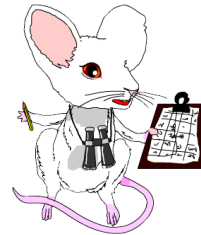


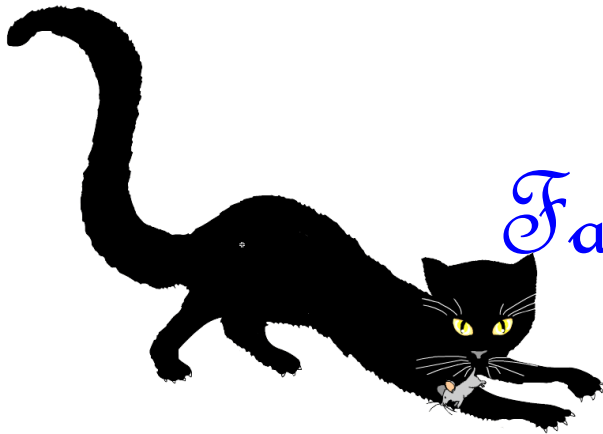
# Les Souris Courageuses



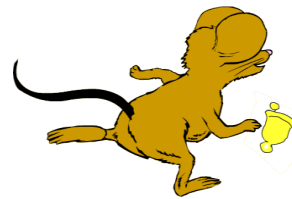
Thinking and Learning



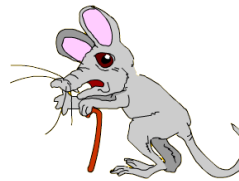
Through



Fables



In



Modern Foreign Languages

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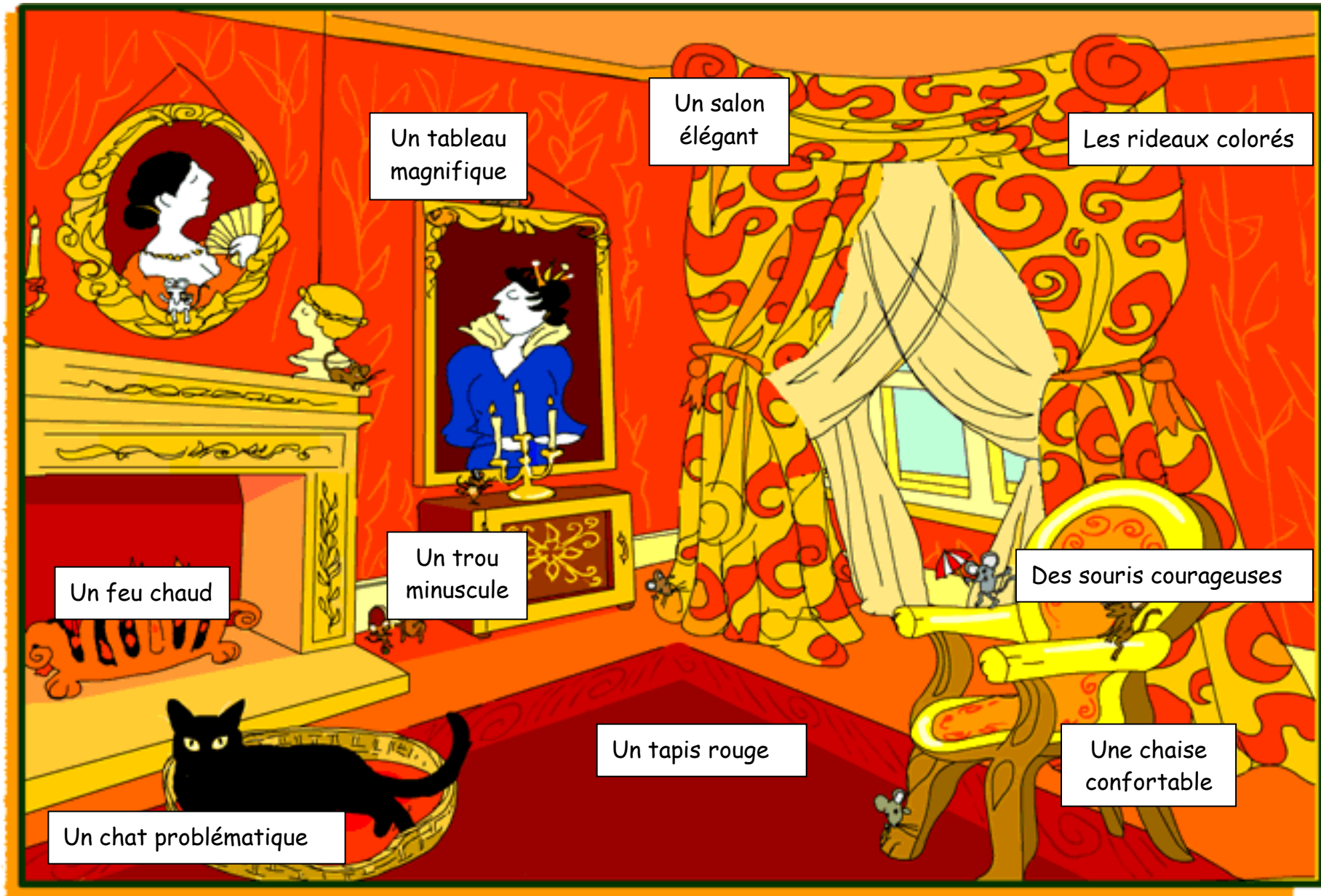
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Card Sorting - Phonics	
Purpose	<p>to sort, classify and group words</p> <p>to make connections</p> <p>to develop listening skills</p>
Links to KS2 framework	<p>O5.1 focus on correct pronunciation and intonation use tone of voice and gesture to help to convey meaning</p> <p>O5.4 remember, retain and recall words</p> <p>L5.1 Read fiction and non fiction texts</p>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 phonic grid</li> <li>• 1 set of phonic cards</li> </ul> <p>It is advisable to use no more than 10 phonic words in any one session and to concentrate on just a few sounds at a time.</p>
Starter	<p>Show story of <i>Les Souris Courageuses</i>. Focus on a couple of pages and ask pupils for their prior knowledge i.e. what words do they recognise; what can they work out; what words are nouns or adjectives etc</p>
Activity 1	<p>Display phonic grid on power point or Smartboard and practise sounds. It is a good idea to introduce a beat or rhythm to assist recall. "We will rock you" by Queen is a good one.</p> <p>Give out set of 12 words. Depending on your class, you could select words from just 2 or 3 columns.</p> <p>Say each word and ask groups to place in order in which you say them.</p> <p>Give out phonic grids.</p> <p>Now ask groups to sort the words by sound endings placing each word in correct column of the grid.</p> <p>Ask groups to compare notes.</p> <p>Invite groups to feed back to whole class by listing words in one of the columns.</p> <p>Invite comment from other groups. Any uncertainties should be verified by listening to the animated version of the story.</p>
Activity 2	<p>Now choose a page of the story that features some of the words from the phonic exercise. Read aloud the page, inviting class to join in on familiar words.</p> <p>Turn to another page and ask groups to count how many words they know how to pronounce correctly.</p> <p>Take feedback</p> <p>Read aloud together using exaggerated intonation and gesture.</p>
Debrief	<p>Ask pupils what they learned and found surprising about the language through the process. What skills did they use? I.e. listening, discussing, reasoning, etc.</p>

