

Two Voice Readings

General objectives:

Discover and build a repertoire of classical works of literature and then share it...

Understanding

Reading must lead to understanding
assured of texts

to Say

...Who allows the appropriation of the works
literary works and their interpretation

and Transmit

...And oblige to control his relationship with the
others, through attitudes,
expressions, speeches

the Culture of his country

...Reading becomes a vector of culture
to say, listening to poetry and literature
becomes a way to share a language and culture

Classes wishing to participate must:

Choose a text, a work, a poem...

Understand this text, practice oralising it.

These texts may be in French, English or another language.

Get in touch with a school in the area to offer them meetings where everyone can
organize games around their shared readings and propose public readings or
dramatized readings.

Participating third party institutions may, if they so wish, do the same.

Integrate productions (audio, video, illustration...) into a creative book



General objectives :

A pedagogy of success and a pedagogy of project

Reading for an audience allows students to consolidate their knowledge and enhance their experience by showing the result of learning.

The project federates the group and becomes a driving force for each student.

Public reading

This is another aspect of text diction. It occurs when reading is sufficiently assured. It is a real work of interpretation for an audience.

The student is able to:

All skills are to be taken in a plurilingual approach

- Oralize a text learned by heart
- Saying a poem or short text while interpreting it
- Accentuate word groups and the normal intonation curve of the sentence
- Memorize a simple text
- Read aloud a passage, correctly restoring group accents and the melodic curve of the sentence.
- Read for delayed communication and adapt the "spoken channel" to the recording equipment (intelligibility, rhythm, intensity).

Base Domains: 1, 2, 3

Area project AXIS 1

- To strengthen, in addition to mastery of the French language, competence in learning languages and intercultural competence (Action 17, POS AEFÉ).
- Consolidate the quality of French mother tongue 2 bilingualism and the language of the host country (Action 18, POS AEFÉ).
- Develop harmonised programmes by better articulating teaching in French, English and other languages.
- Make known the federating projects and actions promoting links between French and English.
- In a perspective of encouraging plurilingualism, develop the practice and the development of intercomprehension between languages.

Languages and cultures

The student is able to:

- Encourage the return trip between mother tongues, languages of the environment (friends, family) and French
- Listening to and understanding the written word
- Read or declaim aloud in French and in a foreign language
 - Promote the emergence of a reflection on the language or languages they use and those with which they are in contact, for the acquisition of a better command of the French language
- Network your culture with other cultures

Base Domains: 1, 2, 5

Zone project Axis 2

- Develop the use of ICT as an instrument for personalising learning at all levels of schooling.
- Develop group work in primary schools, based on interdisciplinary projects.
- Develop interdisciplinary projects at the college (French, history and history of the arts).

Zone project Axis 3

- Propose joint projects at kindergarten and elementary school
- Propose common actions for the school and the college

The student is able to:

To promote living together through the discovery of other cultural universes.

Train children in citizenship while respecting other cultures and enabling them to see it as a richness for personal and social construction

Base Domains : 3

Zone project Axis 4

- Establish links between the network of approved and licensed institutions on the one hand, FLAM associations in the United States and institutions benefiting from the FrancEducation Label on the other hand

Procedure

Before the end of September:

Each class chooses a literary text, a poem..

The choice of this text can be influenced by different criteria:

representative text of the year's work

text representative of the school level (e.g. very studied text in 5th grade)

text adapted to students of this age or very appreciated by students

Before the end of January:

Meetings with institutions will have taken place. They will have enabled the creation of links, the setting up of real communication situations and the sharing of a culture in the form of public or theatrical readings.

Before the end of March:

As soon as the recordings are ready, the texts are digitized ((font: comic Without SM, font size:12) and recorded in audio, they are integrated in a creative book.

The class may also include drawings, photos or illustrations.

Third party institutions may do the same. In which case their productions will be integrated into our creative book.

End of May: the productions will be presented to the students, disseminated to the parents and third institutions that participated in the project.

End of June: Classes wishing to do so will be able to read publicly in front of parents.

The primary school, middle school and high school will each have a coordinator who will be responsible for ensuring that the timetable is respected.

Recording training can be done in the form of reading to other classes (reading from 6th to cm2).