

## Lesson 5

### Catherine Cheater Scheme of Work – Sample Lesson Plan year 3

**Language content:** *Comment ça s'écrit?* Colours *vert, jaune*; numbers *1 - 2 - 3*.

Learning focus	Teaching sequence
Starter activity  New vocabulary: <i>Comment ça s'écrit?</i>	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Rehearse <i>Comment t'appelles-tu?</i> and <i>Je m'appelle Albert</i> by means of a conversation with the cuddly toy. The conversation is repeated as Albert is passed around amongst the children.</li> <li>▪ You ask <i>Albert</i> how to spell his name - <i>Comment ça s'écrit?</i> <i>Albert</i> then spells out his name as before. Invite the children to keep asking <i>Albert</i> this question, and to help him to say the answer.</li> </ul> <p style="text-align: right;"><b>Resource:</b> Cuddly toy</p>
Finger rhyme: <i>Monsieur Pouce</i>	<ul style="list-style-type: none"> <li>▪ Rehearse known finger rhymes, then teach <i>Monsieur Pouce</i> by modelling and echoing:  <i>Monsieur Pouce</i> (both thumbs stand up, fingers tucked away);  <i>est</i> (fingers stand up too);  <i>dans sa maison</i> (fingers from both hands join together to form a roof over the head of the thumbs).            Repeat the first three elements.  <i>Toc, toc, toc!</i> (right hand knocks on side of your head, as if knocking on the door);  <i>Qui est là?</i> (left thumb stands up, you shrug shoulders, look around);  <i>C'est moi!</i> (right thumb stands up);  <i>Chut! Je dors!</i> (left thumb hides, you go to sleep);  <i>Mais! Toc, toc, toc!</i> (right hand knocks insistently on side of head);  <i>Qui est là?</i> (left thumb stands up, you shrug shoulders, look around);  <i>C'est moi!</i> (right thumb stands up);  <i>Ah, je sors!</i> (left thumb comes out to greet right thumb).</li> </ul> <p style="text-align: right;"><b>Resource:</b> <i>Les Petits Lascars</i> page 12</p>
New vocabulary <i>un</i> <i>deux</i> <i>trois</i>	<ul style="list-style-type: none"> <li>▪ Teach <i>1, 2, 3</i>. To teach <i>un</i>, hold up thumb and say <i>un</i>, with children copying and echoing in chorus. Do the same for <i>deux</i> with thumb and index finger and for <i>trois</i> with thumb, index and middle fingers.</li> <li>▪ Practise chorusing the numbers in sequence by bouncing a soft ball on the floor. On each bounce everyone says a number in sequence: <i>1 - 2 - 3 - 1 - 2 - 3 - 1 - 2 - 3</i>.</li> <li>▪ Fit the new words into a well-known tune. Sing the song, supported by matching hand gestures. E.g. the numbers <i>1 - 2 - 3</i> can be sung to the tune of <i>Frère Jacques</i>.</li> </ul> <p style="text-align: right;"><b>Resource:</b> Ball</p>

<p>New vocabulary</p> <p><i>vert</i></p> <p><i>jaune</i></p>	<ul style="list-style-type: none"> <li>▪ Rehearse <i>rouge</i> and <i>bleu</i>.</li> <li>▪ Teach <i>vert</i>. Saying <i>vvvv</i>, show the children that when you make this sound your top teeth are tickling your bottom lip. Encourage the children to make the <i>vvvv</i> sound while the green card is hovering in the air, and as you complete the word <i>vvv...ert</i> the card gently comes in to land.</li> <li>▪ Teach <i>jaune</i>. With all the antics of the other colours, the yellow card is very, very tired. Hold up the yellow card as you start to yawn widely. At the start of the yawn make the initial sound of the word, <i>jjjj</i>, then finish off the yawn with <i>...aune</i>. Yawn again, saying <i>jaune</i>. Encourage the children to copy your yawns.</li> <li>▪ Play <i>Pass the Parcel</i>. A pillowcase containing coloured cards or objects (only <i>rouge</i>, <i>bleu</i>, <i>vert</i> or <i>jaune</i>) is passed around the circle whilst the music is playing (suggest <i>La forêt</i>). Each time the music is paused, the child holding the pillowcase takes out one item. Everyone asks in chorus <i>C'est de quelle couleur?</i> and then responds with the answer. The game continues until the pillowcase is empty.</li> </ul> <p style="text-align: right;"><b>Resources:</b> Pieces of green and yellow card; Henri Dès No. 5 - <i>La forêt</i>; pillowcase containing coloured cards or objects</p>
<p>Traditional Song</p>	<ul style="list-style-type: none"> <li>▪ The children watch the DVD and listen to <i>La poule grise</i>. This song is a lullaby - do the children know what a lullaby is? Can they listen for rhyming words? The four hens are free range and each one lays its egg in a different place. Can the children guess where? (The church, the cupboard, the barn, the moss).</li> </ul> <p style="text-align: right;"><b>Resources:</b> <i>Mon Âne</i> DVD - <i>La poule grise</i></p>
<p>Story</p> <p>End of lesson.</p>	<ul style="list-style-type: none"> <li>▪ Read the story <i>L'automne arrive</i>. Devise a mime to illustrate each page of the story, e.g. for <i>Petit lapin se réveille</i> stretch up your arms as if waking up. Encourage the children to copy the mime as you read each page. When reading <i>les feuilles jaunissent</i> point to some autumn leaves which are on display.</li> <li>▪ Children may recognise words in the story that are similar to words in English or other languages they know, e.g. <i>l'automne</i>, <i>arrive</i>, <i>téléphone</i>, <i>excursion</i>, <i>bicyclette</i>, <i>fatigués</i>, <i>sieste</i>, <i>retourne</i>, <i>crayons</i>, <i>couleur</i>. They use this to help their understanding.</li> <li>▪ Teacher, children and cuddly toy exchange farewells with <i>au revoir</i>.</li> </ul> <p style="text-align: right;"><b>Resource:</b> Story book - <i>L'automne arrive</i></p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> <li>▪ Children listen to and watch media resources involving native speakers.</li> <li>▪ They look at photos of Paris.</li> <li>▪ They reflect on accents and dialects in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children use a physical response to help memorise language.</li> <li>▪ They use knowledge of English or another language to help learning and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children imitate the pronunciation of the teacher, and of the native speakers in the media resources</li> <li>▪ They recognise that some words occur in English, French and other languages they know, although they may sound different.</li> </ul>