

Au parc d'attractions (At the theme park)

6. Writing about a visit to a theme park

Prior Knowledge: It is helpful if children already know the conventions for writing postcards, e-mails, diary entries etc.

Objectives

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

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.

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

Support

Support less confident children with a word bank, gapped text or writing frame.

Extension

Encourage more confident children to include language they have learnt from previous units in their text.

Main

Display the text from the previous session on the board and ask volunteers to underline or highlight in red all the words and phrases that show that the text refers to the past, e.g. *Le weekend dernier, je suis allé(e) ... Il y avait ... C'était ...*

Remove the text from the board and tell children that you are going to model writing a postcard about your visit to a theme park. Begin the postcard by writing *Le weekend dernier, je suis allé(e) au parc d'attractions*. As you are writing, share your thoughts about the words you are choosing. For example, having written *Le weekend dernier*, you could say 'I need to use *je suis allée* because *dernier* means last, so it refers to the past. I have added an -e to *allée* because I am a woman.' Continue with the rest of the text, and encourage children to help you select words and phrases.

Remove the text from the board and give pairs of children word banks from which they can select words and phrases to write their own postcards, emails, diary entries or multimedia presentations. In pairs, children show their postcard to another pair, who comment on what they think is good and suggest ideas for improvement.

ICT opportunities: Children use a private wiki to draft their postcard texts so they can peer assess each other's work and offer advice on how it could be improved. Once completed they can paste the text into an electronic post card or e-card and send it to each other or to children in a partner school.

Display a postcard in which you have deliberately made a few mistakes and ask children to correct them.

Grammar

For teachers:

Teachers may wish to take the opportunity during this session to revisit/consolidate all or any of the grammar points from Unit 23 as they arise while children are working on their writing task

Focus specifically on verbs in the perfect and imperfect tense (see sessions 1-5).

Grammar

For children:

Consolidation of Unit 23 grammar, with specific focus on talking about the past, including time markers (*hier, le weekend dernier*) and verbs.

Phonics focus

For teachers:

Silent final letters, e.g. *parlent, mots, temps, avait, était, loup, rats,*

Phonics focus

For children:

No specific focus.

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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Identify phrases about the past Develop a short text using a model 	<p><u>New National Curriculum Links</u></p> <p>English: Y5/6 Composition – plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; proof-read for spelling and punctuation errors.</p> <p>Computing: KS2 – understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p>
<p>Throughout the week</p> <p>Children work on and produce a 'best copy' of their postcard for a class display.</p>	<p>Resources</p> <ul style="list-style-type: none"> Word bank for writing about a visit to a theme park Writing frames or gapped texts for support Access to an internet search engine Access to a class wiki Access to a class blog Presentation software Microphone Sound-editing software
<p>Teaching Tips</p> <ul style="list-style-type: none"> Encourage children to follow the basic structure from the model text before extending it with additional language. This will help more confident children to use a dictionary more effectively, adding to the original structure rather than trying to create a new structure. The final map could be presented as a leaflet for the theme park, with the map, list of prices and restrictions, and feedback from visitors to encourage others to visit. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Soulignez les mots qui parlent de temps passé.</i></p> <p><i>Le weekend dernier</i></p> <p><i>je suis allé(e)...</i></p> <p><i>Il y avait ...</i></p> <p><i>C'était ...</i></p>	<p>Underline the words which refer to the past tense.</p> <p>Last week</p> <p>I went...</p> <p>There was...</p> <p>It was...</p>	<p><i>Le weekend dernier</i></p> <p><i>je suis allé(e)...</i></p> <p><i>Il y avait ...</i></p> <p><i>C'était ...</i></p> <p><i>un parc d'attractions.</i></p> <p><i>les attractions (f)</i></p>	<p>Last week</p> <p>I went...</p> <p>There was...</p> <p>It was...</p> <p>a theme park</p> <p>the (theme park) rides</p>

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<i>Nous allons écrire une carte postale.</i>	We are going to write a postcard.	<i>le grand huit</i>	the rollercoaster
<i>un parc d'attractions.</i>	a theme park	<i>le carrousel</i>	the merry-go-round
<i>les attractions (f)</i>	the (theme park) rides	<i>le train fantôme</i>	the ghost train
<i>le grand huit</i>	the rollercoaster	<i>la grande roue</i>	the big wheel
<i>le carrousel</i>	the merry-go-round	<i>un squelette</i>	a skeleton
<i>le train fantôme</i>	the ghost train	<i>un hibou</i>	an owl
<i>la grande roue</i>	the big wheel	<i>un loup</i>	a wolf
		<i>une porte</i>	a door
<i>un squelette</i>	a skeleton	<i>des chaînes</i>	chains
<i>un hibou</i>	an owl	<i>des rats</i>	rats
<i>un loup</i>	a wolf		
<i>une porte</i>	a door	<i>Mon attraction préférée était (la grande roue) parce que c'était (rapide) et (terrifiant)!</i>	My favourite theme park ride was (the big wheel) because it was (fast) and (frightening)!
<i>des chaînes</i>	chains	<i>J'ai pris</i>	I had a ride on...
<i>des rats</i>	rats	<i>J'ai entendu...</i>	I heard...
		<i>J'ai vu...</i>	I saw...
<i>Mon attraction préférée était (la grande roue) parce que c'était (rapide) et (terrifiant)!</i>	My favourite theme park ride was (the big wheel) because it was (fast) and (frightening)!		
<i>J'ai pris...</i>	I had a ride on...	<i>fantastique</i>	fantastic
<i>J'ai entendu...</i>	I heard...	<i>super</i>	super
<i>J'ai vu...</i>	I saw...	<i>très rapide</i>	very fast
		<i>génial</i>	great
<i>fantastique</i>	fantastic	<i>terrifiant</i>	terrifying
<i>super</i>	super		
<i>très rapide</i>	very fast		
<i>génial</i>	great		
<i>terrifiant</i>	terrifying		

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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, children present to the class their work from the last section. Alternatively, they could film each other's presentations, and then show these.	<ul style="list-style-type: none">Make a presentation to an audience or in front of a camera	<ul style="list-style-type: none">Follow-up: Children share their presentations at a whole-school assembly.Links with English work: This activity links to objectives for Composition where children perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.