

## Year 11 German Unit fairytales

### Scaffolding task

#### Activity/Scaffolding task C: text reconstruction (30 mins)

In order to scaffold the student's learning so they are able to achieve the final product whereby they write a fairytale, the following PCPP scaffolding task, in which students reconstruct a fairytale, is embedded into this lesson. This task involves Part A of the *Dornröschen* worksheet.

#### PCPP

**Purpose:** to develop students' understanding on the structure of fairytales in preparation for end product

**Context:** the reconstruction of the text in pairs

**Process:** text analysis and problem solving

**Product:** the reconstructed text

I introduce the task to students by handing out the worksheet and explaining the task. I put students into the same pairs/group they were in yesterday

In order to scaffold the above **PCPP** task, in which students are to reorder the fairytale, I evoke students' prior knowledge on fairytale and text structure by eliciting the following:

*Wie beginnt ein Märchen?*

*Wo steht der erste Abschnitt?*

*Wenn der erste Abschnitt mit Fest beendet, welches Schlüsselwort würde im Anfang des nächsten Abschnitts erscheinen?*

*Wie endet ein Märchen?*

The students sequence the text in pairs. I walk around observing and offering prompts if students are having difficulty with the task.

**Lesson conclusion:** (5mins)

I then ask the groups to give their answers as well as their reasoning for ordering the paragraphs in that sequence: I ask the other students if they agree with the sequencing offered. If an incorrect answer is offered, I will prompt students to look for the key words and a better understanding:

*Welcher Buchstabe ist Abschnitt zwei?*

*Warum habt ihr A gewählt?*