

Scène de plage (Beach scene)

6. Individual poems

Prior Knowledge: It is helpful if children already know a range of word types and how to extend their writing by adding different types of words, e.g. qualifiers

Objectives

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

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

Describe people, places, things and actions orally and in writing.

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

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

Support

Give children a writing frame and an illustrated and colour coded word bank.

Extension

Encourage children to use plural forms of nouns and verbs in their poem.

Give extra recipe instructions to enable children to extend their poem.

Main

Read the class poem from the Session 5 and remind children how it was constructed.

Children work in pairs or individually to create their own poems about Degas' picture *Scène de plage*. Encourage children to think about how they can use ICT or styles of handwriting to present their poetry.

Remind children to use French to ask for help when writing, e.g. by asking *Comment dit-on.... en français?* (How do you say.... in French?) Ask children if they can remember how to say 'I would like' (*je voudrais*) and teach them *Je voudrais dire / écrire.... en français* as an alternative to the question above.

ICT Opportunities: Having produced their poem, the children can choose how to present them using ICT. They may like to use a desktop publishing package with a handwriting font and add pieces of clipart to reinforce the meaning of their texts. They may prefer to create a multimedia presentation with embedded sound files where lines of their poem are animated and are read out loud as they appear.

Give children some other verbs to create sentences with, e.g. *mets* (put), *coupe* (cut), *chauffe* (heat). They can investigate other adjectives by using a bilingual dictionary.

Grammar

For teachers:

No specific focus.

Grammar

For children:

No specific focus.

Phonics focus

For teachers:

No specific focus.

Phonics focus

For children:

No specific focus.

Learning Outcomes

Children can:

- Use language independently and creatively and choose words, phrases and sentences to create a poem

New National Curriculum Links

English

Writing – Years 5 – 6

Evaluate and edit by assessing the effectiveness of their own and others' writing

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<p><u>Throughout the week:</u></p> <p>Children work on the written presentation of their poetry.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Differentiated writing frames • Word banks for support and extension • Copies of the recipe poem from Session 5 and the poem <i>La Plage</i> from Session 4 • Desktop publishing package • Multimedia presentation software • A microphone • Sound-editing software • Internet access
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • The National Gallery's website, www.takeonepicture.org provides opportunities for schools to explore further how pictures can provide a stimulus for cross-curricular work. • The use of colour coded word banks will benefit all children, as they can see what type of words they can add in to extend their writing and make it more descriptive. This also reminds them visually of the structure of sentences, e.g. a verb must be included, and the word order of items such as nouns and their related adjectives • Children could use other paintings or personal photos as starting points for their poem. A class display can then be created with the different images and poems. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>(Avec votre partenaire) vous allez écrire un poème qui parle de la peinture Scène de Plage.</i></p> <p><i>Rouge /jaune /vert/e /bleu/e/ marron</i> <i>petit/e /grand/e</i></p> <p><i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>une baie</i> <i>une falaise</i> <i>une grotte</i> <i>des coquillages (m plural)</i> <i>des rochers (m plural)</i> <i>des cailloux (m plural)</i></p>	<p>(With your partner) you're going to write a poem about the Beach Scene painting.</p> <p>Red/ yellow/ green (m/f)/ blue(m/f)/ brown small (m/f)/ big (m/f)</p> <p>the sand the sky the boat the beach the sea the dog a bay a cliff a cave shells rocks pebbles</p>	<p><i>Rouge/ jaune/ vert/e/ bleu/e/ marron</i> <i>petit/e/ grand/e</i></p> <p><i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>une baie</i> <i>une falaise</i> <i>une grotte</i> <i>des coquillages (m plural)</i> <i>des rochers (m plural)</i> <i>des cailloux (m plural)</i></p> <p><i>(Le chien) regarde</i> <i>(Le bateau) glisse / navigue</i></p>	<p>Red/ yellow/ green (m/f)/ blue (m/f)/ brown small (m/f)/ big (m/f)</p> <p>the sand the sky the boat the beach the sea the dog a bay a cliff a cave shells rocks pebbles</p> <p>(The dog) is watching (The boat) is gliding / sailing along</p>

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<p><i>(Le chien) regarde</i> <i>(Le bateau) glisse / navigue</i> <i>(La petite fille) dort</i> <i>(La dame) brosse (les cheveux de la petite fille)</i> <i>Les gens marchent/parlent/jouent.</i></p> <p>Instructions in the familiar/ singular form</p> <p><i>prends</i> <i>ajoute</i> <i>mélange</i> <i>décore</i> <i>laisse</i></p>	<p>(The dog) is watching (The boat) is gliding / sailing along (The little girl) is sleeping (The lady) is brushing (the little girl's hair) The people are walking/talking/playing</p> <p>take add mix decorate leave</p>	<p><i>(La petite fille) dort</i> <i>(La dame) brosse (les cheveux de la petite fille)</i> <i>Les gens marchent/parlent/jouent.</i></p> <p>Instructions in the familiar/ singular form</p> <p><i>prends</i> <i>ajoute</i> <i>mélange</i> <i>décore</i> <i>laisse</i></p>	<p>(The little girl) is sleeping (The lady) is brushing (the little girl's hair) The people are walking/talking/playing</p> <p>take add mix decorate leave</p>
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End of Unit Activities

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding from this unit. 	<ul style="list-style-type: none"> In pairs or individually, children read their poems aloud to the class. The class evaluate the poems and suggest 'two stars and a wish' (two things that they liked about a poem and one idea for improving it). 	<ul style="list-style-type: none"> Read their poetry to an audience 	<ul style="list-style-type: none"> Follow-up: Children make an illustrated class book of their poetry for the class or school library. Follow-up: If the school has a French-speaking partner school, share children's poetry that they have written or particularly like via the Internet. To link with literacy and ICT objectives relating to the creation of multi-layered texts, children could start with a copy of the Degas picture and create hyperlinks from the picture to sentences that they have created in French. These could be simple descriptive sentences using adjectives of colour or size, or more complex sentences using similes. If the class have done the segmentation activity outlined in session 2, 'Teaching Tips', they could make a booklet of the sections they have analysed. If they present the booklet in digital format, they could also incorporate a short clip of appropriate French music, e.g. from <i>La mer</i> by Debussy.