

Notre école (Our school)

6. Break time diaries

Prior Knowledge: It is helpful if children know how to use 24-hour time notation.

Objectives

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary **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.

Support

Provide a writing frame or word bank to support less confident children in writing their sentences.

Extension

Encourage more confident children to use a mix of morning and afternoon times and join sentences with conjunctions.

Main

Play Noughts and Crosses or Blockbusters to practise the past tense sentence structures from Session 5.

Display the sentence *Pendant la récré j'ai joué avec mes copains* (At break time I played with my friends). Establish the meaning of the sentence then underline *Pendant la récré* and ask children to suggest other words or phrases relating to the past that could be substituted for it. You may wish to refer to the *Passé* poster (see Unit 17, Session 2) or provide a number of possibilities to choose from, e.g. *hier* (yesterday), *la semaine dernière* (last week), *le weekend dernier* (last weekend). As a class, write three new sentences in the perfect tense using the other time words.

ICT opportunities: Using word-processing software, create a dropdown menu containing different time expressions in the past. Add a textbox underneath so that the children can write their perfect tense sentences.

Focus on pronunciation of [e] é/er in *dernier* and *récré*. Contrast with [ɛʀ] ère in *dernière*, *hier*.

Practise times on the half and quarter hour using the 24-hour clock. Children can use small clock faces to show the time.

Display the timetable from Session 5 with food and drink, as well as activity images. Model using this as a speaking prompt, e.g. *Lundi, à onze heures, j'ai mangé une pomme et j'ai bu du jus d'orange. J'ai dansé. A treize heures, j'ai mangé un sandwich et des chips. J'ai bu de l'eau. J'ai joué au tennis.* (On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 1 pm I ate a sandwich and some crisps. I drank some water. I played tennis.)

Using large word cards, build some 'Human Sentences', e.g. *Mardi à onze heures j'ai mangé une banane et j'ai bu de l'eau*. Read the sentences aloud as a class. Help children to memorise these by asking those holding the cards to turn around one by one, so that, finally, none of the word cards can be seen and the sentence has to be 'read' from scratch.

Give pairs of children sets of word /phrase cards. They build as many sentences as they can and practise reading these aloud. Children can write their sentences on mini-whiteboards. Invite some pairs to share their sentences with the class. Ask others to suggest elements that could change, e.g. day, time, activity. Play a circle game, where a sentence is passed around the circle with one element being changed each time, e.g. *Lundi, à treize heures j'ai joué au tennis et j'ai dansé avec mes copines* could be changed to *Lundi, à treize heures j'ai joué au football et j'ai dansé avec mes copines*.

ICT Opportunities: Create three dropdown menus as above for the day, time and activity. Add a textbox in which children write their sentences. They record these with a microphone and sound-editing software and compare with their partners.

Explain to children that they will be keeping a diary of their break time activities, starting by recording their activities from the two previous days. You may like them to work in pairs. Ask for suggestions of what they might write and model these on the board. Give children a choice of format, e.g. a paper diary, video diary or multimedia presentation. They will add to these each day throughout the rest of the week. Children begin writing their break time diaries for the two previous days.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>(see Grammar for children)</p> <p>The past participle of <i>boire</i> (to drink) is <i>bu</i>: <i>j'ai bu</i> = I drank</p> <p>This is similar to the past participle of the useful verb <i>voir</i> (to see): <i>j'ai vu</i> = I saw</p> <p>Adjective endings (masculine and feminine):</p> <p>Adjectives that end in <i>-ier</i> in the masculine form change to <i>-ière</i> in the feminine form:</p> <p><i>le weekend dernier</i> = last weekend</p> <p><i>la semaine dernière</i> = last week</p> <p>Similarly:</p> <p><i>le premier cours</i> = the first lesson</p> <p><i>la première fois</i> = the first time</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Remind children about what they did in Session 5:</p> <p>Talking about what you did (using the perfect tense)</p> <p><i>J'ai joué...</i></p> <p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p> <p>and remind them of the pattern in these verbs i.e. they all start with <i>j'ai</i> and they all have an <i>-é</i> at the end.</p> <p>Point out that <i>j'ai bu</i> (which they learnt in Unit 14) is different because it ends in <i>-u</i> rather than <i>-é</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>(See Phonic focus for children)</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[e] er/é – <i>dernier, récré,</i></p> <p>[ɛʀ] ère – <i>dernière, hier</i></p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Listen attentively and understand key details from a spoken passage Build sentences in the perfect tense using word cards 	<p><u>New National Curriculum Links</u></p>		