euh	è	é	o	ou	u

euh	è	é	o	ou	u
vieux	très	idée	aux	souris	plus
dangereux	vrai	crié	faut	courageuses	pointues
peut	près	soupiré	trop	autour	cou
	mais	panier	au	nous	couru
	j'ai	attacher	autres	toujours	entendu
	n'ai	trouver	aussi	où	
	fait	réfugier		trou	
	semblait			tout	

Map from Memory - Visual	
Purpose	<ul style="list-style-type: none"> <li>○ to interpret and organise information</li> <li>○ to make links between words</li> <li>○ to look for patterns</li> <li>○ to develop memory strategies</li> </ul>
Links to KS2 framework	<p>O5.1 Listen attentively and understand more complex phrases and sentences</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <p>A blank map</p> <p>One set of word cards</p>
Starter	<p>Ask class to read aloud together page 1 of the story remembering phonic rules of previous lesson</p>
Activity 1 Level 2 /3	<p>Give out word cards and ask groups to sort into groups</p> <p>Take feedback</p> <p>Now give out blank map</p> <p>Tell pupils that there is one copy of the "map" and that they have to reproduce it, as a group, as accurately as possible.</p> <p>One member of each group comes to look at the map one at a time for 10 seconds.</p> <p>Pupils then go back to their groups and without touching any of the cards they tell their group members what they can remember</p> <p>Repeat above two stages for each member of the group and for as many times as you deem necessary.</p> <p>When the time is up ask groups to wander around and look at the maps produced by other groups.</p> <p>Reveal original map on power point. Ask for feedback on the activity.</p>
Activity 2 Level 3	<p>Point to the picture on the white board and ask the class "Il est comment le salon?"</p> <p>When some suggestions have been made, display language grid on ppt.</p> <p>Now point to other items in the picture and ask "Il est comment.....?"</p> <p>Once pupils are familiar with the grid, ask groups to complete the blanks in the phrases.</p>
Activity 3 Level 4	<p>Now show second grid and explain how a little conjunction can make a simple sentence into a much more sophisticated one.</p>
Activity 4 Levels 3 / 4	<p>Remove language grids and word cards from map from memory. With just the picture on the table ask groups to see how many French phrases they can come up with to describe the picture. Time this activity and get group who claim the largest number to say their statements aloud against the clock.</p>
Debrief	<p>Ask pupils what strategies they employed to carry out the task. Ask them</p> <ol style="list-style-type: none"> <li>1. what they did well</li> <li>2. what they could do better</li> <li>3. what they would do differently if they were to do the activity again</li> </ol> <p>What skills did they use? I.e. discussing, collaboration, listening, planning, explaining, reasoning, justifying etc.</p>



