

## Raconte-moi une histoire! (Tell me a Story)

### 4. Description

**Prior Knowledge:** It is helpful if children recognise some key phrases from *Sleeping Beauty*.

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

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

Appropriate support will be necessary for the writing section of the lesson, as for other literacy writing activities, such as word cards colour-coded or numbered on the back for each part of the sentence.

#### Extension

Children read out their sentences in different voices to reflect the characters.

Children write extended sentences using *et* e.g. *Le prince est charmant et grand*.

#### Main

Play 'Strip Lotto'. Each child has a strip of paper divided into six sections. They write down any six multiples of 10 (between 10 and 100), one number per section. Call out numbers in random order and children rip off the number if they have it at either end of their strip. The child who is the first to hold only one number is the winner.

Recap key words from the *La Belle* song. Do the actions and encourage children to say the words in French. Encourage them to say as much of the story as they can, in French or English. Then sing the song with the actions.

Show pictures of Sleeping Beauty, the wicked fairy and the prince. Ask children how they would describe them in English. Explain that they are going to be looking at adjectives in French. Remind them of work in unit 4 on portraits.

Show the sentence *Le prince est charmant*. Ask children what they think it means. Show them *La Belle est charmante*. Ask them what they think this means. Continue by showing children the sentences *le père est charmant*, *la mère est charmante* and *le garçon est charmant*, *la fille est charmante*.

Ask children what they notice about the sentences. Invite them to sort the sentences into two groups, either on cards or the interactive whiteboard.

Highlight the *la* words and the *-e* on the end of the adjectives and explain why this is added.

Highlight the difference in pronunciation between the masculine and feminine adjectives and give children a few minutes to work in pairs to come up with a pronunciation rule e.g. when the *-e* is added, you say and hear the last consonant but when there is no *-e*, the last consonant is silent.

Ask children to put a further set of masculine and feminine nouns into correct groups. Choose some words that they have already learned such as *le football*, *le nez*, *le lapin*, *la bouche*, *la tomate*, *la tête*.

Show children the following words on the board and remind them, with gestures, of the meanings of *grand* and *petit*: *charmant* / *charmante* ; *méchant* / *méchante*; *grand* / *grande* ; *petit* / *petite*. Colour-code each box for masculine and feminine as you read out the words.

ICT Opportunities: Use multi-media software to show both masculine and feminine adjectives, using colour coding.

Display the words and pictures for *la Belle*, *le prince*, *la fée*, *la haie*. Model writing a sentence e.g. *La Belle est petite*. Ask children to translate. Model another one or two sentences. On mini-whiteboards, children work in pairs to write a sentence using the table and other words on the board. Take feedback from the class.

