

Ça pousse! (Growing things)

3. Jack and the Beanstalk

Prior Knowledge: It is helpful if children already know the story of Jack and the Beanstalk.

<p>Objectives</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through stories.</p>	<p>Support</p> <p>Select groups carefully and allocate simpler sequences to less confident children.</p> <p>Extension</p> <p>Children can be encouraged to join in with more and more of the text using expression and different voices.</p> <p>In Literacy show the children some words beginning with <i>g</i>, such as <i>garçon</i>, <i>grand</i>, <i>graine</i> and <i>grimper</i>. Ask them why the <i>g</i> makes a different sound from the <i>g</i> in <i>géant</i>, <i>tige</i> and <i>magique</i>. Can anyone create a rule? Compare this to English.</p>	<p>Main</p> <p>Introduce some of the key vocabulary in preparation for the story of <i>Jacques et le Haricot Magique</i>: <i>le haricot</i>, <i>Jacques</i>, <i>le géant</i>, <i>il glisse</i>, <i>il grimpe</i>, <i>la vache</i>, <i>elle pousse</i>, <i>le marché</i>.</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard software to find images for the story elements.</p> <p>Present the story with visuals and encourage children to join in, repeating familiar vocabulary.</p> <p><u>ICT Opportunities:</u> Use the spotlight tool on the interactive whiteboard to practise the key vocabulary.</p> <p>Choose a selection of phrases and ask children in groups to think of an appropriate mime. For example:</p> <ul style="list-style-type: none"> - <i>Les haricots magiques</i> - <i>Il voit des pièces d'or, une poule, une harpe magique</i> - <i>Hum! Hum! Hum! Hum! Ça sent le garçon</i> - <i>Le géant dort</i> - <i>Cache-toi Jacques</i> - <i>Mais il ne trouve pas Jacques</i> - <i>Vite! Vite!</i> <p>Read the story again and each group performs their mime and joins in when appropriate, with their phrase to show understanding. Repeat again.</p> <p><u>ICT Opportunities:</u> Use a multimedia presentation to re-tell the story.</p> <p>Read the story again and ask the children to listen for the phoneme <i>j/ge</i>. In groups the children can be given a giant (puppet or cardboard cut-out), which they pass round the circle each time they hear the sound.</p>
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Grammar <u>For teachers:</u> For story: 3 rd person singular of verbs in the story: <i>est, dit, va, jette, pousse, grimpe, voit, entre, arrive, sent, prend, glisse, trouve, dort, se réveille, chasse, vient, cherche, abat</i>	Grammar <u>For children:</u> No specific focus.	Phonics focus <u>For teachers:</u> [a] a – <i>vache, haricot, Jacques, château, cache, chasse, marché</i> [ʃ] ch – <i>vache, château, cache, chasse, marché</i> [ɔ̃] on – <i>garçon</i> [ɛ̃] im – <i>grimpe</i> [i] i – <i>vite, tige, magique, arrive, glisse</i> [wa] oi – <i>voici, voit, toi</i> [ɑ̃] an / en – <i>géant, grand, dans, entre, sent, prend, maman</i> [u] ou – <i>poule, pousse, trouve, loup</i> silent h – <i>harpe, haricot, histoire, hache</i>	Phonics focus <u>For children:</u> [ʒ] g / j – <i>magique, géant, tige, Jacques, je</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> remember a sequence of spoken words join in with storytelling 	<u>New National Curriculum Links</u> English <u>Reading</u> – Years 3 – 4 Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
<u>Throughout the week:</u> Practise listening for the sound [ʒ] <i>j</i> . Use a puppet or cardboard cut-out to represent <i>Jacques</i> and a small bag. Tell the children this is a <i>sac magique</i> (magic bag) and only items containing the sound <i>j</i> can go into it. Show them a selection of objects or picture cards and ask them which items belong in the <i>sac magique</i> . Volunteers can place objects in the bag. Items could include: <i>géant, haricots magiques, harpe magique, une tige, une fleur, une poule</i> . You could have <i>une harpe</i> and <i>des haricots</i> (not <i>magiques</i>) and distinguish the <i>harpe magique</i> and <i>haricot magique</i> (which do belong in the bag) with a more glittery picture. Alternatively, the <i>sac magique</i> could be a virtual one on the interactive whiteboard with objects and embedded sound files. Show the children the words in written form. Remind them of the two ways of making the sound (from Unit 3). Add the new words to the [ʒ] <i>j</i> page of the word bank.	<u>Resources</u> <ul style="list-style-type: none"> The text of Jack and the Beanstalk Visuals for telling the story Giant (puppet or cardboard cut-out) Multimedia presentation Interactive whiteboard
<u>Teaching Tips</u> <ul style="list-style-type: none"> Note that the <i>h</i> in <i>haricot, harpe</i> and <i>histoire</i> is silent. Use a variety of strategies for introducing new vocabulary - chanting with the teacher, words with actions, chanting with flashcards, matching words with pictures. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez</i>	Listen	<i>Écoutez</i>	Listen
<i>Répétez</i>	Repeat	<i>Répétez</i>	Repeat
<i>le haricot magique</i>	the magic bean	<i>le haricot magique</i>	the magic bean
<i>Jacques</i>	Jack	<i>Jacques</i>	Jack
<i>le géant</i>	the giant	<i>le géant</i>	the giant
<i>il glisse</i>	he slides down	<i>il glisse</i>	he slides down
<i>il grimpe</i>	he climbs up	<i>il grimpe</i>	he climbs up
<i>la vache</i>	the cow	<i>la vache</i>	the cow
<i>elle pousse</i>	it grows	<i>elle pousse</i>	it grows
<i>le marché</i>	the market	<i>le marché</i>	the market
<i>au marché</i>	at the market	<i>au marché</i>	at the market
<i>Mimez la situation</i>	Make up a mime		
See also: the French and English texts for Jack and the Beanstalk at the end of the unit.			