

Scène de plage (Beach scene)

4. Comparing beaches

Prior Knowledge: It is helpful if children already know word types, e.g. nouns, verbs and adjectives.

Objectives

Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Engage in conversations; **ask and answer questions**; express opinions and respond to those of others; **seek clarification and help**.

Appreciate stories, songs, poems and rhymes in the language.

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

Support

Some children may need support identifying adjectives, for example, using a colour coded list of vocabulary, where nouns, verbs and adjectives are different colours.

Extension

Some children can identify the nouns and verbs as well as the adjectives in the poem.

Main

Sing *Il était un petit navire*. (See Session 3.)

Revise language from the unit, using photos or postcards of beaches in the UK and French-speaking countries.

Discuss similarities and differences between beaches and coastlines in the UK and abroad. Children may have personal experiences to share. It may be appropriate to discuss the use of different coastal areas, e.g. shipping, fishing or tourism.

Introduce names for some additional features in the photos or postcards, e.g. *une baie* (a bay), *une falaise* (a cliff), *une grotte* (a cave), *des coquillages* (shells), *des rochers* (rocks), *des cailloux* (pebbles).

ICT Opportunities: Add the images to a collaborative multimedia slideshow and use the doodle tool to annotate and label the new features. Invite a partner school to take part too by adding their own images or their own annotations.

Point to one of the features and ask, e.g. *C'est une baie?* (Is it a bay?) Elicit *Oui, c'est une baie*. (Yes, it is a bay). Introduce some questions that will need a negative response, e.g. *C'est une baie? Non, ce n'est pas une baie. C'est une falaise*. (Is it a bay? No, it is not a bay. It is a cliff.)

Play *Qui a parlé?* (Who Spoke?) One child comes to the front and stands with their back to the class. Another child makes a statement in a disguised voice, e.g. *C'est une grotte*. The child at the front turns round and has 3 guesses at identifying who spoke. If they guess correctly they stay at the front for another go. If not, they exchange places with the child who spoke.

Show children the written words on the interactive whiteboard or text cards. Ask individual children to come out and match the text to the pictures. Play *Montrez-moi* (Show Me) so that children can practise writing the words.

Draw attention to the sound [ij] *ill* in *coquillages*. Say some other words and ask the children to listen for a similar sound, e.g. *plage, fille, brosse, brille*. Children could do an action on hearing a particular sound, e.g. hands on head for the [ij] *ill* sound.

Give pairs of children a copy of the poem *La plage* (see 'Teaching Tips'). Tell them they are going to be 'language detectives'. Read the poem aloud as children listen and look for words containing the grapheme [o] *au/eau*, which they then circle. Some children may find it helpful to have picture clues to help them understand the text. Repeat the activity, this time putting a box around the grapheme [ij] *il/ille*.

ICT Opportunities: Using an online tool for creating word clouds, create a cloud of the poem as a pre-reading activity and see how many of the graphemes the children can identify.

Remind children to use French as often as possible to ask for help or seek clarification. What could they say to you if they wanted you to help them understand a word or phrase? Remind them of the question *Comment dit-onen français?* (How do you say in French?) that they came across in Unit 10. Ask children how they could adapt this question to find out the English translation of a word. Show how *français* could be substituted with *anglais*.

