

Le Carnaval des Animaux (Carnival of the Animals)

1. Meeting the animals

Prior Knowledge: It is helpful if children already know the names of some animals.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

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

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children may not yet be ready to give a verbal response. Allow them to give the action instead of the word.

Extension

Encourage children to give a reason for their choice of animal, e.g. *C'est... lent* (slow), *rapide* (quick), *grand* (big), *petit* (small) *fort* (strong).

Children make a word bank for different animals.

Main

Ask children which names of animals they know in French. Play an extract from the Carnival of the Animals and ask children to discuss in pairs which animal they think it is. Play it again and ask children to give reasons for their answers. Explain about this piece of music and that they are going to learn the names in French of animals it characterises.

ICT Opportunities: Create a flipchart or notebook page on the interactive whiteboard with embedded sound files of animals and music clips by Saint-Saëns.

Introduce the names of the animals with pictures or actions by using the teaching sequence below: *le lion, la poule, le coq, le cheval, la tortue, l'éléphant, le kangourou, le poisson, l'âne, le coucou, l'oiseau, le cygne*.

Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.

Show a large flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.

ICT Opportunities: Play 'Guess the animal' with hidden pictures using the jigsaw / eraser tool / spotlight tool.

Play *Répétez si c'est vrai*. Say the word and hold up a flashcard. If the two match, children repeat. If not, they remain silent.

Play 'Name that Tune'. Divide the class into two teams and play the first bars of each musical extract. Ask *C'est qui?* (Who is it?) Children respond by saying which animal they have heard.

ICT Opportunities: Set up to play 'Name that Tune' as a podcast – play music, then ask *C'est qui?* leave a pause and then give correct answer – did you get it right?

Write the words *kangourou, poule, coucou* on the board with the [u] *ou* highlighted in red and say them as a class. Practise the sounds [u] *ou* and [y] *u*, using whole body actions to mimic the sounds, e.g. flopping backwards for *ou* with arms outstretched.

ICT Opportunities: Create a flipchart or notebook page with pictures of *ou* words and pictures of *u* words, with sound files of words embedded into pictures. Children sort into *u* and *ou* categories on board and can listen to words if they are unsure.

Sing the song *Dans la Forêt Lointaine* (In the Faraway Forest) or play a recording. Children do an action when they hear the *ou* sound. Sing the song again and encourage them to join in.

Play a sorting game to practise distinguishing *ou* and *u*. Use pictures of two islands labelled *ou* and *u*. Show the children pictures of some animals whose names contain the focus sounds, e.g. *poule, kangourou, tortue, loup, furet, fourmi, mouton, libellule* and ask a volunteer to choose one. Say the word. The children listen and decide on which island to place it. The game continues with the remaining animals.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Accents – the circumflex over the letter e (ê) in <i>forêt</i> is an example of how sometimes the circumflex can indicate where in English we would add an s ('forest'), e.g. <i>hôpital</i> ('hospital'), <i>hôtel</i> ('hostel' as in 'hostelry'), <i>crête</i> ('crest').</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Answering questions – <i>c'est qui?</i></p> <p>(Extension) – adjectives – <i>c'est lent, rapide, fort, grand, petit</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[i] i – <i>lion, qui</i> [e] é – <i>éléphant</i> [s] ss – <i>poisson</i> [z] s – <i>oiseau</i> (z sound) [ɔʀ] or – <i>tortue, fort</i> [o] au – <i>oiseau, haut, au</i> [k] qu - <i>qui</i> [k] c – hard c sound before o – <i>coq, coucou, kangourou</i> [ɑ̃] an / en – <i>kangourou, grand, éléphant, dans, lent, entend</i> [wa] oi – <i>poisson, oiseau, lointaine</i> [ɔ̃] on – <i>lion, poisson, mouton, on, son, répond</i></p> <p>Silent final consonants – <i>lion, poisson, éléphant, dans, forêt, loup, furet, mouton, grand, lent, entend, fort, c'est, haut, répond</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[u] ou – <i>kangourou, coucou, poule, loup, mouton, fourmi, hibou</i> [y] u – <i>tortue, furet, libellule, du</i></p>								
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">Name some animalsGive a physical response to something they hear		<p><u>New National Curriculum Links</u></p> <p>Music – Key Stage 2</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</p>									
<p><u>Throughout the week:</u></p> <p>Practise animal names through games such as charades.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none">Extracts from <i>Carnival of the Animals</i>Mini picture flashcards of animals for childrenLarge picture flashcards of animalsThe words of the song <i>Dans la Forêt Lointaine</i>. You can find the tune for this song at: descomptines.free.fr/chansons/dans_la_foret_lointaine.html <table><tr><td><i>Dans la forêt lointaine, on entend le coucou</i></td><td>In the faraway forest, you hear the cuckoo</td></tr><tr><td><i>Du haut de son grand chêne, il répond au hibou</i></td><td>From the top of his big oak tree, he replies to the owl</td></tr><tr><td><i>Coucou, coucou, on entend le coucou</i></td><td>Cuckoo, cuckoo, you hear the cuckoo</td></tr><tr><td><i>Coucou, coucou, on entend le coucou</i></td><td>Cuckoo, cuckoo, you hear the cuckoo</td></tr></table>		<i>Dans la forêt lointaine, on entend le coucou</i>	In the faraway forest, you hear the cuckoo	<i>Du haut de son grand chêne, il répond au hibou</i>	From the top of his big oak tree, he replies to the owl	<i>Coucou, coucou, on entend le coucou</i>	Cuckoo, cuckoo, you hear the cuckoo	<i>Coucou, coucou, on entend le coucou</i>	Cuckoo, cuckoo, you hear the cuckoo
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<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">The composer of <i>Le Carnaval des Animaux</i>, <i>Camille Saint-Saëns</i> was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saens can be obtained by using an internet search engine.											

