

Mathilde Skit

- Aim:** To help students become aware of the many helpful similarities between French and English words.
- Materials:** Mathilde skit handout
- Vocabulary:** *queen, king, braids* (but avoid pre-teaching cognates that students can identify for themselves)

Notes: This supplemental mini-lesson expands on the William the Conqueror theme. It is assumed that learners will be familiar with the story, which was introduced in the Major Cognates lesson. This skit can be used to supplement other activities in the Cognates unit. It is based on the same historical material used in the Supplemental His-and-her lesson and could serve as a warm-up activity.

Procedure

1. Ask the students what they remember about the William the Conqueror story. Use the words *duke* and *conqueror* to remind them of the term *cognate*. The students will be looking for cognates in the skit.
2. Note that battles are very expensive. Ask the following pre-reading questions:
 - How do you think William got enough money to buy a battleship?
 - Do you think William the Conqueror had a wife and children?Tell the students that the skit answers these questions.
3. Form groups of four and assign roles. The roles are: Narrator 1, Narrator 2, Mathilde, and Mathilde's father. Hand out the skit scripts.
4. Groups practice the skit several times to arrive at a smooth performance, Switching roles is an option for those who need more challenge.
5. If you opt for performances in front of the class, students who are listening can vote. The class can decide on categories to put on ballot slips. These might include Most Dramatically Expressive Group, Group with Best Pronunciation, Group with Best Timing, Most Audible Group, etc. Ideally, this is structured so that many can win!

Supplemental Cognate Skit Lesson Plan

6. Finally, ask the students to circle the French-English cognates in the text of the skit. (Tip: Don't count repeat uses of the same word). Which character's part has the most? Answer: Narrator 1