Ask the children to challenge themselves to write one, two or three more sentences.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Nouns – <i>le prince, la Belle, la fée (méchante)</i></p> <p>Gender – masculine nouns (<i>le / un</i>) and feminine nouns (<i>la / une</i>)</p> <p>Adjectives - <i>charmant, grand, petit, méchant</i></p> <p>Adjectival agreement – adjectives do not change their spelling when describing a noun, which is masculine (<i>le / un</i>). However, when describing a noun, which is feminine (<i>la / une</i>), an e is added to the end of the adjective - <i>charmante, grande, petite, méchante</i>. See Phonic focus for how this changes pronunciation. <i>Gentil</i> is irregular as the feminine form adds –<i>le</i> to the end of the adjective.</p> <p>Verbs – <i>est</i> (is) comes from the verb <i>être</i> (to be).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Nouns – <i>le prince, la Belle, la fée (méchante)</i></p> <p>Gender – masculine nouns (<i>le / un</i>) and feminine nouns (<i>la / une</i>)</p> <p>Adjectives - <i>charmant, grand, petit, méchant</i></p> <p>Adjectival agreement – adjectives do not change their spelling when used to describe a noun, which is masculine (<i>le / un</i>). However, when used to describe a noun, which is feminine (<i>la / une</i>), an e is added to the end of the adjective - <i>charmante, grande, petite, méchante</i>.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ɛ̃] in – <i>prince</i></p> <p>[ɑ̃] an – <i>charmant, méchant, grand</i></p> <p>[ʃ] ch – <i>méchant, charmant</i></p> <p>[e] é – <i>fée</i></p> <p>silent h – <i>haie</i></p> <p><i>est</i> (is) – silent s and silent t</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>Silent final consonant – <i>charmant, grand, petit, méchant</i></p> <p>Note that the final consonant is sounded when an e is added in the feminine form - <i>charmante, grande, petite, méchante</i>.</p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• respond to multiples of 10 and say them in chorus</li> <li>• recognise adjectives and nouns in French</li> <li>• apply simple agreements to adjectives</li> <li>• write simple sentences with support</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Handwriting - Years 3-4</u></p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Children investigate how adjectives are used in English. Is it different from French? Do the endings change?</p> <p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• The interactive whiteboard is an excellent way of helping children to make sense of the concept of agreement of adjectives. Once you have established a colour code, there are various ways of reinforcing the ending of the adjective. For example, 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 or box that is the “feminine” colour.</li> <li>• Play a game to ensure children can distinguish between nouns and adjectives. Choose an action for each and then call out a word from this lesson – children perform the agreed action to indicate their understanding.</li> <li>• Pin up two cards, one on each wall, indicating masculine and feminine. Call out adjectives at random and children listen for whether the word is describing a masculine or a feminine noun and point to the correct wall.</li> </ul>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Rough paper for ‘strip lotto’</li> <li>• Song words <i>La Belle</i></li> <li>• Pictures of characters</li> <li>• Sentence cards or sentences on the IWB</li> <li>• Mini whiteboards</li> <li>• Multimedia software</li> <li>• Layering facility on the interactive whiteboard</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Numbers 1-100 (multiples of 10)</i></p> <p><i>Écoutez et répétez</i></p> <p><i>le prince</i></p> <p><i>la belle (princesse)</i></p> <p><i>la fée</i></p> <p><i>la haie (d'épines)</i></p> <p><i>est</i></p> <p><i>gentil / gentille</i></p> <p><i>charmant / charmante</i></p> <p><i>méchant / méchante</i></p> <p><i>grand / grande</i></p> <p><i>petit / petite</i></p> <p><i>Ecrivez six multiples de dix entre dix et cent. Par exemple...</i></p> <p><i>Nous allons chanter notre chanson 'La Belle'.</i></p> <p><i>Qu'est-ce qu'elle veut dire en anglais, cette phrase ?</i></p> <p><i>Vous allez classer ces phrases en deux groupes.</i></p> <p><i>C'est à vous maintenant d'écrire une phrase sur vos ardoises.</i></p>	<p>Listen and repeat</p> <p>the prince</p> <p>the princess</p> <p>the fairy</p> <p>the hedge (of thorns)</p> <p>is</p> <p>kind</p> <p>charming</p> <p>wicked</p> <p>big</p> <p>small</p> <p>Write down 6 multiples of 10 between 10 and 100. For example...</p> <p>Let's sing our song 'La Belle'.</p> <p><i>What does this sentence mean in English?</i></p> <p>You're going to sort the sentences into 2 groups.</p> <p>It's your turn now to write a sentence on your mini whiteboards.</p>	<p><i>Numbers 1-100 (multiples of 10)</i></p> <p><i>le prince</i></p> <p><i>la belle (princesse)</i></p> <p><i>la fée</i></p> <p><i>la haie (d'épines)</i></p> <p><i>est</i></p> <p><i>gentil / gentille</i></p> <p><i>charmant / charmante</i></p> <p><i>méchant / méchante</i></p> <p><i>grand / grande</i></p> <p><i>petit / petite</i></p> <p>is</p> <p>kind</p> <p>charming</p> <p>wicked</p> <p>big</p> <p>small</p>	<p>the prince</p> <p>the princess</p> <p>the fairy</p> <p>the hedge (of thorns)</p> <p>is</p> <p>kind</p> <p>charming</p> <p>wicked</p> <p>big</p> <p>small</p>