Un tableau  
magnifique

Un salon  
élégant

Les rideaux colorés

Un feu chaud

Un trou  
minuscule

Des souris courageuses

Un chat problématique

Un tapis rouge

Une chaise  
confortable





Un chat	problématique		Un chat	problématique
Les rideaux	colorés		Les rideaux	colorés
Un feu	chaud		Un feu	chaud
Une chaise	confortable		Une chaise	confortable
Un trou	minuscule		Un trou	minuscule
Un tableau	magnifique		Un tableau	magnifique
Un tapis	rouge		Un tapis	rouge
Des souris	courageuses		Des souris	courageuses
Un salon	élégant		Un salon	élégant

article	nom	neg	verbe	neg	adjectif
Le	salon		est		élégant.
Le		n'		pas	
	tapis				rouge.
		n'			bleu.
La					confortable.
	souris			pas	
Les			sont		
		ne			intelligentes.

article	nom	neg	verbe	neg	adjectif	conj	pronom	neg	verbe	neg	adjectif
Le	salon		est		élégant.	mais	il	n'	est	pas	grand.
Le		n'		pas		mais	il				
	tapis				rouge	et			est		
		n'			bleu.						
La					confortable		elle				
	souris			pas							
Les			sont				ils				
		ne			intelligentes		elles				

## Classifying - Nouns

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to articulate precisely reasoning process</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<p>O.5.1 focus on correct pronunciation and intonation</p> <p>O5.4 remember, retain and recall words</p> <p>L5.2 understand that the order of words in a sentence influences the meaning</p> <p>L5.3 use a bilingual dictionary to check the spelling of familiar words</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <p style="padding-left: 40px;">1 set of noun cards</p>
Starter	<p>3-5-7 on nouns in the story. Ask pupils to try and remember at least 3 nouns from the story. With a partner try and increase the number to 5 or more. Working with another pair, try and increase to 7 or more.</p>
Activity 1	<p>Give out the cards to each group. Say the words on each card and ask pupils to put them into the sequence as you say them. Discuss any that were difficult to identify. Ask pupils to sort the cards into groups.</p> <p>After 5 minutes ask each group how they chose to sort.</p> <p>Whatever way groups have sorted the words go in that direction. For example if a group has sorted into words they know and don't know, check the meaning of the words that they think they know in the story. Listen to the pronunciation of the words and practice repeating them.</p> <p>Now look in the story to work out the meaning of the group of words they didn't know. Listen to the sounds of the new words and practice the pronunciation. Relate to phonic grid.</p> <p>If they still can't work out the meaning what other strategies do they think they could they employ?</p> <p>Ask them to choose a favourite word and to draw it in the air on the back of their partner. In pairs or groups try and guess each other's favourite word.</p>
Activity 2	<p>If no group has sorted by gender, ask them to regroup the words</p> <p>Take feedback. Discuss use of le/la and un/une.</p>
Activity 3 Level 2 / 4	<p>Ask groups to choose 4 nouns each and to think of 2 adjectives to go with each noun, one appropriate and one not so appropriate - they could use dictionaries for this.</p> <p>Ask pupils to use the language grid to formulate their feedback.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

une souris	un bruit		une souris	un bruit
une griffe	un copain		une griffe	un copain
une solution	un clin d'oeil		une solution	un clin d'oeil
la discussion	le panier		la discussion	le panier
la nuit	le trou		la nuit	le trou
la clochette	le cou		la clochette	le cou

article	nom	neg	verbe	neg	adjectif	conj	pronom	neg	verbe	neg	adjectif
Une	souris		est		courageuse	mais	elle	n'	est	pas	intelligente.

## Story Boarding

Purpose	<ul style="list-style-type: none"> <li>• to develop sequencing skills</li> <li>• to make deductions</li> <li>• to make judgements informed by reasons and evidence</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>L5.2 Re-read frequently a variety of short texts</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of phrase and picture cards</li> </ul>
Starter	<p>Give out phrase cards. Read the phrase cards, one at a time and in random order. Ask pupils to sequence the cards in the order in which they hear them. Now ask groups to look closely at the phrase cards and to highlight words that they recognise.</p>
Activity 1 Level 3 /4	<p>Now give out picture cards and ask groups to match the phrase cards to the picture cards.</p> <p>Ask pupils to sequence the cards in the order in which they appear in the story. Play the animated story and ask groups to check their sequencing of the phrases, not of the pictures..</p> <p>Now remove the text and ask them to listen again to see if they can identify the phrase cards.</p> <p>Replay the first page with the text and ask them to try and join in when the words are said. Tell them that you intend to remove the text and would like them to still join in. Ask what they need to focus on to be able to do this.</p> <p>Repeat for next few pages.</p>
Activity 2 Level 3 /4	<p>Ask pupils to distribute the phrases among group members. Ask groups to practise reading the shortened version of the story from the cards in their groups paying attention to phonics.</p> <p>Now ask pupils to place cards face down on the table and to use the picture cards as prompts to tell the story. Group members help each other and can use phrase cards to check.</p> <p>Invite a couple of groups to narrate the story using picture cards as prompts.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying, making judgements etc.</p>

