

## Les quatre saisons (The four seasons)

### 3. Joining in a poem

**Prior Knowledge:** It is helpful if children already know some animals and their habitats.

<p><b><u>Objectives</u></b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and <b>develop their ability to understand new words</b> that are introduced into familiar written material, including through using a dictionary.</p>	<p><b><u>Support</u></b></p> <p>Less confident children may benefit from word cards or writing frames when writing their own verse in the seventh activity.</p> <p><b><u>Extension</u></b></p> <p>More confident children could learn the chorus or a verse of the poem by heart.</p> <p>Some children can use dictionaries to find additional vocabulary.</p>	<p><b><u>Main</u></b></p> <p>Revise seasons and months by repeating a game from Session 1 or 2. Ask children when their birthday is, eliciting the month rather than the season, e.g. <i>Mon anniversaire est en janvier</i>.</p> <p>Tell children that they are going to listen to a poem called <i>Le retour du printemps</i> (The return of spring) with a chorus that includes the lines: <i>Tape les mains ... tape les pieds</i> (Clap your hands ... tap your feet). Read out the chorus (see 'Teaching Tips'), modelling when to clap hands and tap feet. Read it out again and encourage children to join in the actions. Ask children if they can identify the season mentioned in the chorus. Display the chorus and children read it aloud together.</p> <p>Display the whole poem <i>Le retour du printemps</i> with some visuals, and read each verse in turn. Children join in the chorus. Ask children what they think the poem is about and which are the elements that change in each verse.</p> <p><b><u>ICT Opportunities:</u></b> Using presentation software, create a slideshow displaying the poem a few lines at a time with visuals as appropriate. Using a microphone and sound-editing software record yourself or a native speaker reading out the verses and the children chanting the chorus and performing actions. Once finished, the recording can be played back and reviewed. You can then repeat the process until the class is happy they have made a definitive version.</p> <p>Display one verse of the poem and pick out some specific words that have something in common with each other, e.g. <i>dans, une, viens, le</i> (these are all the first word in each line) or <i>prairie, matin, printemps, chemin</i> (these are all two-syllable words) or <i>matin, printemps, chemin</i> (these all contain the sound [ɛ̃] in). Ask children to discuss with talk partners why they think these words have been chosen.</p> <p>Display six lines from the poem on the board, with each one colour-coded. Give children a selection of multi-link cubes in corresponding colours. Read out the poem. When children hear one of the lines on the board, they take the cube in the corresponding colour. They then look at their cubes and read aloud the lines in that order.</p> <p>Highlight the animal and habitat in each verse. Ask children what strategies they could use to work out the unfamiliar language.</p> <p>Ask for suggestions of alternative animals and list these. (See Unit 11 session 5.) Display an illustrated word bank of alternative habitats and model the pronunciation for each one. Individually or in pairs, children choose a different animal and habitat to complete their own written verse for a class poem. Provide differentiated writing frames, as appropriate.</p>
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Note how the verb <i>dire</i> is used in the poem. It is in the perfect tense - <i>a dit</i> (said) and the pronoun <i>me</i> (to me) is shortened to <i>m'</i> in front of a vowel:</p> <p><i>une hirondelle m'a dit</i> = a swallow said <b>to me</b></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>No specific focus.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ɛ̃] in – <i>printemps, chemin, matin</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus</p>
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Note that when giving instructions related to parts of the body, the definite article <i>le/la/l'/les</i> is used: <i>Tape <b>les</b> mains</i> = clap <b>your</b> hands			
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>Identify key features of a spoken and written text</li> <li>Choose words, phrases and sentences for a class poem</li> </ul>	<b><u>New National Curriculum Links</u></b> <b>English</b> <u>Reading - Comprehension</u> – Years 5 – 6 Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<b><u>Throughout the week</u></b> Practise reading the poem aloud.	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>A copy of the poem <i>Le retour du printemps</i> (the poem is available at the end of this unit)</li> <li>Visuals to illustrate the poem</li> <li>Multi-link cubes</li> <li>Illustrated word bank of animal habitats</li> <li>Differentiated writing frames</li> <li>Multimedia presentation software</li> </ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>The text of the poem <i>Le retour du printemps</i> is provided at the end of the unit. It may be helpful to have it recorded by a confident or native speaker and linked to a presentation of the text.</li> <li>In writing a class poem (final activity), you could choose a different season and different locations for the animals. For example, <i>Sur la plage, ce matin, une mouette m'a dit ...</i> (On the beach this morning, a seagull said to me...)</li> </ul>	

<b><i>Le langage du prof</i></b>	<b>Teacher Language</b>	<b><i>Le langage des enfants</i></b>	<b>Children's Language</b>
<i>Nous allons réviser les saisons et les mois.</i> <i>Les mois de l'année</i> <i>janvier</i> <i>février</i> <i>mars</i> <i>avril</i> <i>mai</i> <i>juin</i> <i>juillet</i> <i>août</i>	We're going to revise the seasons and the months. the months of the year January February March April May June July August	<i>janvier</i> <i>février</i> <i>mars</i> <i>avril</i> <i>mai</i> <i>juin</i> <i>juillet</i> <i>août</i> <i>septembre</i>	January February March April May June July August September

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<i>septembre</i> <i>octobre</i> <i>novembre</i> <i>décembre</i>	September October November December	<i>octobre</i> <i>novembre</i> <i>décembre</i>	October November December
<i>l'hiver (m)</i> <i>le printemps</i> <i>l'été (m)</i> <i>l'automne (m)</i>	winter spring summer autumn	<i>l'hiver (m)</i> <i>le printemps</i> <i>l'été (m)</i> <i>l'automne (m)</i>	winter spring summer autumn
<i>Vous allez écouter un poème qui s'appelle</i> <i>Le retour du printemps.</i> <i>Tape les mains ... tape les pieds</i> <i>Joignez-vous au refrain.</i>	You're going to listen to a poem called The Return of Spring. Clap your hands ... tap your feet Join in the chorus.	<i>Tape les mains ... tape les pieds</i>	Clap your hands ... tap your feet
<i>la prairie</i> <i>la forêt</i> <i>l'étang (m)</i> <i>un écureuil</i> <i>une grenouille</i> <i>une hirondelle</i>	the meadow the forest the pond a squirrel a frog a swallow	<i>ex. un poisson (habite dans la mer)</i> <i>un coucou (habite dans la forêt)</i> <i>un lion (habite dans la savane)</i> <i>un chien</i> <i>un cheval</i> <i>un lapin</i> <i>une souris</i>	a fish lives in the sea a cuckoo lives in the forest a lion lives in the savannah a dog a horse a rabbit a mouse
<b>des autres animaux</b> <i>ex. un chien habite dans une niche</i> <i>un cheval habite dans une écurie</i> <i>un mouton habite dans une bergerie</i> <i>un lapin habite dans un terrier</i> <i>une souris habite dans un trou</i> <i>un poisson habite dans la mer</i> <i>un coucou habite dans la forêt</i> <i>un lion habite dans la savane</i>	<b>some other animals</b> e.g. A dog lives in a kennel a horse lives in a stable a sheep lives in a sheep-fold a rabbit lives in a burrow a mouse lives in a hole a fish lives in the sea a cuckoo lives in the forest a lion lives in the savannah		