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<ul style="list-style-type: none"> Some animal names were covered in Units 2 & 5 and can be incorporated into activities in this unit. As an alternative to using mini-picture flashcards, animal mimes can be used. When working on a phonic focus such as <i>ou</i>, demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror. 	<ul style="list-style-type: none"> Pictures of two desert islands Mirrors Flipchart or notebook page with embedded sound files of animals and music clips by Saint-Saëns Jigsaw / eraser / spotlight tools on the interactive whiteboard Flipchart or notebook page with pictures of [u] <i>ou</i> and [y] <i>u</i> words, with sound files of words embedded into pictures Recording of the song <i>Dans la Forêt Lointaine</i>
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez bien</i>	Listen carefully	<i>le lion</i>	the lion
<i>Quel est cet animal ?</i>	Which animal is it?	<i>le coq</i>	the cock
<i>Qui est-ce ?</i>	Who is it?	<i>l'éléphant</i>	the elephant
<i>c'est lent / rapide</i>	it's slow/fast	<i>le kangourou</i>	the kangaroo
<i>c'est grand / petit</i>	it's big/small	<i>le poisson</i>	the fish
<i>c'est fort</i>	it's strong	<i>le coucou</i>	the cuckoo
<i>le lion</i>	the lion	<i>l'âne (m)</i>	the donkey
<i>le coq</i>	the cock	<i>l'oiseau</i>	the bird
<i>l'éléphant</i>	the elephant	<i>la tortue</i>	the tortoise
<i>le kangourou</i>	the kangaroo	<i>la poule</i>	the hen
<i>le poisson</i>	the fish		
<i>le coucou</i>	the cuckoo		
<i>l'âne (m)</i>	the donkey		
<i>l'oiseau (m)</i>	the bird		
<i>la tortue</i>	the tortoise		
<i>la poule</i>	the hen		
<i>le cygne</i>	the swan		

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<u>Additional words containing <i>ou</i> sound:</u>			
<i>doux</i>	soft / gentle		
<i>le pouce</i>	thumb		
<i>sous</i>	under		
<i>Toulouse</i>	a town in south-west France		
<i>le mouchoir</i>	handkerchief		
<i>la boulangerie</i>	bakery		
<i>le loup</i>	wolf		
<i>le mouton</i>	sheep		
<i>la fourmi</i>	ant		
<i>le hibou</i>	owl		
<u>Words containing [y] <i>u</i> sound:</u>			
<i>la libellule</i>	dragonfly		
<i>le furet</i>	ferret		