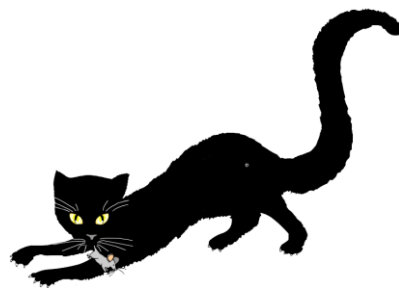
Il était une fois des souris courageuses.



Elles habitaient une grande maison de ville.



Elles avaient peur de Félix, le chat.



Il faut trouver une solution.

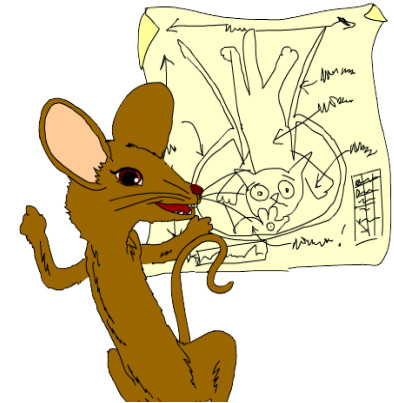




« On peut monter la garde » a dit une petite souris blanche.



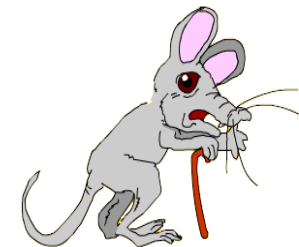
« On peut attraper Félix » a dit la souris brune aux longues pattes.



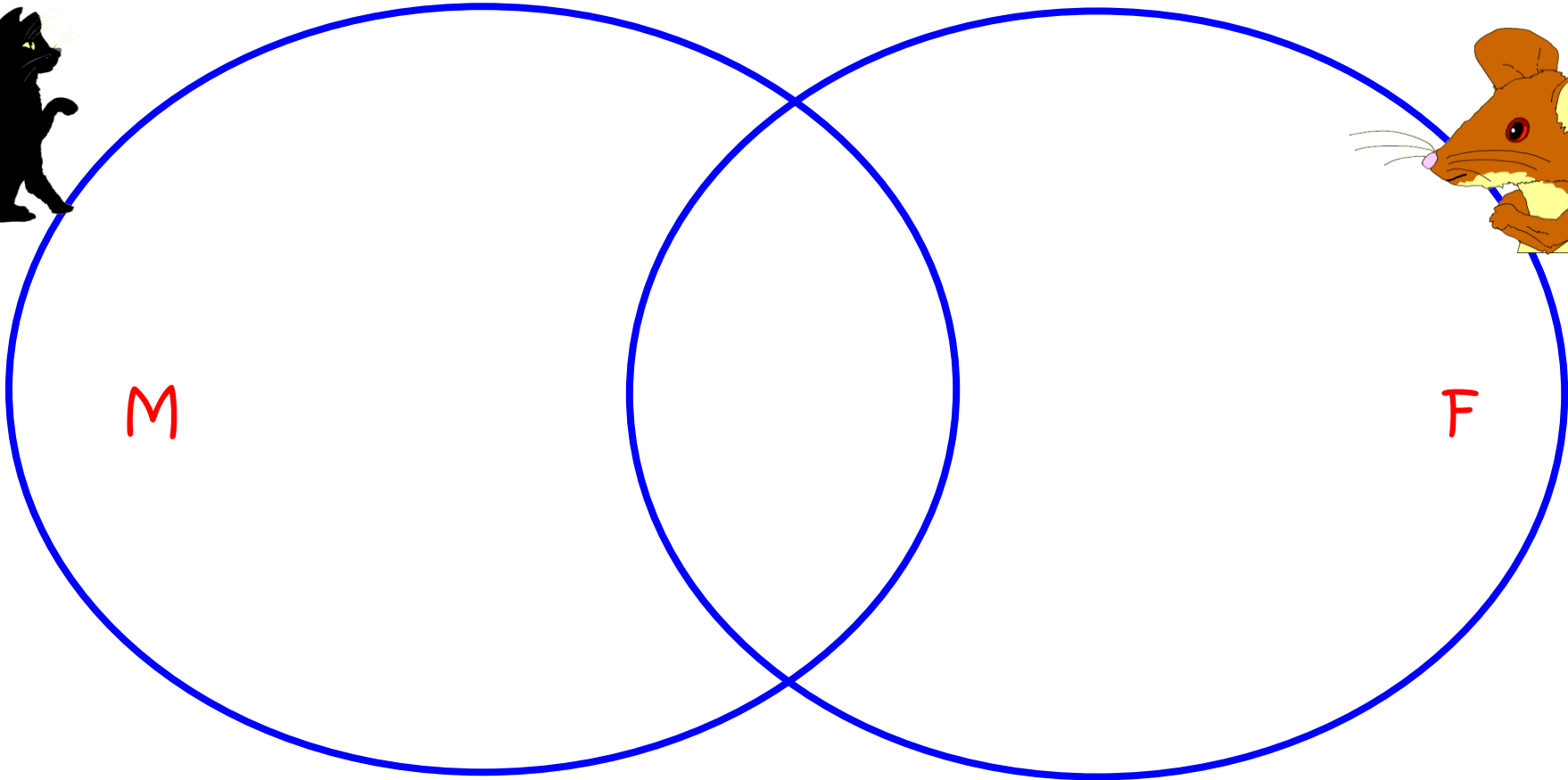
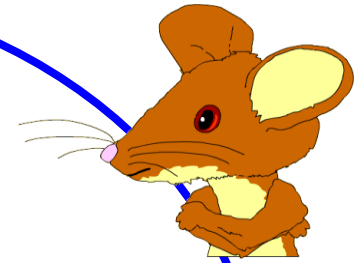
« On peut attacher une clochette autour du cou de Félix. »



