

Overview

Learners will use the [Madagascar e-book](#) and [videos](#) as a context for the suggested learning opportunities. In this learning journey the focus is to develop vocabulary in the areas of animals and parts of the body.

An overview planning sheet is shown on the next page which provides a plan for learning, teaching and assessment, starting from the experiences and outcomes. Learning intentions, success criteria and possible evidence which could be gathered to assess learning are shown. The pages that follow the overview provide examples of learning experiences which would explore a variety of suggested learning intentions. They illustrate opportunities for learners to develop their knowledge and skills and, through exploration of vocabulary, provide opportunities for application.



Modern Languages experiences and outcomes explored

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**

I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. **MLAN 2-07a**

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b**

I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. **MLAN 2-13a**

Overview of learning

Experiences and outcomes

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b**

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Learning intentions

I will learn the names of parts of the face.

I will understand and name parts of the body.

I will learn the names of wild animals.

I will learn how to describe wild animals.

I will learn how to ask a question using the words for *where* and *what*.

I will learn how to use the verbs *to be* and *to do*.

I will work with others to adapt and write a script about animals.

Success criteria

I can use the appropriate name for each part of the face.

I can recognise gender and number, so I can use the correct word for 'the'.

I can use the appropriate name for each part of the body.

I can recognise gender and number, so I can use the correct word for 'the'.

I can identify and name wild animals.

I can recognise gender and number so I can use adjectives accurately.

I can ask a question using the words *Où* and *Que*.

I can describe where someone is and what they are doing.

I can use key phrases and change them to create an imaginative piece of writing with the help of others and dictionaries.

I can work with others and use support notes and dictionaries to help me write and to check my work.

Possible evidence

Participation in games

Participation in song

Participation in games

Drawing of a monster

Participation in song

Participation in games

Labelled diagram of the Aye-Aye

Participation in team challenge

Participation in games

Participation in group activity

Performance

Script

Challenge 1

Introduction

In this lesson learners will explore the vocabulary required to describe the features of the face.

Learning intentions

I will learn the names of parts of the face.

Success Criteria

I can use the appropriate name for each part of the face.

I can recognise gender and number, so I can use the correct word for 'the'.

Possible evidence

Participation in games

Participation in song

Possible tasks

Introduce parts of the face with receptive activities first to allow learners to take in the new language:

- pointing
- repeating
- using a pupil as echo before whole class repetition
- learners repeating only if pointing at correct part
- giving a choice: “ *c’est le nez ou c’est la bouche ?*”
- eliciting *Vrai ou Faux* when pointing and naming
- play *Jacques a dit* (Simon says)
- using props which the children have to grab as the associated part of the body is named (handkerchief, lip balm, toothpaste, glasses, earmuffs, hat), in a circle game.

Pause to reflect on the different articles, their meaning and relation to the noun’s gender and number.

Learners produce the language as practitioner points to parts of the face. They could play Pictionary in pairs, guessing the name of the part their partner is attempting to draw.

Start to learn appropriate verse of “Head shoulder knees and toes” in French. [\(Link to be added\)](#)

Language

Voici = here is

La tête = the head

La bouche = the mouth

Le nez = the nose

Les yeux = the eyes

Les oreilles = the ears

Knowledge about Language

Definite article:

Le (masculine), la (feminine), les (plural) = the

Challenge 2

Introduction

In this lesson learners will explore the vocabulary required to describe parts of the body.

Learning intentions

I will understand and name parts of the body.

Success Criteria

I can use the appropriate name for each part of the body.

I can recognise gender and number, so I can use the correct word for 'the'.

Possible evidence

Participation in games

Drawing of a monster

Participation in song

Possible tasks

Recap on the parts of the face with the song.
([link to be added](#))

Revise the noun's gender and number, asking learners to use their whiteboard / blue (masc), pink (fem), green (plural) cards/ to identify the gender of the part which the practitioner names.

Introduce the written word and match to each part.

Introduce the remaining vocabulary to finish the song ([link to be added](#)) using similar techniques to Step 1.

Learners could take part in a listening activity ([link to be added](#)), drawing a monster as directed by the practitioner (add colours if known).

Learners can take part in the Beetle Drive game. ([link to be added](#)) Alternatively, learners throw the dice and draw every part accordingly, then label in French.

Recap with whole song "Head shoulder knees and toes" in French. ([link to be added](#))

Language

Voici = here is

Les épaules = shoulders

Les genoux = knees

Les doigts de pied = toes

Le corps = the body*

Les bras = arms*

Les jambes = legs*

Les pieds = feet*

Les mains = hands*

*extension

Knowledge about language

Definite article:

Le (masculine), la (feminine), les (plural) = the

Challenge 3

Introduction

In this lesson learners will explore the vocabulary required to name and describe animals.

Learning intentions

I will learn the names of wild animals.

I will learn how to describe wild animals.

Success Criteria

I can identify and name wild animals.

