

Scène de plage (Beach scene)

5. Class poem

Prior Knowledge: It is helpful if children are already familiar with recipe instructions.

<p><u>Objectives</u></p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><u>Support</u></p> <p>Some children will need adult support and guidance to create a poem.</p> <p>Use differentiated writing frames and colour coded word banks to help children produce a descriptive piece.</p> <p><u>Extension</u></p> <p>Children can use the alternative writing frame with verbs in the plural. Encourage them to use language learnt in previous units to extend their writing.</p>	<p><u>Main</u></p> <p>Display a number of words containing the [ij] <i>ille</i> phoneme on the board and ask children to read them aloud to one another in pairs, then to the class. Play a game to revise beach vocabulary from the previous session.</p> <p>Select one of the photos or postcards showing a beach in a French-speaking country. Explain to children that, together, they are going to create a poem about the picture.</p> <p>Display a writing frame that contains instruction words for a recipe, e.g. <i>prenez, ajoutez, mélangez, décorez, laissez</i>. Ask children if they know any of these words and in which context they have previously met them. Do the –ez endings give us a clue about what kind of text it might be? (See Unit 14) Mime the new verbs and invite children to guess their meaning. Children chorus the pronunciation.</p> <p>Create a ‘recipe’ for the place in the picture. See ‘Teaching Tips’ for an example of a possible text.</p> <p>Give each pair of children one copy of the poem <i>La plage</i> (see ‘Teaching Tips’ Session 4). They use this as a prompt to help them suggest ‘ingredients’. Write their suggestions into the class writing frame and the class read the poem together. Discuss whether any editing is necessary, e.g. can they suggest alternative adjectives from the <i>La plage</i> text?</p> <p><u>ICT Opportunities:</u> Using a word-processing package, create a writing frame with drop down menus containing a choice of possible ingredients for the children to read out. With a microphone and sound editing software, record the children reading out different versions of the poem so they can decide on the favourite.</p> <p>Extension: Use an alternative version of the poem to practise the plural form of nouns and verbs (see ‘Teaching Tips’). Highlight the sentence <i>Mélange avec des gens qui nagent</i> and discuss what children notice about the sentence. Ask for alternative verbs for that line, e.g. <i>des gens qui parlent</i>. Some children may wish to extend this line further, e.g. <i>des gens qui parlent et des enfants qui jouent</i>.</p> <p>Read the poem aloud as a class.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>In the recipe the verbs are in the polite/plural form as this is the form that has been used in previous units (see Units 2 and 14).</p> <p>You may prefer to use the familiar/singular form of the verbs: <i>prends / ajoute / mélange / décore / laisse</i>.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Polite / plural imperatives (– ez endings)</p> <p>Present tense 3rd person e.g. <i>une fille qui nage</i></p> <p>Adjectival agreement and position e.g. <i>une petite fille</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[e] é / ez – <i>mélangez, décorez</i></p> <p>Remember that the pronunciation of verbs in the 3rd person plural (<i>jouent, nagent</i>) is the same as the verbs in the 3rd person singular (<i>joue, nage</i>) because of the silent final consonants.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ij] ille – <i>coquillage, fille, gentille, brille</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Draw on prior knowledge of language and structures to contribute to a poem • Use language creatively and choose suitable words, phrases and sentences 	<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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><u>Writing</u> – Years 5 – 6</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p>
<p><u>Throughout the week:</u></p> <p>Show a picture of a beach scene and children build sentences for a recipe poem to describe how it was made. Play <i>Jacques a dit</i> to practise the verbs for the recipe.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Children may recognise the word <i>qui</i>, if this has been used as a question word during French lessons. • The writing frame (See poem below) may also contain adjectives learnt in previous units, in order to help children develop the ability to retrieve and reuse language learnt in previous contexts. The interactive whiteboard is a powerful tool to promote this skill: one screen may contain the writing frame and another screen may contain a bank of vocabulary drawn from other units. Words can be copied or dragged into the writing frame. It is also useful to present a version of the writing frame in the word-processing software that children regularly use, so that they can work on drafting and redrafting their poems. 	<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 • Class and individual writing frames with instruction words for a recipe • Word-processing software • A microphone • Sound-editing software

<p>An example of a possible text for creating a writing frame:</p>		<p>An alternative poem for the extension activity:</p>	
<p><i>Prenez un soleil brillant et du sable doré</i> <i>Ajoutez un petit bateau rouge</i> <i>Mélangez avec une fille qui nage</i> <i>Décorez avec un coquillage blanc</i> <i>Laissez au soleil pendant une semaine</i> <i>Et voilà la plage à Brighton.</i></p>	<p>Take a shining sun and some golden sand Add a little red boat Mix with a girl swimming Decorate with a white shell Leave in the sun for a week And there you have the beach at Brighton.</p>	<p><i>Prenez un soleil brillant et du sable doré</i> <i>Ajoutez un petit bateau rouge</i> <i>Mélangez avec des gens qui nagent</i> <i>Décorez avec des coquillages blancs</i> <i>Laissez au soleil pendant une semaine</i> <i>Et voilà la plage à Brighton</i></p>	<p>Take a shining sun and some golden sand Add a little red boat Mix with people swimming Decorate with some white shells Leave in the sun for a week And there you have the beach at Brighton.</p>

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<p><i>Nous allons écrire un poème qui parle de cette image.</i></p> <p><i>Connaissez-vous ces mots ?</i></p> <p><i>Donnez-moi un 'ingrédient' pour notre poème.</i></p> <p><i>Rouge/ jaune/ vert/e/ bleu/e/ marron</i></p> <p><i>petit/e / grand/e</i></p> <p><i>le sable</i></p> <p><i>le ciel</i></p> <p><i>le bateau</i></p> <p><i>la plage</i></p> <p><i>la mer</i></p> <p><i>le chien</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> </p> <p><i>(Le chien) regarde</i></p> <p><i>(Le bateau) glisse / navigue</i></p> <p><i>(La petite fille) dort</i></p> <p><i>(La dame) brosse (les cheveux de la petite fille)</i></p> <p><i>Les gens marchent/parlent/jouent.</i></p> <p> </p> <p>Instructions in the polite/plural form</p> <p><i>prenez</i></p> <p><i>ajoutez</i></p> <p><i>mélangez</i></p> <p><i>décorez</i></p> <p><i>laissez</i></p>	<p>We're going to write a poem about this picture.</p> <p>Do you know these words?</p> <p>Give me an 'ingredient' for our poem.</p> <p>Red/ yellow/ green (m/f)/ blue(m/f)/ Brown</p> <p>small (m/f)/ big (m/f)</p> <p> </p> <p>the sand</p> <p>the sky</p> <p>the boat</p> <p>the beach</p> <p>the sea</p> <p>the dog</p> <p>a bay</p> <p>a cliff</p> <p>a cave</p> <p>shells</p> <p>rocks</p> <p>pebbles</p> <p> </p> <p>(The dog) is watching</p> <p>(The boat) is gliding / sailing along</p> <p>(The little girl) is sleeping</p> <p>(The lady) is brushing (the little girl's hair)</p> <p>The people are walking/talking/playing</p> <p> </p> <p>take</p> <p>add</p> <p>mix</p> <p>decorate</p> <p>leave</p>	<p><i>Rouge/ jaune/ vert/e/ bleu/e/ marron</i></p> <p><i>petit/e/ grand/e</i></p> <p> </p> <p><i>le sable</i></p> <p><i>le ciel</i></p> <p><i>le bateau</i></p> <p><i>la plage</i></p> <p><i>la mer</i></p> <p><i>le chien</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> </p> <p><i>(Le chien) regarde</i></p> <p><i>(Le bateau) glisse / navigue</i></p> <p><i>(La petite fille) dort</i></p> <p><i>(La dame) brosse (les cheveux de la petite fille)</i></p> <p>The people are walking/talking/playing</p> <p> </p> <p>Instructions in the polite/plural form</p> <p><i>prenez</i></p> <p><i>ajoutez</i></p> <p><i>mélangez</i></p> <p><i>décorez</i></p> <p><i>laissez</i></p>	<p>Red/ yellow/ green (m/f)/ blue(m/f)</p> <p>brown</p> <p>small (m/f)/ big (m/f)</p> <p> </p> <p>the sand</p> <p>the sky</p> <p>the boat</p> <p>the beach</p> <p>the sea</p> <p>the dog</p> <p>a bay</p> <p>a cliff</p> <p>a cave</p> <p>shells</p> <p>rocks</p> <p>pebbles</p> <p> </p> <p>(The dog) is watching</p> <p>(The boat) is gliding / sailing along</p> <p>(The little girl) is sleeping</p> <p>(The lady) is brushing (the little girl's hair)</p> <p><i>Les gens marchent/parlent/jouent.</i></p> <p> </p> <p>take</p> <p>add</p> <p>mix</p> <p>decorate</p> <p>leave</p>