« Qui va attacher la clochette? »  
« Pas moi ! Je suis trop vieille ! »



Venn Diagram	
Purpose	<ul style="list-style-type: none"> <li>• to classify information</li> <li>• to see similarities, differences and relationships</li> <li>• to develop understanding of adjectival agreements</li> </ul>
Links to framework	<ul style="list-style-type: none"> <li>• KAL Apply knowledge of rules when building sentences</li> <li>• KAL Notice and match agreements</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 venn diagram</li> <li>• 1 copy of fable</li> <li>• 1 non permanent marker</li> <li>• Sheet 2 (cat, mouse,)</li> </ul>
Starter	3-5-7 on adjectives in the story
Activity 1	<p>Place Venn diagram on tables - one per group.  Give pupils 2 minutes to notice 3 things about the words on the sheet. Ask for feedback.  Give pupils 2 minutes to work out what to do with the words and the Venn diagram. Ask for feedback. It is more challenging and engaging for pupils to work out what they have to do than to be told.  Ask pupils to write the words onto the diagram, using the fable for reference when necessary.  Ask each group to feed back and to justify the decisions they have made.  Ask other groups for comments.</p>
Activity 2 Levels 3 /4	<p>Give out sheet 2 and ask pupils to decide which adjectives (and which form of the adjectives) could be used to describe the cat and the mouse.  Now ask what they would do expect to do when the adjective is describing more than one cat or mouse.  Encourage pupils to make up as many phrases as they can to describe the animals using il est and elle est.  Add parce que e.g. il est dangereux parce qu'il est rusé etc</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying, enquiring etc.</p>

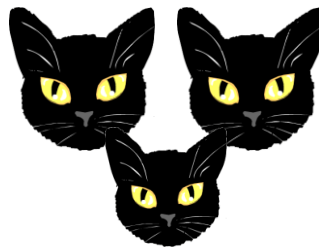


courageuse	faible	vieille	fatiguée	contente	blanche	vieux
méchante	lente	dangereuse	sage	maladroit	problématique	jeune
rusée	maladroite	rusé	difficile	longue	blanc	courageux
dangereux	long	agile	fatigué	lent	content	méchante

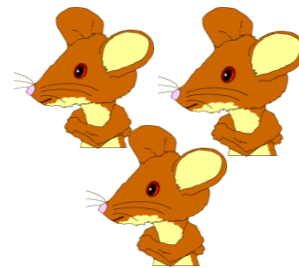
Le chat est.....  
Il est...  
Le chat n'est pas...  
Il n'est pas...



La souris est  
Elle est...  
La souris n'est pas  
Elle n'est pas...



Les chats sont...  
Ils sont...  
Les chats ne sont pas...  
Ils ne sont pas...



Les souris sont...  
Elles sont...  
Les souris ne sont pas...  
Elles ne sont pas...

article	nom	neg	verbe	neg	adjectif	conj	pro nom	neg	verbe	neg	adjectif
Les	chats		sont		problématiques	parce qu'	ils		sont		rusés.
	souris				agiles	parce qu'					petites.
		ne		pas		parce qu'					intelligents.