I can recognise gender and number so I can use adjectives accurately.

Possible evidence

Participation in games

Labelled diagram of the Aye-Aye

Participation in team challenge

Possible tasks

Recap on parts of the body with the whole song.

Play *pelmanism* with mini-cards to reinforce spelling.

Play the *team challenge* in groups. ([link to be added](#))

Watch the Aye-aye e-book. ([link to be added](#)) Introduce the animals' names in French. Point out the similarities / differences in spelling and pronunciation. Make reference to the French alphabet for vowels sounds (“i” sounds “ee”, as in *Isabelle*, “a” sounds as in *apple* etc...) and use known language as reference for other sounds like “on” as in “*onze*” or “*non*”, “ou” as in “*douze*” or “*août*”, “oi” as in “*trois*” etc...

Focus on adjectives ending: *petite tête*, *petit nez* : the adjective is a copycat who does everything the noun does. It turns masculine / feminine / plural to match the noun. Select the correct adjective and match animals to descriptions.

Label Aye-aye's face. ([link to be added](#))

Language

Voici - here is

Les épaules - shoulders

Les genoux - knees

Les doigts de pied - toes

Le corps - the body

Les bras - arms

Les jambes - legs

Les pieds - feet

Les mains - hands

Knowledge about

Definite article:

Le (masculine), la (feminine), les (plural) = the

Challenge 4

Introduction

In this lesson learners will explore the vocabulary required to ask questions.

Learning intentions

I will learn how to ask a question using the words for *where* and *what*.

I will learn how to use the verbs *to be* and *to do*.

Success Criteria

I can ask a question using the words *Où* and *Que*.

I can describe where someone is and what they are doing.

Possible evidence

Participation in games

Possible tasks

“*Où es-tu ?*” Remind learners that they know “*où*” from: “*où habites-tu ?*”

Work out the meaning of the question and scan the e-book script for possible answers, for each animal, using the cognates. (Link to be added)

“*Que fais-tu ?*” Introduce the meaning of the question and a range of activity + flashcards. (Link to be added)

Learners use mime (Link to be added) to show understanding of the action as practitioner utters the verbs.

Watch the e-book again (Link to be added) and match the animals to their respective activity. Practitioner says animal name, learners mime their activity. Practitioner mimes activity and learners: 1- name animal in French, 2- name the activity in French.

Point out the change of pronouns: *je – il* and spelling, even though pronunciation of the verbs stays similar.

Recap on clues to identify a question:

- the question word at the start
- the question mark at the end
- the rising intonation

Play: *Loup y es-tu ? Loup que fais-tu ?* (Link to be added)

Language

Où es-tu ? = where are you?

Je suis dans = I am in..

Une rizière = a rice field

La forêt tropicale = tropical forest

La montagne = the mountain

Derrière un caillou = behind a stone

Que fais-tu ? =what are you doing?

Je mange / il mange - I eat / he eats

Je prends / il prend un bain = I take / he takes a bath

Je prends / il prend un bain de soleil = I'm / he's sunbathing

Je regarde / il regarde l'horizon-I watch / he watches the horizon

Je fais / il fait la sieste- I'm / he's having a nap

Knowledge about language

French verbs' endings change according to the subject pronoun, a bit like the verb “to be” in English:

I am

You are

She / he is...

Challenge 5

Introduction

In this lesson learners will explore the vocabulary required to adapt and write a script about animals.

Learning intentions

I will work with others to adapt and write a script about animals.

Success Criteria

I can use key phrases and change them to create an imaginative piece of writing with the help of others and dictionaries.

I can work with others and use support notes and dictionaries to help me write and to check my work.

Possible evidence

Participation in Group activity

Performance

Script

Possible tasks

Organise learners into groups.

Each group works together on Aye-aye's script:

1. Consolidate understanding of the plot. One character is looking for his friend, enrolling others along the way to help him, using the sequencing activity. ([link to be added](#))
2. Discuss possible variations that they could develop on the same story theme.
3. Select useful parts of the text to include, for example: repetitive questions, statements, structures.
4. Come up with a consensus for a broad storyboard.
5. Divide roles within the group: illustrator, scribes, translators (+dictionary), time-keeper, as needed.
6. Practise reading the script aloud, paying attention to pronunciation. You could use MP3 or other recording apparatus available to enable self / paired assessment, review and improvement.
7. The end product should be presented to a selected audience of peers/ other classes and practitioners/ parents, as suitable.

Language

Il était une fois = once upon a time

Lulu cherche = *Lulu* is looking for...

Je cherche = I'm looking for

Il a disparu = he's disappeared

Il n'a pas disparu = he hasn't disappeared

Il l'appelle = he calls him

Ils l'appellent = they call him

Il rencontre... = he meets.....

Ils rencontrent = they meet

On va passer par... = we will go through...

Tu veux venir avec moi / nous ? = do you want to come with me / us?

D'accord = OK

Bien sûr = of course