

Le Carnaval des Animaux (Carnival of the Animals)

5. Animal Habitats

Prior Knowledge: It is helpful if children already know the adjectives *grand* and *petit*.

Objectives

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.

Support

Revise / introduce the English words for habitats before the lesson.

Extension

Play *Le Pendu* (Hangman) to help children learn to spell animal and habitat words.

Main

Revise feminine agreements by drawing or showing a picture of a large or small tortoise. Ask *Quel est cet animal?* Children answer with *une tortue*. Ask *La tortue est grande ou petite?* Children answer. Repeat with *une poule*.

ICT Opportunities: Use the interactive whiteboard to help children to understand the concept of agreement of adjectives. There are various ways of reinforcing adjectival endings, e.g. make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell/box that is the 'feminine' colour.

Display a picture of an animal habitat, e.g. *la savane* (savanna). Show word cards with the adjectives *grand*, *petit* and a new one, *bruyant* (noisy). Ask *Elle est comment la savane?* As a class, build sentences with word cards on the board, e.g. *La savane est grande*. Highlight the e in *grande* and draw out from children that this is needed, as *savane* is feminine. Build the sentence again with the new adjective *bruyant*.

ICT Opportunities: Use a photo search engine to find pictures of different habitats.

Show images of four habitats where animals from the Carnival of Animals live, e.g. *la savane*, *la forêt* (forest), *la mer* (sea), *la ferme* (farm). Hold up word cards with names of each habitat in French. Children discuss in pairs, which pictures and words match. Ask individual children to come out to match them. Use the images to practise saying the habitat words.

Ask *Elle est comment...?* for one of the habitats. Children can use an adjective from this unit or a colour in response. Highlight the sound and written form of the adjectival ending.

Write each habitat on a separate sheet of A4 paper, using different coloured pens. Add a picture to each. Show a word, e.g. the 'orange' word, *la ferme* and children read it. Stick this sheet somewhere in the classroom. Repeat with the other habitats, using different colours. Ask children to look at the words displayed around the room and watch as you turn each sheet to face the wall. Ask children to discuss in pairs which word was where. They feed back.

Show animal pictures from previous sessions. Ask children to discuss in pairs where they live. Individual children come out to stick the animals on the appropriate habitat. Using pictures or puppets, model the question and answer *Où habite le /la...? Le / La...habite dans ...* (Where does the... live? The... lives in...) Ask children to guess what you are saying. Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with other pictures.

ICT Opportunities: If your interactive whiteboard has the function, make a slide for each habitat, by importing a picture of the habitat and make it a background. Children can then drag pictures of animals and sit them on top of the background, adding text, either from a writing frame or from memory.

Children to work in pairs to write the question *Où habite le lion?* on mini-whiteboards. Share suggestions then write the correct sentence on the board. What did children find easy to spell? What was harder? Which letters are silent? Repeat the activity with the answer *Le lion habite dans la savane*. What do children notice this time? Children work in pairs to ask the question and to give the answer.

Le Carnaval des Animaux (Carnival of the Animals)

5. Animal Habitats

<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>ou / où</i> – note that without the accent ou means ‘or’; with the accent où means ‘where’.</p> <p>Verbs – third person singular of the verb <i>habiter</i> – <i>habite</i>. Remember this is formed by removing the –<i>er</i> from the infinitive and adding the –<i>e</i> ending.</p> <p>Subject pronouns – <i>il / elle</i>. In the question <i>Elle est comment, la savane?</i> the subject pronoun <i>elle</i> refers to a thing (<i>la savane</i>). <i>Elle</i> is used in all the examples above because all the habitats are feminine words.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking questions – <i>Quel est cet animal? Elle est comment, la forêt / la savane etc.? Où habite le lion?</i> Remind children of rising intonation and key question words.</p> <p>Nouns and adjectives – remind children of the function of the adjective in these sentences.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ã] an / en – dans, comment, lent</p> <p>NB : <i>savane</i> does not follow this pattern, the [a] a sound is the same in both halves of the word - savane</p> <p>[ɛʀ] er – mer, ferme</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent final consonant – s in dans; t in forêt</p> <p>silent h - habite</p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Understand that French adjectives agree with the noun they describe Say the names of some habitats Say where some animals live 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p>Writing - Years 3-4</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		

<p><u>Throughout the week:</u></p> <p>Play a version of ‘My grandmother went to market’ to see how many animals the children can add to the list, e.g. <i>Dans la savane, je vois...</i></p> <p>Children may want to add adjectives to this game.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Music by Camille Saint-Saëns: <i>Carnival of the Animals</i> Pictures of the four habitats either from the internet on the IWB or in hard copy A4 paper and coloured marker pens for vocabulary exercise. Animal puppets or pictures Habitat word cards Flipchart or notebook page on which the last letter of the feminine form is the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the ‘feminine’ colour. Backgrounds from the interactive whiteboard resource back or gallery Drag and drop function on the interactive whiteboard
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Keep the activity short in which the first animal habitat is introduced. It is meant to reinforce the idea that adjectives agree with all nouns. Play a brisk warm-up game calling out nouns and adjectives at random and asking children to perform a suitable action, according to whether the word is a noun or an adjective. Using different colours and different locations to pin up the new vocabulary in the room may help some children memorise the new language. Add <i>Où?</i> to the bank of question words 	

Le Carnaval des Animaux (Carnival of the Animals)

5. Animal Habitats

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Quel est cet animal?</i>	Which animal is it?	<i>la savane</i>	the savanna
<i>L'éléphant est grand ou petit?</i>	Is the elephant big or small?	<i>la forêt</i>	the forest
<i>La tortue est grande ou petite?</i>	Is the tortoise big or small?	<i>la ferme</i>	the farm
<i>Où habite le lion / la tortue ?</i>	Where does the lion / the tortoise live?	<i>la mer</i>	the sea
<i>la tortue habite dans ...</i>	The tortoise lives in the ...	<i>bruyant(e)</i>	noisy
<i>la savane</i>	the savanna	<i>la tortue habite dans ...</i>	the tortoise lives in the ...
<i>la forêt</i>	the forest		
<i>une ferme</i>	a farm		
<i>la mer</i>	the sea		
<i>bruyant(e)</i>	noisy		