

Lesson 5

Year 6 Sample lesson plan – Catherine Cheater

Language content: numbers 61 - 70;

Learning Focus	Teaching Sequence
Starter Activity - greetings, day, date, time, birthdays Song	<ul style="list-style-type: none"> Exchange greetings. Establish the day, date, time and any birthdays. The children listen to the Henri Dès song <i>La Vieille</i>, reading the lyrics from slide 4 of the Henri Dès PowerPoint. Invite the children to join in singing each of the repeated phrases. <p style="text-align: right;">Resources: Henri Dès CD <i>Les Trésors de Notre Enfance Vol 2</i> ; Henri Dès PowerPoint slide 4</p>
Mental arithmetic: Numbers 60-70	<ul style="list-style-type: none"> Display the numbers 60 to 70 and count in chorus, forwards and backwards. Show the written form of these numbers. What do the children notice about the number 70 in French, which might not be what they were expecting? Can they see that in French there is no new word for 70, but simply the word <i>soixante-dix</i> (60 + 10). French speakers in Belgium and Switzerland use the word <i>septante</i>. Play “Stand Up Bingo” with the numbers 50 - 70. Each child writes down any three numbers of their choice, between 50 and 70, and then all children stand up. You call out numbers as in Bingo and the children cross out their numbers accordingly. When a child has crossed out all three numbers he or she sits down. The winner is the last one standing.
Analogue time on the clock	<ul style="list-style-type: none"> Using a demonstration clock, choose a time (or invite a child to do so by asking <i>Quelle heure est-il?</i>). Tell the children we are going to add on one hour exactly. Count around the clock face, with the children speaking in chorus, in intervals of five minutes. Repeat several times. Now make the activity more challenging. Choose a clock time in the same way, but we are now going to add on different lengths of time (in 5 minute blocks). For example, if we start at twenty past two we could challenge ourselves to add on 35 minutes. So we chant aloud <i>deux heures vingt, deux heures vingt-cinq, deux heures et demie, trois heures moins vingt-cinq, trois heures moins vingt, trois heures moins le quart, trois heures moins dix, trois heures moins cinq</i>. Repeat from different start times. <p style="text-align: right;">Resource: demonstration clock</p>
Sentence building Creating written sentences	<ul style="list-style-type: none"> From slide 10, invite the children to speak some sentences in chorus as you point to elements on the slide. Working in pairs, using slide 10 as a speaking frame, the children practise creating spoken sentences. Allow five minutes for some written work. Using slide 10 as a writing frame, each child creates a minimum of two written sentences. <p style="text-align: right;">Resource: Language PowerPoint</p>
Listen to and then read aloud a short non-fiction text Les Gallo-Romains	<ul style="list-style-type: none"> What do the children think this might be about? (Gaul under the Roman occupation). Read aloud the text (or use the voice recording in slides 12 - 16). By listening carefully, can the children pick out any cognates or other key words? Can they pick out proper nouns - <i>Jules César, Vercingétorix, la Gaule, Rome</i>? Read the text once more, this time allowing the children to see the text as they hear it. Can they find the French words for battle, chief, in peace, paved, easily and aqueducts? (Do the children know what an aqueduct is? See www.bbc.co.uk/schools/romans/tech.shtml). Invite the children to read aloud the text in chorus from slides 12 - 16. <p style="text-align: right;">Resources: <i>Ma première histoire de France</i> p.3, History PowerPoint slides 12 - 16</p>

<p>Reading skills: The letter g as in <i>girafe</i></p>	<ul style="list-style-type: none"> The children look at page 41 in <i>Pas à Pas</i>. Show slide 4 from the <i>PàP</i> Reading Skills PowerPoint. We are going to look at words containing the letter g, when it makes the sound of a “soft g”. Ask the children to find the word <i>girafe</i> on the page and to repeat it after you. From page 41 read aloud the syllables on each yellow segment, inviting the children to echo what you say in chorus and to point to it on the page. In the same way, read aloud the sentences in the columns next to the orange rectangle. Can the children find examples of liaison (<i>on a, ils ont</i>), elision (<i>l'orangeade</i>) and silent letters (<i>les gens</i>). Read aloud the syllables in the revision section, allowing time for the children to echo. Read aloud the sentence <i>Papa change la roue de la voiture dans le garage</i>, and invite the children to echo it. Allow the children one minute, working in pairs or small groups, to practise saying the sentence. They use whispering voices or mouth it silently whilst “hearing it in their head”. <p style="text-align: right;">Resources: <i>Méthode de lecture pour apprendre à lire pas à pas</i>, page 41, <i>PàP</i> RS PowerPoint</p>
<p>Memorisation and writing skills</p>	<ul style="list-style-type: none"> Allow the children one minute to try and memorise the sentence <i>Papa change la roue de la voiture dans le garage</i> in terms of sound, spelling and meaning. Hide the sentence from view, and dictate it for the children to write out on mini whiteboards. Show the sentence and allow each child to check their own work, and to notice how much of it they were able to write correctly, e.g. “Show me if you remembered how to write <i>roue</i> correctly”. Praise the children’s achievements. In a plenary allow the children to suggest strategies to help them remember some of the spelling patterns in the sentence. Challenge the children to recite from memory a number of sentences from <i>Pas à Pas</i>, or to read them aloud with accuracy. <p style="text-align: right;">Resources: mini whiteboards, <i>PàP</i> RS PowerPoint</p>
<p>Song</p>	<ul style="list-style-type: none"> Watch the DVD <i>Mon Âne</i> and join in singing the song <i>Pirouette</i>. The children might enjoy seeing a YouTube clip of this song performed by Kitoslev at www.youtube.com/watch?v=wR1SiX6jCZ8. <p style="text-align: right;">Resources: DVD <i>Mon Âne</i>, Internet</p>
<p>Story <i>On n'est pas des animaux!</i> by Benoit Marchon & Béatrice Rodriguez End of lesson</p>	<ul style="list-style-type: none"> Read the story <i>On n'est pas des animaux!</i> Say <i>Au revoir</i> to the children and invite them to reply <i>Au revoir monsieur / madame</i>. <p style="text-align: right;">Resource: Story book <i>On n'est pas des animaux!</i></p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> Children talk about attitudes towards good manners in different time periods. 	<ul style="list-style-type: none"> They use a model to create written sentences, using adverbs, verbs, nouns and pronouns. They listen out for specific words or phrases, ignoring those they do not know or need. 	<ul style="list-style-type: none"> They understand and apply the rule about soft g in French and relate it to what they know about soft g in English.