

Bon Appétit (Enjoy your meal)

4. Story time

Prior Knowledge: It is helpful if children already know the days of the week.

Objectives

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.

Read carefully and show understanding of words, phrases and simple writing.

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

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

Support

For the speaking activity, give children grids showing only Monday-Friday instead of Monday – Sunday.

Provide children with writing frames where they only need to insert one or two words to each sentence.

Provide word banks with pictures.

Extension

Some children may want to change the theme of their story and use a bilingual dictionary to find out new items of food and drink.

Children can use their creativity and write, for example, the food diary for an animal which eats fruit or perhaps insects. Or, create a monster food diary where the monster eats all sorts of strange things.

Main

Sing the days of the week to the tune of *Frère Jacques* (see Resources).

Read a story to the children (either a well-known children's story or one you have made up - see suggested text in Resources) involving days of the week and food and drink. You may like to retell the story a few times using props, puppets or multimedia presentation software.

Teach some of the new vocabulary for fruit / food items using flashcards or props. Play games to practise the new vocabulary.

Ask children to help you narrate and act out the story, using pictures or props.

Practise the question *Qu'est-ce que tu as mangé?* Then practise it, adding the different days of the week to the question: *Qu'est-ce que tu as mangé lundi / mardi / mercredi?* etc.

Food diary: Children work in pairs. Give each child in a pair a copy of either Sheet A or B (see Resources). Partner A asks B what they ate each day and draws the appropriate picture into their blank grid for the right day. They then swap roles.

Children write their own stories using writing frames based on the story you told the class. Provide differentiated writing frames according to ability. You may also like to provide children with bilingual dictionaries or word banks to support them. They may like to 'publish' these and share them with younger children in the school or with a partner school if you have one.

ICT Opportunities: Children could write their story using multimedia presentation software and present it to the class or to younger children, or share it with a partner school.

Invite children to share their stories and establish a realistic set of success criteria by which their classmates can evaluate them, using for example the '2 stars and a wish' technique, where children pick out 2 things that have been successfully achieved, e.g. 'You used the past tense really well', 'I liked the way you read your story aloud' and one area for improvement, e.g. 'You could say the words more clearly'.

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Grammar <u>For teachers:</u> <p>When talking about what you have done on a particular day, in English we use the preposition 'on' whereas in French only the day of the week is needed, for example: <i>Lundi j'ai mangé une pomme.</i> (On Monday I ate an apple.) <i>Lundi soir j'ai mangé un sandwich.</i> (On Monday evening I ate a sandwich.)</p>	Grammar <u>For children:</u> <p>Perfect tense of <i>manger</i> and <i>boire</i>, first and second person: <i>j'ai mangé</i> <i>j'ai bu</i> <i>tu as mangé</i> <i>tu as bu</i></p>	Phonics focus <u>For teachers:</u> <p>No specific focus.</p>	Phonics focus <u>For children:</u> <p>No specific focus.</p>
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<u>Learning Outcomes</u> <p>Children can:</p> <ul style="list-style-type: none"> Write in sentences (with or without support) Write a story using a model Read aloud to the class 	<u>New National Curriculum Links</u> English <u>Reading</u> – Years 3 - 4 <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read and by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>
<u>Throughout the week</u> <p>Play <i>Salade de fruits</i> as a warm-up in PE, where children sit in a circle and are given the name of one of four fruits, e.g. <i>banane, pêche, pomme, abricot</i>. When you call out the name of one of the fruits, those children need to swap places. When you call out <i>Salade de fruits</i>, everybody must swap places.</p>	<u>Resources</u> <ul style="list-style-type: none"> Days of the week song to <i>Frère Jacques</i>: <i>Lundi, mardi</i> (x 2) <i>Mercredi</i> (x 2) <i>Jeudi, vendredi</i> (x 2) <i>Samedi, dimanche</i> (x 2) Speaking sheets A and B. Each sheet should have two grids: one filled in with the days of the week and a different food each day, the other with the days of the week but no food. The foods on Sheet A should be different from those on Sheet B. Example of a simple story: <i>J'aime les fruits</i>
<u>Teaching Tips</u> <ul style="list-style-type: none"> There are a number of well-known children's books that have been translated into French. You can find them using an internet search engine. The interactive whiteboard can be used very effectively in story telling as you can create visuals easily using image banks found in various whiteboard software packages. 	<div> <div><i>J'aime les fruits.</i></div> <div>I love fruit.</div> </div> <div> <div><i>Lundi, j'ai mangé une banane. J'aime les bananes !</i></div> <div>On Monday, I ate a banana. I love bananas!</div> </div> <div> <div><i>Mardi, j'ai mangé deux fraises. J'adore les fraises !</i></div> <div>On Tuesday, I ate two strawberries. I love strawberries!</div> </div> <div> <div><i>Mercredi, j'ai mangé trois mangues. J'aime les mangues !</i></div> <div>On Wednesday, I ate three mangos. I love mangos!</div> </div> <div> <div><i>Jeudi, j'ai mangé quatre abricots. J'adore les abricots</i></div> <div>On Thursday, I ate four apricots. I love apricots!</div> </div>

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	<i>Vendredi, j'ai mangé cinq kiwis. J'aime les kiwis !</i> <i>Samedi, j'ai mangé six pêches. J'adore les pêches !</i> <i>Dimanche, j'ai mangé une salade de fruits.</i> <i>Miam miam ! Que les fruits sont bons!</i>	On Friday, I ate five kiwis. I love kiwis! On Saturday, I ate six peaches. I love peaches! On Sunday, I ate a fruit salad. Yum! Fruit is so delicious!
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>une banane</i>	a banana	<i>une banane</i>	a banana
<i>une fraise</i>	a strawberry	<i>une fraise</i>	a strawberry
<i>une mangue</i>	a mango	<i>une mangue</i>	a mango
<i>une pêche</i>	a peach	<i>une pêche</i>	a peach
<i>un kiwi</i>	a kiwi	<i>un kiwi</i>	a kiwi
<i>un abricot</i>	an apricot	<i>un abricot</i>	an apricot
 <i>lundi</i>	Monday	 <i>lundi</i>	Monday
<i>mardi</i>	Tuesday	<i>mardi</i>	Tuesday
<i>mercredi</i>	Wednesday	<i>mercredi</i>	Wednesday
<i>jeudi</i>	Thursday	<i>jeudi</i>	Thursday
<i>vendredi</i>	Friday	<i>vendredi</i>	Friday
<i>samedi</i>	Saturday	<i>samedi</i>	Saturday
<i>dimanche</i>	Sunday	<i>dimanche</i>	Sunday
 <i>Qu'est-ce que tu as mangé lundi ?</i>	What did you eat on Monday?	 <i>Qu'est-ce que tu as mangé lundi ?</i>	What did you eat on Monday?
<i>Qu'est-ce que tu as bu lundi ?</i>	What did you drink on Monday?	<i>Qu'est-ce que tu as bu lundi ?</i>	What did you drink on Monday?
<i>J'ai mangé</i>	I ate	<i>J'ai mangé</i>	I ate
<i>J'ai bu</i>	I drank	<i>J'ai bu</i>	I drank