Pass the Parcel	
Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and sequence words</li> <li>• to make connections</li> <li>• to make predictions</li> </ul>
Links to KS2 framework	<p>O5.4 Develop and consolidate memorisation skills Remember, retain and recall words and phrases</p> <p>L5.2 Make a sentence using single word cards Make short texts using word and phrase cards</p>
Preparation	<ul style="list-style-type: none"> <li>• Children sit in groups of 4</li> <li>• Each group has one bag of word or phrase cards</li> <li>• music</li> </ul> <p>The bag contains either single words which make up a sentence from the story, OR sentences from one page of the story.</p> <p>Each group can have either the same phrase or different phrases from the story.</p>
Activity Level 2 /4	<p>When music starts pupils pass round the bag When the music stops, the child holding the bag picks out a word or phrase and places it in the middle of the circle The child or the group then says the word or phrase aloud When all of the words or phrases have been removed from the bag, the group works together to place them in the correct order. The group then reads the sentence or paragraph to the rest of the class.</p> <p>If you have a large class with lots of groups, you could aim to piece together all of the words in a page, or all of the sentences in the story and finally work out the overall order as a class!</p>
Debrief	<p>Ask pupils what skills and dispositions they used during the activity. i.e. taking turns, being fair, reasoning</p>

Félix	Il	« J'en	Félix,
était	marchait	ai	le
le	doucement	marre	vieux
vieux	sans	de	chat
chat	faire	ce	noir,
noir	de	méchant	semblait
qui	bruit.	chat.	dormir
habitait	Il	Il	dans
aussi	avait	faut	son
la	des	trouver	panier
grande	griffes	une	tout
maison	pointues.	solution. »	près
de			du
ville.			trou.

## Map from Memory - Auditory

Purpose	<ul style="list-style-type: none"> <li>• to interpret and organise information</li> <li>• to develop memory strategies</li> </ul> <p>to develop listening skills</p>
Links to KS2 framework	<p>O5.1 Ask and answer questions            O5.3 Listen attentively and understand more complex phrases and sentences            O5.4 Prepare a short presentation on a familiar topic            O5.4 Remember, retain and recall words, phrases and sentences            L5.2 Make a short text using word and phrase cards</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>○ 1 set of phrase cards</li> </ul>
Starter	<p>Ask class to read aloud together from the story, starting from "La discussion a continue toute la nuit.." and finishing at "Qui va attacher la clochette?"</p>
Activity 1	<p>Give one set of cards to each group of pupils. Read the phrases aloud and ask pupils to sequence in the order in which they hear them.            Now ask pupils to set cards upside down on the table.            Each pupil takes it in turns to turn up a card and to read it aloud in French.            Ask the groups to look at the phonics in the words on the cards.            Explain that one person from each group will come and hear the phrases being read through once.            They will return to their group and communicate to their team members what they are able to recall. They may not touch the cards.            The team begins the process of sequencing the phrases in the order in which they were read.            Each member of the group has an opportunity to come out and listen to the phrases.            ( Any page from the story can be used for this activity)            Take feedback</p>
Activity 2	<p>In groups of 8 ask pupils to present the dialogue, starting from "Qui va attacher la clochette?" Insist that they use lots of exaggerated intonation, gesture and mime.</p>
Activity 3 Level 3 /4	<p>Call out a series of questions such as "Qui est trop jeune pour attacher la clochette?" The pupils playing the role of the souris lente stand up and shout "Moi, je suis trop jeune!" Repeat activity, but this time instead of the one pupil standing up, the other pupils point to the souris lente and say "elle est trop jeune."            Ask the narrator to replace you with asking the questions.</p>
Debrief	<p>Ask pupils what strategies they employed to carry out the task. Ask them</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what they did well</li> <li><input type="checkbox"/> what they could do better</li> <li><input type="checkbox"/> what they would do differently if they were to do the activity again</li> </ul> <p>What skills did they use? I.e. discussing, collaboration, listening, planning, explaining, reasoning, justifying etc.</p>



Puis toutes les souris	Puis toutes les souris
ont parlé en même temps.	ont parlé en même temps.
« Pas moi ! Je suis trop faible ! »	« Pas moi ! Je suis trop faible ! »
« Pas moi ! Je suis trop lente ! »	« Pas moi ! Je suis trop lente ! »
« Pas moi ! Je suis trop vieille ! »	« Pas moi ! Je suis trop vieille ! »
« Pas moi ! Je suis trop jeune ! »	« Pas moi ! Je suis trop jeune ! »
« Pas moi ! Je suis trop petite ! »	« Pas moi ! Je suis trop petite ! »
« Pas moi ! Je suis trop maladroite ! »	« Pas moi ! Je suis trop maladroite ! »
Puis elles ont toutes couru	Puis elles ont toutes couru
se réfugier dans leur trou.	se réfugier dans leur trou.

