Lesson 5   Sample Lesson Plan – Catherine Cheater Scheme of Work for French Year 4

Language content: *Ce sont des…*

Learning focus	Teaching sequence
Starter activity Game - Blind Man's Buff. Asking and answering questions	▪ Teacher, children and cuddly toys all exchange greetings. ▪ Play a version of Blind Man's Buff. A child volunteers to come to the front of the class and either be blindfolded or have their eyes closed. A second child volunteers to stand at the front. All children chorus the question *"Qui est-ce?"* The blindfolded child must guess the identity of the person in front of them, by feeling (no verbal clues), and suggests *"C'est John Smith?"*. If the guess is correct, the class will chant *"Oui, c'est John Smith",* but if the guess is incorrect the class will chant *"Non, ce n'est pas John Smith."* The blindfold is removed, and another child volunteers to come to the front. **Resources**: Cuddly toys; blindfold.
Revision of nouns and adjectives	▪ Show picture cards of the animals taught in lesson 4 and revise the words with the children, speaking in chorus. Practise using the question *Qu'est-ce que c'est?* and the answer *C'est un…* ▪ Add a colour to each object using a Multilink cube or similar, e.g. *C'est un mouton rose*. ▪ In pairs the children have a set of the picture cards as well as a series of Multilink cubes in colours they can name in French. They practise using the question *Qu'est-ce que c'est?* and creating different answers. **Resources**: Pictures of animals or cuddly toys; Multilink cubes.

Spelling skills
    un lion
    un mouton
    un caméléon
    un papillon
    un cochon
    un chat
    un perroquet
    un furet
 	
Focus on phonics
  [ɔ̃] in *mouton,* [ʃ] in *cochon*
	▪ Show the written form of the words.
	
	▪ With the children, count the number of letters in each word. *(Il y a combien de lettres?…une, deux, trois…)*
	
	▪ Through discussion, revise what the children already know about vowels and consonants in English and in French.
	
	▪ Point to the letters in *chat* one at a time, saying *voyelle* and *consonne* as appropriate, i.e. for *chat* you say *consonne - consonne - voyelle - consonne*.
	
	▪ Pointing to the word *chat*, spell it aloud one letter at a time, inviting the children to echo what you say, *c - h - a - t.* Spell all the words aloud in this way.
	
	▪ Focus on the phoneme [ɔ̃] in *mouton , caméléon, papillon, cochon*. Show soundsheet no.85 and as you all say *on, on, on* you place one finger on the tip of your nose. The letters *on* together make a nasal sound. For the phoneme **[ʃ]** show soundsheet no.77 saying *ch, ch, ch, chuchote* with hands close to your mouth as if you are whispering secrets (to **Ch**arlotte).
	
	▪ In pairs, the children discuss how they will remember the spellings of the new words.
	
	▪ In a short plenary, children share some of their ideas for remembering the spellings.
	
	Resources: *Le Manuel Phonique* p.85 and p.77.

Spelling practice in pairs or small groups	▪ In pairs, children take turns spelling aloud words from this list for their partner to guess. ▪ In pairs, children take turns writing with their finger a word for their partner to guess.
Nouns and determiners: the indefinite article in the singular and the plural.	▪ Using animal picture cards practise the question and answer *Qu'est-ce que c'est? C'est un lion.* ▪ Now show several lions and model the question and answer *Qu'est-ce que c'est? Ce sont des lions.* Repeat this model with different animals or objects. Can the children work out that the answer is describing a plural? ▪ What do the children notice about the noun in the plural? -That it adds **-s** and that this is a silent ending. ▪ What do the children notice about the determiner in the singular and plural? The determiner in these examples is the indefinite article. In English the indefinite article is *a* or *an* in the singular, and *some* or *any* (or no word at all) in the plural. Not only does the noun (*lion*) show a plural form, so does the article (the plural of *un* is *des*). *Un* is used in front of masculine singular nouns, *des* is used in front of all plural nouns. In English it is not necessary to include an article in the plural. ▪ In pairs the children discuss what they have learnt and make comparisons with English and with other languages they know. **Resource**: Animal pictures.
Traditional Song: *Alouette*	▪ The children watch the DVD and listen to *Alouette*. A songsheet is available at *momes* for the children's French folders. **Resource**: *Mon Âne* DVD - *Alouette.*
Story End of lesson	▪ Read the story *Va t'en grand monstre vert* . Encourage the children to point to *les yeux, le nez, la bouche, les dents, les oreilles, les cheveux, la tête* when they hear the words in the story. ▪ Teacher, children and cuddly toys exchange farewells with *au revoir*. **Resources**: Story book - *Va t'en grand monstre vert*; cuddly toys.

Intercultural Understanding	**Language Learning Strategies**	**Knowledge About Language**
▪ Children listen to and watch media resources involving native speakers.	▪ Children practise spelling new words. ▪ They use knowledge of English or another language to help learning and understanding.	▪ Children identify the spoken and written forms of two phonemes which do not occur in English: [ɔ̃] in *mouton,* [ʃ] in *cochon.*