio.* • Show children the following table on the board and show by gestures the meanings of *bello*, *brutto*, *alto* and *basso* (handsome, bad, tall and short): 	bello	bella
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cattivo	cattiva
alto	alta
basso	bassa | • Colour-code each box for masculine and feminine as you read out the words. • Display the words and pictures for *la principessa*, *il principe*, *la fata*. Model writing a sentence e.g., *La principessa è bassa.* Ask children to translate. Model another one or two sentences. On mini-whiteboards, children work in	• respond to multiples of 10 and say them in chorus • recognise adjectives and nouns in Italian • apply simple agreements to adjectives • write simple sentences with support	• Follow-up: Throughout the week, play Strip Lotto at the end of the day. • Follow-up: Children investigate how adjectives are used in English. Is it different from Italian? Do the endings change? This links to literacy work in year 3 where children compose sentences using adjectives, verbs and nouns for precision, clarity and impact. • The interactive whiteboard is an excellent way of helping children to make sense of the concept of agreement of adjectives. Once you have established a colour code, there are various ways of reinforcing the ending of the adjective. For example, make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell or box with a different colour that is the 'feminine' colour.

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	pairs to write a sentence using the table and other words on the board. Take feedback from the class.		
	• Children write three more sentences. Some children will need support with these writing activities, such as word cards that are colour-coded or numbered on the back for each part of the sentence.		
	• Extension: Children read out their sentences in different voices to reflect the characters.		
	• Extension: Children write extended sentences using *e* e.g., *Il principe è alto e bello.*		
Section 5. Setting the scene			
• to write simple words and phrases using a model and some words from memory (L4.4) • to recognise and apply simple agreements (KAL) • to reinforce and extend recognition of word classes and understand their function (KAL) • to sort words into categories (LLS) • to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)	• Display a series of sentences with visual support on the board e.g., *Il principe è alto.* Children work in pairs to decide whether the sentences are *vero o falso* (true or false). • Model sentence building by using word cards on the board or in a human sentence e.g., *Il principe è bello.* • Discuss with children why *bello* is spelt with the *-o.* • Children work in pairs or groups and are given envelopes containing word cards. Use familiar nouns or cognates and adjectives from the previous session plus some cards showing *è.* Give children a time limit to build at least three sentences and display them on their table. • Explain to the class that they will be performing *La bella addormentata* and that they will need to introduce the three characters to their audience before telling the story or presenting any dialogue. • Use props (e.g. a sword and crown for the prince) to demonstrate: *Ecco il principe* (Here is the prince) *Il principe è…* (The prince is…) Elicit some adjectives from children to describe the prince. Repeat for the other characters. • Give children pictures or a worksheet with illustrations of the main characters and elements of the story. They write sentences to describe these using the structure in the table used in the previous session. Some children will need to work with a writing frame and word bank when constructing their sentences. For example, they may be asked to insert an appropriate noun or adjective only. • Children use props to share their sentences with the rest of the class e.g., *Ecco la fata. La fata è cattiva.*	• recognise adjectives and nouns in Italian • apply simple agreements to adjectives • write simple sentences with support	• Encourage children to work in mixed-ability pairs or groups, or with a teaching assistant, when completing their written tasks. • Follow-up: Children practise introducing each other using the new language and dramatic expression e.g., *Ecco Shaun, Shaun è alto. Ecco Melissa, Melissa è bassa.* Do this as part of a circle time activity, where the class discuss how important it is to be sensitive to the feelings of others.

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Section 6. Tell me a story!			

• to memorise and present a short spoken text (O4.1)
 	
• to practise new language with friends (LLS)
 	
• to plan and prepare for a language activity (LLS)
	• Begin the lesson by referring to *La bella addormentata*. This may be done by:
	  – performing the actions for each 'chapter' and asking children to recall the words with the help of a prompt (which could be a key word for that verse)
	  – asking children to perform the actions and recall the words together
	  – showing a story board of pictures to be put in order
	  – asking children to recall key words and phrases.
	• Read or tell the story with the whole class performing the actions.
	• Briefly draw attention to and revise the phonic focus of the r sound.
	• Divide children into groups of about eight and ask them to select a role for themselves e.g., princess, prince, wicked fairy, trees in the forest. You may wish to create other roles, for example a horse for the prince or a maid for the princess.
	• In groups, children act out the story.
	• Extension: Children add dialogue between the 'chapters', such as greetings or exchanges of personal information.
		• perform a story in front of an audience
		
		• recall and describe the agreement between nouns and adjectives
			• The routine for recapping the *La bella addormentata* can be adapted for any other story.
			• Link with work in English: These activities link to drama work in year 3 and year 4 where children create roles to explore stories.
			• Follow-up: Children offer feedback on their own group's performance and, using the 'Two Stars and a Wish' format, evaluate two things that went well and an area to improve.

	End-of-unit activities		
• to apply the knowledge, skills and understanding in this unit	• Give children an opportunity to rehearse their performance. • Invite each group in turn to perform their story to the class.	• tell a story effectively • perform in front of an audience	• Follow-up: Perform the story as part of an assembly. • Record the performance and share with other classes and partner schools.