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<p>Throughout the week</p> <p>Children add to their break time diaries.</p> <p>Play the circle game, where each child changes one element at a time.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Picture cards for Noughts and Crosses or Blockbusters • Class set of small clock faces • A timetable showing break times and lunchtimes • Pictures or symbols for food and drink and break time activities • Word cards for human sentences • Word cards for pair work • Microphone • Audio editing software • Word-processing package
<p>Teaching Tips</p> <ul style="list-style-type: none"> • Encourage children to use images or props in the diaries to help convey the meaning. • Provide differentiated writing frames or word banks for less confident children to allow them to produce a variety of sentences. Encourage them to choose a different activity for each day. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Pendant la récré j'ai joué avec mes copains.</i></p> <p><i>J'ai joué...</i></p> <p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p>	<p>At break time I played with my friends.</p> <p>I played...</p> <p>I spoke...</p> <p>I danced...</p> <p>I helped...</p> <p>I worked</p> <p>I sang...</p>	<p><i>J'ai joué...</i></p> <p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p> <p><i>au football</i></p> <p><i>au tennis</i></p>	<p>I played...</p> <p>I spoke...</p> <p>I danced...</p> <p>I helped...</p> <p>I worked</p> <p>I sang...</p> <p>football</p> <p>tennis</p>

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<i>au football</i> <i>au tennis</i> <i>au hockey</i> <i>au pingpong</i> <i>avec mes copains/copines</i> <i>hier / la semaine dernière / le weekend dernier</i> <i>Lundi, à onze heures, j'ai mangé une pomme et j'ai bu du jus d'orange. J'ai dansé. A treize heures, j'ai mangé un sandwich et des chips. J'ai bu de l'eau. J'ai joué au tennis.</i> <i>Lundi, à treize heures j'ai joué au tennis et j'ai dansé avec mes copines</i> <i>Mardi à onze heures j'ai mangé une banane et j'ai bu de l'eau.</i>	football tennis hockey ping pong with my friends (m/f) yesterday / last week / last weekend On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 13.00 I ate a sandwich and some crisps. I drank some water. I played tennis. On Monday at 1 pm I played tennis and I danced with my friends. On Tuesday at 11.00 I ate a banana and I drank some water.	<i>au hockey</i> <i>au pingpong</i> <i>avec mes copains/copines</i> <i>Pendant la récré/ le déjeuner (j'ai joué avec mes copains) etc.</i> <i>hier / la semaine dernière / le weekend dernier</i> <i>Lundi, à treize heures j'ai joué au tennis et j'ai dansé avec mes copines</i> <i>Mardi à onze heures j'ai mangé une banane et j'ai bu de l'eau.</i>	hockey ping pong with my friends (m/f) During break / lunch (I played with my friends) etc. yesterday / last week / last weekend On Monday at 1 pm I played tennis and I danced with my friends. On Tuesday at 11.00 I ate a banana and I drank some water.
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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"> Children present their activity diaries to the rest of the class. Extension: Link with a local secondary school. Children may be able to work with some older children to produce a simple introductory video about the secondary school, e.g. key places, departments and 	<ul style="list-style-type: none"> Construct short texts in the perfect tense Present information in a variety of ways 	

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	an example of the timetable.		
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