

Portraits (Portraits)

3. Drawing a face

Prior Knowledge: It is helpful if the children already know how to play battleships.

Objectives

Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

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.

Support

Ensure children have access to picture prompts when necessary.

For children who have difficulty drawing, provide pictures of features which can be stuck on an outline of a face.

Extension

Play the Battleships game in pairs or small groups.

Challenge individuals or pairs to look up other body parts in a dictionary.

Main

Use portraits by well-known artists to revise orally the parts of the head and face learned in session 1. Introduce *cheveux* and practise.

ICT Opportunities: Use an internet search engine to find online portraits that can then be displayed and annotated on the interactive whiteboard.

Introduce the written words for the parts of the face and head. Encourage children to match the sounds they have been learning to the written form. Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text.

Play *Touchez l'image*. Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and when you show the written word, the children race to touch the corresponding picture.

ICT Opportunities: Use the gallery or resource bank from the interactive whiteboard software for images of parts of the face.

Allow children opportunities to listen, look and say singular and plurals of parts of the head, face and body.

Revise numbers to five in French to play 'Draw the Face' battleships game with the class divided into two teams. (see Teaching Tips).

Challenge the children to create combinations of colours and body parts containing the same phoneme e.g. *genoux rouges, bouche rouge, yeux bleus, cheveux bleus, épaules jaunes*. Highlight the sound *ou* in *rouge, genoux* and *bouche* and emphasise the importance of making this sound with the front of the mouth. Ask children what they notice about the position of the colours i.e. colours come after the noun.

Grammar

For teachers:

Position of adjectives – note that colours follow the noun

Grammar

For children:

Singular and plural form of nouns
Position of adjectives – note that colours follow the noun

Phonics focus

For teachers:

[ʃ] ch – *bouche*
[i] i – *cils, sourcils, narines, six, violet*
[a] a – *narines, quatre*
[ø] eu – *yeux, bleu, deux*

Phonics focus

For children:

[u] ou – *bouche, rouge*

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • use newly learned vocabulary to join in a game 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Terminology for pupils</u> – Years 3 – 4</p> <p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>
<p><u>Throughout the week:</u></p> <p>Update the word bank. Add <i>yeux</i> and <i>cheveux</i> to the [ø] <i>eu</i> page; add <i>épaules</i> to the [e] <i>é</i> page; create a new page for [u] <i>ou</i> and add <i>rouge</i>, <i>bouche</i> and <i>genoux</i>.</p> <p>Make your own alien from a variety of materials and label the body and face parts that have been learned in French.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Portraits by well-known artists • Picture flashcards or interactive whiteboard images and text cards for parts of the face and head • Grids and images for Draw the Face Battleships game
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • To make the 'Draw the Face' battleships game: <ol style="list-style-type: none"> 1. You have a copy of Grid A which has numbers 1-5 on the horizontal axis and the names of 5 colours written on the vertical axis. Some blank squares of the grid are filled with an image of a head or face part (e.g. mouth, nose, ear etc). 2. In addition, you have separate images of the same parts of the head or face on individual pieces of paper. 3. A blank grid is displayed on the board. 4. The children have mini-whiteboards on which they draw the outline of a head. 5. Invite individuals to give the "address" of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board. 6. The children can draw that part of the head or face on their mini-whiteboard. This activity may be done on an interactive whiteboard. • Make sure the children give the coordinates correctly, reminding them of the phrase 'along the corridor, up the stairs' as a way of ensuring that the horizontal readings are given before the vertical. • Children could play a Literacy Race game using the written form of the face parts. Display all the word cards and call out a sound (e.g. <i>ou</i> / <i>eu</i> / <i>i</i> / silent final consonant / plural word etc.). Children have to race to find a word containing this sound. 	

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>On va réviser les parties du visage</i> <i>Regardez/Regarde le mot</i> <i>Touchez/Touche l'image</i> <i>Chantez/Chante</i>	We are going to revise the parts of the face Look at (plural/singular) the word Touch (plural/singular) the picture Sing (plural/singular)	<i>les yeux (m)</i> <i>(l'œil) (m)</i> <i>les oreilles (f)</i> <i>(l'oreille) (f)</i> <i>le nez</i> <i>la bouche</i> <i>les cheveux (m)</i>	eyes (eye) ears (ear) nose mouth hair
Le visage <i>les yeux (l'œil) (m)</i> <i>les oreilles (l'oreille) (f)</i> <i>le nez</i> <i>la bouche</i> <i>les cheveux (m)</i>	The face eyes (eye) ears (ear) nose mouth hair	Extension : <i>les cils (m)</i> <i>les sourcils (m)</i> <i>les narines (f)</i>	Extension: eyelashes eyebrows nostrils
Extension : <i>les cils (m)</i> <i>les sourcils (m)</i> <i>les narines (f)</i>	Extension: eyelashes eyebrows nostrils	<i>1 un</i> <i>2 deux</i> <i>3 trois</i> <i>4 quatre</i> <i>5 cinq</i> <i>6 six</i>	1 one 2 two 3 three 4 four 5 five 6 six
Les chiffres <i>1 un</i> <i>2 deux</i> <i>3 trois</i> <i>4 quatre</i> <i>5 cinq</i> <i>6 six</i>	The numbers 1 one 2 two 3 three 4 four 5 five 6 six	<i>rouge</i> <i>bleu</i> <i>jaune</i> <i>vert</i> <i>orange</i> <i>violet</i>	red blue yellow green orange purple
<i>On va jouer à la bataille navale</i> <i>Jouez en groupe</i> <i>Jouez/Joue avec un(e) partenaire</i>	We are going to play Battleships Play in groups Play (plural/singular) with a partner		