

# FRENCH GUIDED STORY WRITING

## FRENCH WRITING FRAMEWORK

**Level 1**

Many students - especially in the beginning levels - can understand much more than they can produce. In order to practice production, it can be helpful to give them a framework that they can use to build their stories. By giving them a solid framework, this allows them to focus on what they can say rather than the things they don't know how to say yet. This framework works for multiple levels - as students progress in French, their stories can become more complex while still sticking to the basic script. Each step in the framework corresponds to one section/image of their story. The framework of giving students words that they MUST include in their story helps to reinforce tricky words.

**Level-specific**

- Keep the "super 7" in
- Use lots of cognates:
- New words - no more than 7
- optional - give students words to use in their story

**The Framework**

1. Introduce the character and something they like
2. Introduce the problem they want to be solved
3. Have them go to fix the problem in a way that is creative
4. Have them solve the problem! Try to describe how they solve it

**USEFUL COGNATES**

more cognates - you may use them, even if they are not in the list

|              |              |
|--------------|--------------|
| un pirate    | un accent    |
| la police    | un animal    |
| une question | un bus       |
| une radio    | un costume   |
| un rat       | un divorce   |
| un sandwich  | un koala     |
| un secret    | un parachute |
| un sofa      | une photo    |
| kangourou    | un bagel     |

**Story planner - Present tense**

**Character**

Name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Personality: \_\_\_\_\_  
Physical Description: \_\_\_\_\_

**Problem**

What does the character want? \_\_\_\_\_

do they go to solve the problem?  
they do when they get there?  
is solution wrong?

do they go to solve the problem?  
do when they get there?  
is solution wrong?

do they go to solve the problem?  
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is solution wrong?

**3 DIFFERENT LEVELS**

# FRENCH GUIDED STORY WRITING

Guided writing activity

Three different levels

Allows creative production without stress



# Three different levels of writing

# Handouts for students to use when writing

In level 2, students can be more creative and focus on more complex language. The framework does not change, but what they can do within the framework does. They should still use new words - anything that the class as a whole has learned - so that their fellow student can hear it. At this level, you can start encouraging connecting words on the sentence level and adding required words from new vocabulary guidelines.

Many students will find it much more difficult to write their stories. Focus on what they know how to say yet

### Level-specific g

- Keep the "sweet 16" in mind
- Use lots of cognates
- New words - no more than 10
- start adding connecting words
- optional - give students a chance to tell their story

## The fram

1. Introduce the character - mention and something they like
2. Introduce the problem - they want they want to be something - but
3. Have them go to fix the problem
4. Fix the problem in a new way/p
5. Fix the problem! They find the
6. Describe how they feel and w

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## Level-specific guidelines

- Keep the "super 7" in mind!
- Use lots of cognates
- New words - no more than 4!
- optional - give students words they must use in their story

## The framework

1. Introduce the character - mention their name, nationality, description and something they like
2. Introduce the problem - they want something or they like something or they want to be something - but they can't
3. Have them go to fix the problem - but it's not quite right
4. Fix the problem in a new way/place - but it's still not quite right
5. Fix the problem! They find the perfect solution
6. Describe how they feel and what they do now

①

## USEFUL COGNATES

There are many more cognates - you may use them, even if they are not on this list

un accident  
une banane  
un festival

un pirate  
la police  
une question  
une radio  
un rat  
un sandwich  
un secret  
un sofa  
un kangourou  
un lion  
un tigre

un accent      une solution

**16 The**

|         |  |
|---------|--|
|         |  |
| to have |  |
| to come |  |

un accident  
une solution

le cinéma  
le restaurant  
le café  
la cathédrale  
l'aéroport  
la banque  
la station de métro

intelligent  
magnifique  
ordinaire  
original  
romantique  
timide  
cool  
différent  
intéressant  
riche  
orange  
violet

### 16 The "Sweet 16" - plural

|                    | we             | you           | they                |
|--------------------|----------------|---------------|---------------------|
| to have            | nous avons     | vous avez     | ils/elles ont       |
| to come            | nous venons    | vous venez    | ils/elles viennent  |
| to put             | nous mettons   | vous mettez   | ils/elles mettent   |
| to be able         | nous pouvons   | vous pouvez   | ils/elles peuvent   |
| to give            | nous donnons   | vous donnez   | ils/elles donnent   |
| to know            | nous savons    | vous savez    | ils/elles savent    |
| to say             | nous disons    | vous dites    | ils/elles disent    |
| to see             | nous voyons    | vous voyez    | ils/elles voient    |
| to have to         | nous devons    | vous devez    | ils/elles doivent   |
| to hear            | nous entendons | vous entendez | ils/elles entendent |
| to go              | nous allons    | vous allez    | ils/elles vont      |
| to be              | nous sommes    | vous êtes     | ils/elles sont      |
| to want            | nous voulons   | vous voulez   | ils/elles veulent   |
| to like            | nous aimons    | vous aimez    | ils/elles aiment    |
| to do              | nous faisons   | vous faites   | ils/elles font      |
| there is/there are | il y a         |               |                     |



# Students use story planner to develop plot

**Once they plan their story, they write and illustrate it**

## Story planner - Past tense

Title:

Glossary:

Character

Name:

Nationality:

Personality:

Physical Description:

Problem

What did the character want?

Attempt 1

Where did they go to solve the problem?

What did they do when they get there?

Why was the solution wrong?

Attempt 2

Where did they go to solve the problem?

What did they do when they get there?

Why was the solution wrong?

Where did they go to solve the problem?

What did they do when they get there?