

Le Carnaval des Animaux (Carnival of the Animals)

6. Guess the animal

Prior Knowledge: It is helpful if children already know the names of some animals and how to describe them.

Objectives

Read carefully and show understanding of words, phrases and simple writing

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing.

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.

Support

Some children may benefit from a writing frame, or could select from a choice of printed words on word cards to construct sentences.

Extension

Encourage children to recycle a greater range of vocabulary from previous units. Adjectives could be linked using *et* (and).

Main

Briefly revise questions and answers about animals by playing Secret Signal (See Unit 5, Session 5), e.g.

Qui est ce?

C'est un lion.

Il est comment, le lion?

Le lion est féroce !

Où habite le lion ?

Le lion habite dans la savane.

Elle est comment la savane ?

La savane est grande.

Remind children of the game Guess Who from Unit 4 Session 5. You say *Devinez qui c'est! Il est brun. Il est féroce. Il habite dans la savane. Qui est-ce?* Children discuss quickly with a partner then respond *un lion*. Play again with *l'éléphant*.

Repeat the game with *la tortue*. Ask children what they noticed about the clues for *la tortue* (they use *elle* not *il*).

Ask a confident child to lead the game. Children work in pairs to play the game taking it in turns to give clues and to guess.

On the board display the following clues. Read them aloud to the children. *Il est noir. Il est petit. Il a quatre pieds. Il galope. Il habite dans la ferme. Qui est-ce?* Ask the children to respond and then ask what helped them to guess. Draw attention to *il a quatre pieds* and to the verb. Encourage the children to recall other verbs from Unit 5 (*trotte, saute, court*) and ask them to help spell these as you write them on the board.

Ask children to use knowledge from previous sessions and suggest the spelling of *qui*. Discuss responses and establish that it begins with [k] *qu*.

As a class, construct written clues for *la poule*. *Elle est brune/blanche. Elle est petite. Elle a deux pieds. Elle court. Elle habite dans la ferme*. Encourage children to articulate what needs to change to make the clues appropriate for this animal.

Children construct their own written clues for one of the animals.

Le Carnaval des Animaux (Carnival of the Animals)

6. Guess the animal

Grammar <u>For teachers:</u> <p>Note that these questions can be formed in other ways: <i>Qui est-ce? C'est qui? Comment est le lion / la savane?</i></p>	Grammar <u>For children:</u> <p>Subject pronouns – <i>il / elle</i>. Remind children that these words do not just refer to people; they can also refer to things (and animals!). <i>Il</i> is used for masculine nouns and <i>elle</i> is used for feminine nouns.</p> <p>Verbs – third person singular – <i>il / elle est, habite, galope, court, saute, trotte, il / elle a</i></p> <p>Asking questions – <i>Qui est-ce? Il est comment, le lion? Où habite le lion? Elle est comment, la savane ?</i></p>	Phonics focus <u>For teachers:</u> <p>[k] qu – qui</p> <p>Silent final consonant – <i>comment, c'est</i></p>	Phonics focus <u>For children:</u> <p>[k] qu – qui</p>
<u>Learning Outcomes</u> <p>Children can:</p> <ul style="list-style-type: none"> Ask and answer questions on different topics Write a series of clues to describe an animal and its habitat 		<u>New National Curriculum Links</u> ENGLISH <u>Writing</u> - Years 3-4 <p>Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme.</p>	

<u>Throughout the week:</u> <p>Play <i>Devinez qui c'est</i>.</p> <p>Create neat copies of the clues with images in a lift-the-flap type presentation and use these for an interactive class display.</p>	<u>Resources</u> <ul style="list-style-type: none"> Language imported from previously saved presentations or interactive whiteboard files
<u>Teaching Tips</u> <ul style="list-style-type: none"> Play a simple game of <i>Question ou réponse?</i> Call out a series of questions or answers and ask children to respond by drawing a question mark in the air if they think it is a question, or by folding their arms if they think it is an answer. When they are confident, ask them to do this with their eyes shut. Discuss what clues help them work out it was a question, e.g. question word, rising intonation. Children could also be provided with a set of question cards and a set of answer cards, which they have to match up, as a prelude to supplying their own information. Remind children of question words encountered so far and add <i>Qui?</i> 	

Le Carnaval des Animaux (Carnival of the Animals)

6. Guess the animal

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Devinez qui c'est.</i>	<p>See language from previous sessions.</p> <p>Guess who it is.</p>		See language from previous sessions.

End of Unit Activities			
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> When the 'Guess Who' presentations are finished, allow children to present them to the class before displaying them around the school. 	<ul style="list-style-type: none"> Use prior learning and learning from this unit to create a Guess Who lift the flap presentation about an animal. 	<ul style="list-style-type: none"> This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences.