

Les planètes (The Planets)

3. Writing about a planet

Prior Knowledge: It is helpful if children already know agreement and position of adjectives of colour and size.

Objectives

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.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Support

For the fourth activity support less confident children with a list of 6 gapped sentences ready for them to complete.

Extension

Children create sentences about planets using two adjectives. They focus on the word order and use of *et* (and).

Main

Play *Cadeau Musical* (Pass the Parcel). Place word cards of the planets in a bag and pass it around to music. When the music stops, the child with the bag pulls out a card shows it to the class and they read it aloud. The child places the card on the board in the correct order of the planets.

Give selected children a word from one of the sentences used in the previous session, e.g. *Mercury est une planète rapide*. They hold these up at the front of the class. Ask the class to order the sentence by telling the children where to stand. Look at the position of the adjective and discuss. Children, still holding their cards, sit down to play *Diabolo à Ressort* (Jack-in-the-Box). Call out a word class, e.g. *un nom*, and the child holding that card jumps up like a Jack-in-the-box.

ICT Opportunity: Create a drag and drop activity on the interactive whiteboard using a self-authoring package and let children put the word cards into the correct order.

Give children, in small groups, word cards so that they can order their own sentences. Invite them to place these on the board and ask the group to read their sentence aloud. Remind children that silent final consonants on adjectives are pronounced when an *e* is added: *grand/ grande*. Ask each group to change the adjective in their sentence.

Choose six planets and display images on the board. Number each one. In pairs, children throw a die and write a sentence about the corresponding planet.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>See Session 2</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>See Session 2</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>Silent final consonants on adjectives are pronounced when an e is added: <i>grand/grande</i></p> <p>N.B. The basic rule for French pronunciation is that the final consonant is not pronounced. However, the following are exceptions b, c, f, k, l, q and r although very few French words end in b, k, q</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent final consonants on adjectives are pronounced when an e is added: <i>grand/grande</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Identify word classes Create a simple sentence to describe a planet 		<p><u>NEW NATIONAL CURRICULUM LINKS</u></p> <p>ENGLISH</p> <p><u>Grammar and punctuation</u> - Year 2</p> <p>Pupils should learn to recognise and use the terminology for verb, tense (past, present), adjective, noun, suffix, apostrophe, comma through discussion and practice.</p>	
<p><u>Throughout the week</u></p> <p>Practise placing the planets in the correct order.</p> <p>Practise saying a descriptive sentence about a planet, e.g. the planet connected to that day.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> A CD of French music or songs Word cards of the planet names Feely bag Word and text cards for making sentences Dice Self-authoring package for creating multimedia exercises 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> For the Jack-in-the-Box activity support less confident children by allocating them words with easy to identify word groups. You can also use different colour cards for different word types, e.g. pale orange for nouns, dark 			

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orange for proper nouns, yellow for adjectives.

- For the group word ordering exercise, provide colour coding for those groups which may need additional support.

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>C'est quelle planète ?</i> <i>Lisez / Lis la phrase.</i> <i>Pouvez-vous changer l'adjectif ?</i> <i>le Diable à Ressort</i> <i>Mercure / Vénus / Mars / Jupiter /</i> <i>Saturne / Uranus / Neptune / Pluton</i> <i>Rouge / bleue / verte etc.</i> <i>Grande / petite / rapide</i> <i>ex. Mars est une planète rouge.</i> <i>Jupiter est une grande planète.</i> <i>Mercure est une planète rapide.</i> <i>un nom</i> <i>un nom propre</i> <i>un adjectif</i>	Which planet is it? Read (plural / singular) the sentence. Can you change the adjective? the Jack-in-the-Box Mercury / Venus / Mars / Jupiter / Saturn / Uranus / Neptune / Pluto Red / blue / green etc. Big / small / fast e.g. Mars is a red planet. Jupiter is a large planet. Mercury is a fast planet. a noun a proper noun an adjective	<i>Mercure / Vénus / Mars / Jupiter /</i> <i>Saturne / Uranus / Neptune / Pluton</i> <i>Rouge / bleue / verte etc.</i> <i>Grande / petite / rapide</i> <i>ex. Mars est une planète rouge.</i> <i>Jupiter est une grande planète.</i> <i>Mercure est une planète rapide.</i>	Mercury / Venus / Mars / Jupiter / Saturn / Uranus / Neptune / Pluto Red / blue / green etc. Big / small / fast e.g. Mars is a red planet. Jupiter is a large planet. Mercury is a fast planet.