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		<p>Children continue to work on the text. They read it in pairs and underline, in colour, words that they know or can guess the meaning of. They underline adjectives in another colour. As a class, discuss strategies for working out the meaning of new language. Ask children to comment on any other features of the text to see if they can identify the similes and discuss this.</p> <p>Give children the opportunity to use a bilingual dictionary to check the meaning of any words that they are still unsure of. They can then share with the class what they have found out.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>The comparative adverb <i>aussi...que</i> means ‘as...as’, e.g.: <i>David est aussi grand que Lucie.</i> (David is as tall as Lucie.) The adjective <i>grand</i> agrees here with <i>David</i>, the noun it modifies.</p> <p>The same sentence with a feminine noun would look like this: <i>Lucie est aussi grande que David.</i> (Lucie is as tall as David.)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Using prior knowledge of vocabulary and sentence structure to decode unfamiliar text.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ij] ill(e) – <i>fil</i>le, <i>coquill</i>ages, <i>brille</i></p> <p>[o] au – <i>eau</i>, <i>beau</i>, <i>jaune</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ij] ill(e) – <i>fil</i>le, <i>coquill</i>ages, <i>brille</i></p> <p>[o] au – <i>eau</i>, <i>beau</i>, <i>jaune</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Identify features of beaches in the UK and abroad in French Use prior knowledge, context and other strategies to understand an unfamiliar text 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Years 5 - 6</p> <p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>
<p><u>Throughout the week:</u></p> <p>Play games such as Secret Signal or <i>Morpion</i> (Noughts and Crosses) to practise vocabulary.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries Word cards for features of a beach scene Copies of the poem <i>La plage</i> (see ‘Teaching Tips’) Coloured pens or pencils Multimedia presentation software Access to an online tool for creating word clouds
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Introducing vocabulary could be done as a team challenge game. Provide a list of words in English. Children have to find the French equivalent in a dictionary. They gain extra points if they can provide the gender of the nouns as well. You can find Internet sites, which have photographs of very square kilometre of the British Isles. Children could search to find pictures of their locality and then describe the pictures. Poem <i>La Plage</i> <p><i>La mer calme est aussi brillante que le soleil.</i> The calm sea is as shiny as the sun.</p> <p><i>Le soleil brillant est aussi doré que le sable.</i> The shining sun is as golden as the sand.</p>	

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Le sable doré est aussi doux que les nuages.

The golden sand is as soft as the clouds.

Les nuages doux sont aussi blancs que les coquillages.

The soft clouds are as white as the shells.

Les coquillages blancs sont aussi silencieux que les bateaux.

The white shells are as silent as the boats.

Les bateaux silencieux sont aussi calmes que la mer.

The silent boats are as calm as the sea.

C'est beau sur la plage.

It is lovely on the beach.

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<p><i>C'est ... ?</i></p> <p><i>Oui, c'est...</i></p> <p><i>Non, ce n'est pas ...</i></p> <p><i>une baie</i></p> <p><i>une falaise</i></p> <p><i>une grotte</i></p> <p><i>des coquillages (m plural)</i></p> <p><i>des rochers (m plural)</i></p> <p><i>des cailloux (m plural)</i></p> <p><i>On va jouer à 'Qui a parlé ?'.</i></p> <p><i>Montrez-moi.</i></p> <p><i>le graphème au/eau</i></p> <p><i>Vous devez faire correspondre chaque phrase avec une image.</i></p> <p><i>Vous allez souligner...</i></p> <p><i>Vous allez entourer...</i></p>	<p>Is it...?</p> <p>Yes, it is...</p> <p>No, it's not...</p> <p>a bay</p> <p>a cliff</p> <p>a cave</p> <p>shells</p> <p>rocks</p> <p>pebbles</p> <p>We're going to play 'Who Spoke?'</p> <p>Show me.</p> <p>the grapheme au/eau</p> <p>You need to match each sentence with a picture.</p> <p>You're going to underline...</p> <p>You're going to circle...</p>	<p><i>une baie</i></p> <p><i>une falaise</i></p> <p><i>une grotte</i></p> <p><i>des coquillages (m plural)</i></p> <p><i>des rochers (m plural)</i></p> <p><i>des cailloux (m plural)</i></p> <p><i>Oui, c'est ...</i></p> <p><i>Non, ce n'est pas ...</i></p> 	<p>a bay</p> <p>a cliff</p> <p>a cave</p> <p>shells</p> <p>rocks</p> <p>pebbles</p> <p>Yes, it is ...</p> <p>No, it's not ...</p>