

Les quatre amis (The Four Friends)

2. Animal characters

Prior Knowledge: It is helpful if the children can recall some animal words.

<u>Objectives</u>	<u>Support</u>	<u>Main</u>
<p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Be aware that some children may need time and/or support to fully understand the concept of the game <i>Répétez si c'est bon</i>.</p> <p>Extension</p> <p>Combine the adverbs <i>vite</i> (quickly), <i>doucement</i> (slowly) with classroom instructions to add enjoyment to the activity e.g. <i>Les moutons, levez-vous doucement!</i> (Sheep, stand up slowly!)</p> <p>Play Pelmanism with <i>written</i> animal and verb cards.</p> <p>Put animal and verb word cards in alphabetical order.</p>	<p>Divide children into four groups and give each group one of the animal characters from Session 1. Combine classroom instructions with the animal characters, e.g. <i>Les moutons, levez-vous!</i> (Sheep, stand up!)</p> <p>Highlight verbs of movement in the story e.g. <i>le cheval galope</i> (the horse gallops) Ask children for an appropriate mime.</p> <p>Ask a child to volunteer to mime a verb. The others guess the verb and answer in a short sentence using the pronoun <i>il / elle</i> e.g. <i>il galope</i>. Remind children of the use of these pronouns in Unit 4. The child who guesses correctly then does a mime for the class. You may like to introduce or revise other verbs here, such as <i>danser / écouter / regarder</i>.</p> <p>Read the story again. Ask children to put their fingers to their lips each time they hear the [ʃ] <i>ch</i> sound (e.g. <i>champs</i> (field), <i>cheval</i> (horse), <i>chercher</i> (to look for)). Show children a familiar word starting with <i>ch</i> such as <i>cheval</i> (horse), <i>chien</i> (dog), <i>chouette!</i> (cool!). Can they spot how these words begin and create a rule for the [ʃ] <i>ch</i> sound in French?</p> <p>Create a page in the sound bank for [ʃ] <i>ch</i> and add the words <i>cheval, chercher</i> and any other words the children have encountered with <i>ch</i> e.g. <i>cache-cache</i> (hide and seek), <i>bouche</i> (mouth), <i>cheveux</i> (hair).</p> <p>Introduce some written phrases with the interactive whiteboard or large text cards. Play <i>Répétez si c'est bon</i> again. Children read aloud, e.g. <i>le cheval galope</i> if it's true in the story. If they see <i>le mouton galope</i> they remain silent because this is not true in the story. Stress the phonic focus [ɔ̃] <i>on</i> (<i>mouton, monte, mon, donc, maison, marron</i>).</p> <p>Children play Pelmanism, matching animal pictures and text verb cards.</p> <p>Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence e.g. <i>Le mouton court</i> (The sheep runs).</p>

<u>Grammar</u>	<u>Grammar</u>	<u>Phonics focus</u>	<u>Phonics focus</u>
<p><u>For teachers:</u></p> <p>Nouns, singular and plural (NB: <i>les</i> is used as the definite article for both masculine and feminine nouns)</p> <p>Imperatives – classroom instructions <i>levez-vous, asseyez-vous, répétez</i></p> <p>3rd person singular of following verbs - <i>se promène, dit, galope, essaie, monte, court, sautille, étend, prend, crie, trotte</i></p>	<p><u>For children :</u></p> <p>Pronouns - <i>il/elle</i></p> <p>Extension:</p> <p>Adverbs – <i>vite, doucement</i></p>	<p><u>For teachers:</u></p> <p>[a] a – <i>cheval, galope, lapin,</i></p> <p>[u] ou – <i>court, souris</i></p> <p>[o] au – <i>sautille, chevaux (pl)</i></p> <p>silent final consonants: <i>court, chevaux, les, lapins, moutons</i></p>	<p><u>For children:</u></p> <p>[ʃ] ch – <i>cheval, champs, chercher,</i></p> <p>[ɔ̃] on – <i>mouton, monte, donc, mon, maison, marron</i></p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• repeat words and phrases modelled by the teacher• begin to use pronouns <i>il/elle</i> in simple sentences• identify and read simple phrases• match words and pictures	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Sentence structure</u> – Year 4 Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p><u>Terminology for pupils</u> – Year 4 pronoun, possessive pronoun, adverbial</p>
<p><u>Throughout the week:</u></p> <p>In Literacy, discuss English words that contain the letter string ch where it is pronounced sh such as chef or machine – even better if there is a Charlotte in the class! Why do children think this might be? Discuss the origins of words and the fact that many words in English come from French. Start collecting these words.</p> <p>Try practising the verbs of movement and the adverbs as part of a PE warm-up.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">• The text of the story <i>Les quatre amis</i>• Picture flashcards, props or interactive whiteboard presentation for telling the story• <i>CH</i> word cards• Picture flashcards and large text cards for the animals in the story• Text cards or IWB for verbs of movement in the story• Sets of small animal pictures and text verb cards
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Children learnt <i>Il/Elle est...</i> (He/She is...) in Unit 4, Section 5. Here the same words are used to mean 'it'.• Allow children to choose their own actions for the verbs and animals.• When showing the written form, encourage children to make comparisons with the word which may appear similar to English but be pronounced quite differently e.g. <i>galope</i> / gallops)• As a quick warm-up, ensure children are clear on verbs and nouns by calling out a word in French – either an animal or a verb – and children perform an appropriate action (e.g. hands on heads for a noun, run on the spot for a verb).	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Je vais vous diviser en quatre groupes</i> <i>Levez-vous !</i> <i>Asseyez-vous !</i> <i>Levez le doigt !</i> <i>Tournez-vous !</i> <i>Croisez les bras !</i> <i>Vite !</i> <i>Doucement !</i> <i>les lapins</i> <i>les chevaux</i> <i>les moutons</i> <i>les souris</i> <i>Répétez si c'est bon !</i> <i>Le lapin sautille.</i> <i>Le cheval galope.</i> <i>Le mouton court.</i> <i>La souris trotte.</i>	I'm going to split you into four groups Stand up! Sit down! Put your hand up! Fold your arms! Turn around! Quickly! Slowly! rabbits horses sheep mice Repeat if it's right! The rabbit hops . The horse gallops . The sheep runs . The mouse scurries .	<i>le lapin / les lapins</i> <i>le cheval / les chevaux</i> <i>le mouton / les moutons</i> <i>la souris / les souris</i> <i>Le lapin sautille.</i> <i>Le cheval galope.</i> <i>Le mouton court.</i> <i>La souris trotte.</i> <i>Il / elle ...</i>	rabbit / rabbits horse / horses sheep / sheep mouse / mice The rabbit hops . The horse gallops . The sheep runs . The mouse scurries . He / she ...