

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

5. Setting the scene

Prior Knowledge: It is helpful if children can recognise adjectives and nouns in French.

| <u>Objectives</u> | <u>Support</u> | <u>Main</u> |
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| <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>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.</p> | <p>Children to work either in mixed ability pairs / groups or with adult support.</p> <p>Some children will need to work with a writing frame and word bank when constructing their descriptive sentences, e.g. they may be asked to insert an appropriate noun / adjective only.</p> <p><u>Extension</u></p> <p>Children look at other story books and write sentences about the characters using the language they know already, e.g. '<i>La chenille est petite et verte.</i>' (The caterpillar is small and green).</p> | <p>Display a series of sentences with visual support on the board e.g. <i>L'éléphant est grand</i>. Children work in pairs to decide whether they are <i>vrai</i> or <i>faux</i> (true or false).</p> <p>Model sentence building by using word cards on the board or in a human sentence e.g. <i>le/ prince/ est/ charmant</i>. Discuss with children why <i>charmant</i> is without the <i>e</i>.</p> <p><u>ICT Opportunities:</u> Model sentence building by using word cards on the interactive whiteboard. You can find free software online as a timesaving way of making word cards.</p> <p>Deliberately make a sentence containing a mistake. Ask the class <i>Cette phrase est-elle correcte?</i> Invite children to explain why / why not. Ask children to repeat the question after you and practise chorusing it a number of times. Remind children of the rising intonation needed when asking a question. Explain that they can use this question when writing, if they want to check something with a partner or with the teacher. Encourage children to use the question during the rest of the lesson.</p> <p>Children work in pairs or groups and are given envelopes containing word cards. Use familiar nouns or cognates and adjectives from the previous session plus some cards showing <i>est</i>. Give them a time limit to build at least three sentences and display them on their table.</p> <p>Explain to the class that they will be performing <i>La belle au bois dormant</i> and that they will need to introduce the three characters to their audience before singing the song or presenting the dialogue.</p> <p>Use props, e.g. a sword and crown for the prince to demonstrate: <i>Voici le prince. Le prince est ...</i> Elicit some adjectives from children to describe the prince. Give children thinking time to recall adjectives they know from units 4 and 8. Repeat for the other characters.</p> <p>Give children pictures or a worksheet with illustrations of the main characters/elements of the story. They write sentences to describe these using the structure in the table used in the previous session. Remind children of the question <i>Cette phrase est-elle correcte?</i> They can use this to check their work with you.</p> <p>Children use props to share their sentences with the rest of the class, e.g. <i>Voici la fée. La fée est méchante.</i></p> |

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| <p>Grammar</p> <p><u>For teachers:</u></p> <p>Nouns – <i>le prince, la Belle, la fée (méchante), l'éléphant</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 – adding the extra <i>e</i> to adjectives when the noun they describe is feminine (<i>la / une</i>).</p> <p>Verbs – <i>est</i> (is) is the third person singular of the verb <i>être</i> (to be).</p> | <p>Grammar</p> <p><u>For children:</u></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 – adding the extra <i>e</i> to adjectives when the noun they describe is feminine (<i>la / une</i>).</p> | <p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɑ̃] an – <i>charmant, méchant, grand</i> [ɛ̃] in – <i>prince</i></p> <p>[ʃ] ch – <i>méchant, charmant</i></p> <p>[e] é – <i>fée</i> [ɛ] ai – <i>vrai</i></p> <p>[s] c – soft s sound as the <i>c</i> precedes <i>i</i> in <i>voici</i></p> <p>[o] au – <i>faux</i></p> <p>Silent final consonant - <i>faux</i></p> | <p>Phonics focus</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 <i>e</i> is added in the feminine form - <i>charmante, grande, petite, méchante</i></p> <p><i>est</i> (is) – silent <i>s</i> and silent <i>t</i></p> <p>[wa] oi – <i>voici</i></p> |
| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• recognise adjectives and nouns in French• apply simple agreements to adjectives• write simple sentences with support | | <p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Writing</u> - Years 3-4</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | |
| <p><u>Throughout the week:</u></p> <p>Children practise introducing each other using the new language and dramatic expression e.g. <i>Voici Shaun. Shaun est grand. Voici Melissa. Melissa est méchante</i>. Do this as part of a circle time activity where the class discuss how important it is to be sensitive to the feelings of others.</p> | | | <p><u>Resources</u></p> <ul style="list-style-type: none">• Large set of word cards for modeling (& visual support)• Envelopes containing word cards for sentence building e.g. <i>La / fée / est / méchante</i>.• Pictures / worksheets for main characters / elements in the story• Props for characters• Word template software for creating word cards |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Assessment for learning: Display the vocabulary on the interactive whiteboard and model sentences for children. A first screen can display nouns and adjectives in colour in order to emphasise the relationship between words. A second screen can remove the colours in order to increase challenge and help children to see their progress. If the whiteboard has a screen recording function, the children can record themselves saying individual words as they move them on the screen to make sentences. Their actions and voices are recorded as a video sequence so that they and the teacher can evaluate knowledge, skills and understanding. | | | |

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- Building a human sentence can help some children to remember the correct order of the words. Having the additional e for the feminine agreement of the adjective on a separate word card may also help some children remember to add it on when the word is *la*.

| <i>Le langage du prof</i> | Teacher Language | <i>Le langage des enfants</i> | Children's Language |
|--|---|---|--------------------------------------|
| <i>Écoutez et répétez</i> <i>Vrai / faux</i> <i>Voici</i> <i>Cette phrase est-elle correcte ?</i> See language from Session 4. | Listen and repeat True / false Here is Is this sentence correct? | <i>Voici</i> <i>Cette phrase est-elle correcte ?</i> See language from Session 4. | Here is Is this sentence correct? |