Odd One Out	
Purpose	<ul style="list-style-type: none"> <li>• to identify similarities and differences</li> <li>• to promote understanding of properties and attributes of words</li> <li>• to develop reasoning skills and knowledge about language</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns</li> <li>• KAL Notice and match agreements</li> </ul>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"> <li>○ 1 odd one out grid</li> </ul>
Starter	<p>Start lesson by asking question "Qui va attacher la clochette?" Invite responses. Ask class what would change in the response if some of them did feel brave enough to attach the bell. Try and draw out answers such as "Moi, je suis très forte: moi, je suis très agile " etc</p>
Activity	<p>Read out the words in each column for number 1. Ask pupils to repeat. Ask groups to choose an odd one out and to explain their choice (say why...). Emphasise that there are no right or wrong answer, but that all answers must be explained.</p> <p>Ask them to write down their explanation in English.</p> <p>Repeat for each numbered line.</p> <p>Ask one group to read out words in one of the lines from the power point. Ask them to feed back on their choice of Odd One Out.</p> <p>Ask other groups for comments.</p> <p>Repeat the process for the other lines.</p> <p>When all the lines are completed ask groups to make up their own odd one outs using words or phrases from the story.</p>
Activity 2	<p>Give out the sheet about important nouns. Working in pairs, ask pupils to underline all the nouns in the passage.</p> <p>Now ask pairs to decide on the 3 most important nouns in the passage and to justify their choice.</p> <p>Ask for feedback</p>
Activity 3 Level 3 /4	<p>Now ask pairs to highlight the adjectives in the text. Ask them to replace the adjectives with other adjectives in such a way that the text is still meaningful.</p> <p>Take feedback.</p>
Debrief	<p>Ask pupils what knowledge about language they discovered during the activity. Ask them how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying etc.</p>

### Quel est l'intrus?

**Choisis l'intrus sur chaque ligne et explique ton choix.** *Find and circle the odd one out on each line and explain your choice.*

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1	agile	brune	maladroite	dangereux	
2	courageuses	les souris	les pattes	la maison	
3	un cou	un clin d'œil	les griffes	la maison	
4	habiter	chuchoter	marcher	risqué	
5	la maison	vieux	vieille	grande	
6	forte	maladroite	lente	faible	
7	j'ai	je suis	nous avons	il a	
8	je	tu	on	elles	

**À toi!** *Now make up your own.*

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1				
2				
3				
4				
5				

<b>POURQUOI? Why?</b>

Which are the 3 most important nouns in this passage? Why? If you need any help you may ask another group member one question.

La discussion a continué toute la nuit. Les souris étaient très fatiguées.

Enfin, la vieille souris grise, qui était sans doute la plus sage, a dit,

"J'ai une très bonne idée. On peut attacher une clochette autour du cou de Félix. Comme ça nous saurons toujours ou il est."

Which are the 3 most important nouns in this passage? Why? If you need any help you may ask another group member one question.

La discussion a continué toute la nuit. Les souris étaient très fatiguées.

Enfin, la vieille souris grise, qui était sans doute la plus sage, a dit,

"J'ai une très bonne idée. On peut attacher une clochette autour du cou de Félix. Comme ça nous saurons toujours ou il est."

Role play	
Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to articulate precisely reasoning process</li> <li>• to make links between words</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<p>O5.1 Use tone of voice and gesture to help convey meaning</p> <p>O5.4 Prepare a short presentation on a familiar topic</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <p>1 copy of the role play and 1 language grid</p>
Activity 1	<p>Display role play on the board and read out using lots of intonation and expression. Do not translate.</p> <p>Give out role play sheets.</p> <p>In groups of 4 ask pupils to practise the role play using lots of expression. Ask them to point to indicate who they are talking about.</p> <p>Get all the narrators to practise their lines together, focusing on pronunciation and intonation. The mice do the same.</p> <p>When groups perform role plays encourage other groups to rate the performances according to pre agreed criteria such as pronunciation, intonation etc.</p>
Activity 2 Level 3/4	<p>Ask groups to work out what the underlined words mean.</p> <p>Display the verb être on the board as follows:</p> <p>je suis tu es il est elle est on est nous sommes vous êtes ils sont elles sont</p> <p>Invite feedback on underline words and complete the English verb table next to the French.</p> <p>Explain to pupils that this is the normal layout for a verb table. Ask what tense the verb is in?</p> <p>Display the language grid and ask groups to make up sentences by completing the gaps using the present tense of avoir or être.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

Narrateur	Je vous présente les souris courageuses.
Souris 1	Alors qui va attacher la cloche à Félix ?
Souris 2	Pas moi, <u>je suis</u> trop petite.
Souris 3	Toi petite !!! <u>Tu es</u> grande.
Narrateur	Oui, <u>elle est</u> grande mais elle n'est pas courageuse.
Souris 2	<i>(elle parle à Souris 3)</i> Fais-le toi ! <u>Tu es</u> agile.
Souris 3	Moi agile ? Non. Félix, <u>il est</u> agile, mais moi, <u>je suis</u> maladroite.
Narrateur	Exactement. <u>Elle est</u> maladroite.
Souris 1	Dommage ! <u>On est</u> trop timides ! C'est ça le vrai problème.
Souris 2 et 3	<u>Qui est</u> trop timide ? <u>Nous sommes</u> courageuses.
Souris 1	<u>Vous êtes</u> courageuses ? Alors prenez la clochette.
Narrateur	Bonne idée! Bonne idée!
Souris 2 et 3	<u>Nous sommes</u> courageuses mais nous ne sommes pas agiles. Voilà le problème.
Narrateur	Eh oui, Voilà le problème.
Souris 1	Mais les chats, <u>ils sont</u> courageux et agiles.
Narrateur	Et voila le vrai problème !

