

## Les quatre amis (The Four Friends)

### 5. Animal chorus

**Prior Knowledge:** It is helpful if the children are familiar with some key story phrases.

#### Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

#### Support

Ensure that each group includes several confident children who can lead the choral speaking.

Add appropriate mimes and gestures to aid memorisation.

#### Extension

Confident children could lead small group practice in choral speaking.

Confident children could be given their own line in the story.

#### Main

Re-read the story, with children doing actions and mimes to aid understanding.

ICT Opportunities: Use a multimedia presentation to re-tell the story.

In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases. For example:

*Quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge.*

*Je vais chercher mon ami(e)....*

*Toc, toc, toc. C'est qui?*

*Viens m'aider s'il te plaît.*

*Alors les deux amis retournent au pommier.*

*Croc, croc, croc.*

Play 'Secret Signal'. Two children leave the room while the rest of the class choose a signal e.g. a wink or scratch of nose and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal.

Divide the class into four and give each group one extract to practise. They will recite this in a class performance.

#### **Grammar**

##### For teachers:

Adjectives & adjectival position – *la belle pomme rouge*

Asking questions – *c'est qui ?*

#### **Grammar**

##### For children:

No specific focus

#### **Phonics focus**

##### For teachers:

Onomatopoeia – *toc, toc, toc, croc, croc, croc*

[ʁ] gn – *signe*

#### **Phonics focus**

##### For children:

Onomatopoeia – *toc, toc, toc, croc, croc, croc*

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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• join in with storytelling</li><li>• remember a sequence of chosen words</li><li>• speak clearly and confidently</li></ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
<p><b><u>Throughout the week:</u></b></p> <p>Take every opportunity to rehearse the choral speaking.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• The text of the story <i>Les quatre amis</i></li><li>• Picture flashcards or props for telling the story</li><li>• (Teaching tips) Microphone</li><li>• (Teaching Tips) Key phrase cards, cut into individual words</li></ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"><li>• It may be helpful to use a mime or gesture for key story phrases to support children with their choral repetition</li><li>• Children could record each other saying key story phrases then play them back to evaluate pronunciation and expression</li><li>• Some children may benefit from having the words to the key phrase cut up and having the opportunity to re-order them to help fix them in their memory</li></ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez et répétez</i>	Listen and repeat	<i>See phrases in main teaching activities</i>	See phrases in main teaching activities
<i>On va jouer au signe secret.</i>	We are going to play 'Secret Signal'.	<i>Je vais chercher mon ami(e)....</i>	I'm going to look for my friend...
<i>Quel est le signe ?</i>	What is the signal?	<i>Toc, toc, toc. C'est qui?</i>	Knock, knock. Who's there?
<i>Qui va faire le signe ?</i>	Who will do the signal?	<i>Viens m'aider s'il te plaît.</i>	Please come and help me.
<i>C'est qui ?</i>	Who is it?	<i>Alors les deux amis retournent au pommier.</i>	So the two friends return to the apple tree.
<i>Commencez</i>	Start	<i>Croc, croc, croc.</i>	Crunch, crunch, crunch.
<i>Arrêtez</i>	Stop		
<i>Plus fort</i>	Louder		
<i>Moins fort</i>	Less loudly		
<i>Plus doux</i>	Softer		