

La Rentrée (Back to School)

3. Making sentences

Prior Knowledge: It is helpful if children already know how to say they like or don't like doing something.

Objectives

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

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

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 will require a vocabulary sheet/gap fill to support their writing.

Extension

Some children could use a dictionary to find other verbs to complete their sentences.

Main

Revise the verbs from Session 2 using the same sequence of gestures and spoken words.

Display the poem from Session 2 and read it as a class. Encourage the children to use appropriate intonation.

Highlight the sentences *J'ai un nouveau stylo* and *Voici Paul, mon copain*. Read the sentences aloud and ask the children how many times they heard the sound [o]. Ask them to find the different ways of writing the sound [o] (-eau, -o, -au). Create a page for [o] in the word bank and add these new words.

Underline the first syllable in *nouveau* and ask the children if they can remember what sound the *ou* makes [u]. Using the copies of the poem annotated in session 2, children work in pairs to find and mark other instances of the sound [u]. Compare answers as a class by asking children to highlight the sound in the poem on the board.

Select a group of children and give each one a word card from the text *C'est la rentrée, oh zut! Je n'aime pas écrire*. Tell the children to get into the right order to make the Human Text. Ask the rest of the class if they agree with the final order. Encourage them to make any necessary changes then ask them to chorus the text. Ask the child holding the *pas* card to turn it around so the word is not visible. Ask the class to read the text again including the missing word. Continue asking one child at a time to turn their card away until the class can 'read' the whole text without any words showing.

Show the whole text again. Hold up the word card for *dessiner*. Ask the children what type of word it is. If we wanted to make a new text with this word in, where would it go? Which word would we exchange it for? Give the word card to a child and ask them to stand in the correct place in the Human Text. Chant the new text as a class using appropriate intonation. Repeat with a different verb from activity 1.

ICT Opportunities: Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.

Give children thinking time in pairs to make a new text orally using a verb from the first activity. Ask pairs to say their text to another pair who comments on intonation / pronunciation. Invite some to say their texts to the class.

Select one of the new texts and write it on the board. Ask the children - to make a text that meant the opposite of this, which word(s) would you change? (*Oh zut!* and *je n'aime pas*) Give the children thinking time in pairs to work out the spelling of *Youpi!* and *J'aime* on mini whiteboards then ask for suggestions. Encourage the children to write *j'aime* in the air whilst chanting *J'aime*, J, apostrophe, A, I, M, E.

Ask the children if they can spell *n'aime* from memory (as in *je n'aime pas*). Encourage the children to write *n'aime* in the air whilst chanting *n'aime*, N, apostrophe, A, I, M, E.

Children use mini whiteboards to write at least one sentence with *J'aime* and at least one with *Je n'aime pas* and then transfer one of each of these to their mini books from session 1.

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<p>Grammar focus</p> <p><u>For teachers:</u></p> <p>Verbs – in French verbs always end in either <i>er</i>, <i>ir</i> or <i>re</i>. All the examples here are <i>er</i> or <i>ir</i> verbs.</p> <p>Negatives – <i>Je n'aime pas</i>. The negative is formed in French by placing the <i>ne</i> and the <i>pas</i> around the verb.</p>	<p>Grammar focus</p> <p><u>For children:</u></p> <p>Remind children that <i>J'aime</i> is actually Je aime but the <i>je</i> loses its 'e' before the vowel at the start of <i>aime</i>. However in the negative, the <i>je</i> is used in full and it is the <i>ne</i> that loses its <i>e</i> – <i>je n'aime pas</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɑ̃] en / an – <i>rentrée</i>, <i>fantastique</i>, <i>chanter</i></p> <p>[ɔ̃] on – <i>crayon</i>, <i>mon</i></p> <p>[ʀ] r – <i>rentrée</i>, <i>crayon</i>, <i>règle</i>, <i>septembre</i>, <i>lire</i>, <i>écrire</i></p> <p>[i] i – <i>youpi</i>, <i>stylo</i>, <i>lire</i>, <i>écrire</i>, <i>dessiner</i>, <i>nickel</i>, <i>fantastique</i>, <i>colorier</i></p> <p>[e] é – <i>rentrée</i>, <i>écrire</i> [ʃ] ch – <i>chouette</i>, <i>chanter</i></p> <p>[z] s – <i>mesurer</i> [s] ss – <i>dessiner</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[o] o / au / eau – <i>stylo</i>, <i>nouveau</i>, <i>Paul</i></p> <p>[u] ou – <i>nouveau</i>, <i>youpi</i>, <i>nouvelle</i>, <i>chouette</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • create simple sentences using a model • identify individual phonemes in words and phrases • remember a sequence of spoken words 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading comprehension</u> Years 3 - 5</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><u>Throughout the week</u></p> <p>Finish the mini books and illustrate them.</p> <p>Children swap books and read them aloud, missing out the person's name, for the class to guess Who's Who?</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Flash cards of the verbs from Session 2 • Poem from Session 2 • Children annotated copies of the poem from Session 2 • Text cards for building Human Text <i>C'est la rentrée, oh zut! Je n'aime pas écrire</i>. • Text cards for verbs • Mini whiteboards • Children's mini books from Session 1
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • By Year 4, children will be used to giving constructive feedback to classmates. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Regardez le poème</i>	Look at the poem	<i>Je n'aime pas</i>	I don't like
<i>Lisez le poème</i>	Read the poem		
<i>Je n'aime pas</i>	I don't like	<i>écrire</i>	to write
<i>écrire</i>	to write	<i>lire</i>	to read
<i>lire</i>	to read	<i>mesurer</i>	to measure
<i>mesurer</i>	to measure	<i>colorier</i>	to colour
<i>colorier</i>	to colour	<i>dessiner</i>	to draw
<i>dessiner</i>	to draw	<i>chanter</i>	to sing
<i>chanter</i>	to sing	<i>j'ai un nouveau stylo / crayon</i>	I have a new pen / pencil
<i>j'ai un nouveau stylo / crayon</i>	I have a new pen / pencil	<i>j'ai une nouvelle règle</i>	I have a new ruler
<i>j'ai une nouvelle règle</i>	I have a new ruler	<i>voici</i>	here is
<i>voici</i>	here is	<i>mon copain</i>	my friend
<i>mon copain</i>	my friend	<i>youpi</i>	yippee
<i>youpi</i>	yippee	<i>zut</i>	blast
<i>zut</i>	blast		