

Quel temps fait-il? (What's the weather like?)

4. The Wind and the Sun

Prior Knowledge: It is helpful if children already know some temperature and weather phrases.

<p><u>Objectives</u></p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Support</u></p> <p>Allow children to play some of the games in pairs as appropriate.</p> <p>Ensure children who are not confident in speaking can still participate in games by using a physical response.</p> <p><u>Extension</u></p> <p>Children include some dialogue as they act out the story.</p>	<p><u>Main</u></p> <p>Revise the temperature and weather sentences from Session 3.</p> <p>Explain to children that they are going to hear Aesop's fable called <i>Le Vent et le Soleil</i> (The Wind and the Sun). Ask them to guess what the title might be in English and what they think the story might be about.</p> <p><u>ICT Opportunities:</u> Copy the story into an electronic presentation or the interactive whiteboard to make an electronic big book. If possible, add a recording of the text so that children can hear the story as they read it.</p> <p>Read the story. Ask children to join in with an action when they recognise the words <i>le vent</i> and <i>le soleil</i>.</p> <p>Read the story again and ask children to join in with <i>Je suis plus fort que toi</i> (I am stronger than you).</p> <p>Focus on the sound <i>en/an</i> [ɑ̃] using the words <i>vent</i> and <i>manteau</i>. Model the sound and children repeat. Read out a list of words from the story including those containing the <i>en/an</i> [ɑ̃] sound <i>vent, manteau, enlever</i>. When they hear this sound, they give a physical response. If using an electronic version of the story, let children come to the board and highlight graphemes representing the sounds you are practising.</p> <p><u>ICT Opportunities:</u> Show some pictures of objects on the interactive whiteboard, some containing phoneme <i>en/an</i> [ɑ̃]. Embed sound files of words. Children sort the objects depending on whether they contain the <i>en/an</i> [ɑ̃] sound.</p> <p>Distribute to pairs of children, phrases or sentences from the story cut into strips. Re-read the story and when children hear their phrase or sentence, they wave it in the air.</p> <p>Narrate the story and children act it out.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Verbs – third person singular of the following regular –er verbs: <i>regarder - regarde, souffler - souffle, serrer - serre, garder - garde, briller - brille, déboutonner – déboutonne</i>; there are also some examples of irregular verbs <i>dire - dit, faire - fait, être - est, enlever – enlève</i>.</p> <p>Comparative adjectives – <i>plus fort</i>. In English we sometimes add 'er' to the end of an adjective to make comparisons, e.g. 'cheaper', 'stronger'; with longer adjectives we usually put 'more' in front ('more interesting', 'more expensive'). The French follows the second pattern, using the word <i>plus</i> (more) followed by the adjective, e.g. <i>je suis plus fort que toi</i>.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[o] au – <i>manteau, chaud, au</i> [ɔR] or – <i>fort</i></p> <p>[y] i – <i>brille, dit</i> [j] ll – <i>brille</i></p> <p>[u] ou – <i>souffle, déboutonne, jour, toujours</i></p> <p>[wa] oi – <i>moi, toi, voit, vois, froid</i></p> <p>[ɛ] ai – <i>fait, vais, j'ai, mais</i></p> <p>[e] é – <i>fâché, déboutonne</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɑ̃] en / an – <i>vent, manteau, enlever, enlève</i></p>
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<p>Possessive adjectives – <i>son</i>. Children will hear this repeatedly in the story when it refers to ‘his coat’. There are three words for ‘his’: <i>son</i>, <i>sa</i> and <i>ses</i>. <i>Son</i> is used when the noun it refers to is masculine and singular (<i>son</i> <i>manteau</i>), <i>sa</i> is used when the noun is feminine and singular (<i>sa</i> <i>souris</i>), and <i>ses</i> is used when the noun is plural (masculine or feminine) (<i>ses</i> <i>pommes</i>). The same words are used for ‘her’.</p> <p>Pronouns - the pronoun <i>toi</i> is used (<i>je suis plus fort que toi</i>) rather than <i>tu</i> after <i>que</i> in a comparison.</p>		<p>Silent final consonants – <i>vent</i>, <i>dit</i>, <i>suis</i>, <i>plus</i>, <i>fort</i>, <i>là-bas</i>, <i>vois</i>, <i>vais</i>, <i>froid</i>, <i>chaud</i>, <i>mais</i>, <i>toujours</i>, <i>et</i>, <i>est</i>, <i>très</i>, <i>vois</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 spoken by someone • Use mime and gesture to express what they mean • Use physical response to show they understand 	<p><u>New National Curriculum Links</u></p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>
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<p><u>Throughout the week:</u></p> <p>Re-read the story. Display words containing the <i>en/an</i> sound and practise reading them with correct pronunciation.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sentence strips from story. • Copy of <i>Le Vent et le Soleil</i> (see session 6 language) • An electronic big book of the story • A recording of the text • Pictures of objects on the interactive whiteboard containing the phoneme <i>en/an</i> with sound files embedded
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Props would be very useful for the children when acting out the story. • Add an action for key words and phrases to help children memorise the new language. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>le vent</i> <i>le soleil</i> <i>le / son manteau</i> <i>enlever</i> <i>Je suis plus fort que toi.</i> Other words with <i>en/an</i> [ã] [sound: <i>La banque</i> <i>La chambre</i> <i>Le temps</i> <i>La menthe</i>	the wind the sun the / his coat to take off I am stronger than you. Bank Bedroom Time Mint	Recognition of the <i>en/an</i> [ã] sound. <i>Je suis plus fort que toi.</i>	I am stronger than you.