3. Animal colours

Prior Knowledge: It is helpful if children can recall some animals and the corresponding verbs.

Objectives	Support	Main
Listen attentively to simple spoken language and show understanding by joining in and responding. Read carefully and demonstrate understanding of words and phrases. 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.	Give individuals and pairs colour coded word lists e.g. blue for verbs, red for nouns, with picture prompts as necessary. For some children writing one sentence may be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books. **Extension** Children write from memory familiar *on* words on mini-whiteboards. Children write sentences about more than one animal.	Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word. ICT Opportunities: Use a multimedia presentation to revise animal words. Revisit the phoneme [ɔ̃] *on* in *mouton*, *monte, donc, mon, maison, marron* (see Unit 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as a rounded shape, with their head down). Write the words on the [ɔ̃] *on* page of the sound bank. Introduce the colour *blanc* (white). Re-read an extract of the story and ask children to respond (e.g. raise their hand or pass on a multilink cube) each time they hear *blanc.* Show pictures of each animal and describe the colour e.g. *Le cheval est noir* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as an aide-mémoire later in the session. Display text cards for the four verbs of movement e.g. *galope* (gallops)*, court* (runs), *sautille* (hops)*, trottine* (scurries) and read them aloud with actions. Ask children to match the verbs with the correct animal e.g. *Que fait le mouton?* (What does the sheep do?) to elicit *Le mouton court* (The sheep runs). Revise *il/elle* and discuss with the children that it is more natural to reply using *il/elle* rather than repeat *le mouton* in the answer. Ask the question again encouraging the children to reply using *il/elle.* Some children may only be ready to give a one word answer e.g. *court.* ICT Opportunities: Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write sentences by themselves. Organise the children into small groups. Give each group a text card for all of the verbs describing animal movement e.g. *Il saute.* Ask the question *Que fait le lapin?* (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals. Give children one of the animals to draw. They select the correct animal name and verb from lists on the board or worksheet to make a simple sentence e.g. *Le cheval galope* (The horse gallops)*.* Children then write *Il/Elle est* (He/She is) and choose the correct colour from the board or worksheet. They read their sentence to their partner.

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Grammar	Grammar	Phonics focus	Phonics focus
For teachers:	For children:	For teachers:	For children:
Question forms – *qu'est-ce qu'il fait ?*	No specific focus	[ɔ̃] on – *mouton, monte, donc, mon, maison, marron*	[ɔ̃] on – *mouton, monte, donc, mon, maison, marron*
Definite article *(le mouton / le cheval / le lapin / la souris)*			

Learning Outcomes	New National Curriculum Links
Children can:	**English**
• write familiar words and sentences using a model	Sentence structure – Year 4
• understand words displayed in the classroom	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition
• listen with care to identify specific information	Terminology for pupils – Year 4
• speak clearly and confidently when presenting their work	pronoun, possessive pronoun, adverbial

Throughout the week:

Children answer the register by giving an animal word and if possible the corresponding verb.

They read their mini descriptions to the class.

Teaching Tips

- Children learnt *Il/Elle est…* (He/She is…) in Unit 4, Session 5. Here, the same words are used to mean 'it'.
- The colour *marron* is invariable, so there is no change when using the adjective to describe a feminine noun such as *la souris.*
- Make colour-coded word lists of the key nouns, verbs and adjectives from the story.

Resources

- Animal text cards
- Multimedia presentation for revising animals
- Animal flashcards
- The text of the story *Les Quatre Amis*
- Multi-link cubes
- Colour text cards
- Worksheet listing key vocabulary

Les quatre amis (The Four Friends)

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Le langage du prof	Teacher Language	*Le langage des enfants*	Children's Language
Faites comme ça quand vous entendez 'mouton, mon, monte, donc'.	Do that when you hear *'mouton, mon, monte, donc'.*	*Le lapin sautille.*	The rabbit **hops.**
		Le cheval galope.	The horse **gallops.**
		Le mouton court.	The sheep **runs.**
Le lapin sautille.	The rabbit **hops.**	*La souris trottine.*	The mouse **scurries.**
Le cheval galope.	The horse **gallops.**		
Le mouton court.	The sheep **runs.**		
La souris trottine.	The mouse **scurries.**	*Il sautille.*	It hops.
		Il galope.	It gallops.
		Il court.	It runs.
Que fait le lapin ?	What does the rabbit do?	*Elle trottine.*	It scurries.
Il sautille.	It hops.		
Il galope.	It gallops.		
Il court.	It runs.	*Il est noir*	It's black
Elle trottine.	It scurries.	*Il est blanc*	It's white
		Il est gris	It's grey
Écoutez/Écoute l'histoire	Listen (plural/singular) to the story	*Elle est marron*	It's brown
Cherchez/Cherche la bonne carte	Find (plural/singular) the right card		