pronom	neg	verbe	neg	adverbe	adjectif
je		suis		très	
		es			maladroit.
il					agile.
elle				trop	
		est			
		sommes	pas		courageux
vous	n'				sage.
		sont		assez	problématiques.
elles			pas	très	



## Flashcard Starter Activity

Purpose	<p>To develop memory strategies          To encourage positive and supportive pair work          To learn the present tense of avoir or être</p>
Links to KS2 framework	O.5.4 Remember, retain and recall words and phrases
Preparation	<p>Print out the flashcards back to back (French on one side, English on the other) and cut up.          1 set per pair of students</p>
<p>Activity  Level 3</p>	<p>Students work in pairs, each person selects 5 flashcards.          In Round 1, student <b>Number 1</b> acts as 'teacher' and <b>Number 2</b> acts as 'pupil'.  <b>#1</b> shows a French card to <b>#2</b> and then shows the English. He then turns the card around to show the cue again and asks <b>#2</b> for the 'answer' from short term memory. If it's correct, <b>#1</b> praises the effort and hands the card to <b>#2</b>, if it is incorrect, then <b>#1</b> provides lots of hints or reminders of some sort.          If, on the second attempt the answer is insufficient, then the card is returned to the back of the stack in <b>#1's</b> hand.          When <b>#2</b> wins back all of the cards he can, then 'teacher' and 'pupil' roles are switched.          In Round 2, <b>#1</b> shows <b>#2</b> the cue side of the card only and not the answer side. <b>#2</b> is now working from long-term memory. This time, if answers are incorrect, only a few hints are given.          In Round 3, no hints are given and the cue may be spoken rather than shown on the card.</p> <p>* Cards are stored as 'memorised', 'in progress' and 'yet to be learned',</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

Comment  
ça se dit en français  
" to be"?

Comment  
ça se dit en français  
« It is » ?

Comment  
ça se dit en français  
« I am » ?

Comment  
ça se dit en français  
« We are » ?

Comment  
ça se dit en français  
« You are » ?

Comment  
ça se dit en français  
« They are » ?

Comment  
ça se dit en français  
« He is » ?

Comment  
ça se dit en français  
« I am not... » ?

Comment  
ça se dit en français  
« She is » ?

Comment  
ça se dit en français  
« You are not... » ?

Ça se dit  
« C'est  
ou  
il est ou elle est ».

Ça se dit  
« être ».

Ça se dit  
« Nous sommes ».

Ça se dit  
« Je suis ».

Ça se dit  
« Ils sont  
ou  
elles sont ».

Ça se dit  
« Tu es ou vous êtes ».

Ça se dit  
« Je ne suis pas ».

Ça se dit  
« Il est ».

Ça se dit  
« Tu n'es pas  
ou  
vous n'êtes pas ».

Ça se dit  
« Elle est ».

Fait ou Opinion	
Objectives <b>Planning</b>	<ul style="list-style-type: none"> <li>• to distinguish fact from opinion</li> <li>• to develop reasoning skills</li> <li>• recognise verb tenses and connect to infinitive</li> </ul>
Links to framework	O5.2 Agree and disagree with statements
<b>Prep</b>	3-5-7 Individually they have 1 minute to recall 3 facts about the Souris story. In pairs they increase this to 5 facts. In groups of 4 to 7 facts.
<b>Starter</b>	Show the story, inviting pupils to join in where they can.
Activity 1 Level 3 /4	<p>Give out <b>Fait ou Opinion</b> grids. Ask groups to underline all parts of avoir or être in the statements.</p> <p>Ask pupils to work out meaning of the sentences and decide if each sentence is a fact or an opinion. If they opt for opinion they have to decide whether or not they agree with the opinion. If a fact, they put an F in small column; if an opinion, they put an O in small box, plus a ✓ if they agree with the opinion.</p> <p>Each group feeds back on 2 statements, one fact and one opinion, in French. The facts they just read but the opinions they take a stance on i.e. selon nous, les.... sont.... You then invite other groups to agree or disagree in French. Nous sommes d'accord / pas d'accord.</p> <p>Ask groups to make up their own fact or opinion statements from the story.</p> <p>Groups swap statements and discuss.</p>
<b>Activity 2</b> Level 3/4	Take fact or opinion grids away and put up picture from the story on smartboard. Invite groups to talk collectively and spontaneously about the picture for 1 minute in French. Time each group and ask other groups to rate them according to agreed criteria.
<b>Debrief</b> <b>Reflecting</b>	Debrief learning and success criteria using A4L principles

## Fait ou Opinion



		Fait ou Opinion ?				Fait ou Opinion ?
1	Les souris ne sont pas courageuses.			8	Les chats ont quatre pattes.	
2	Les souris sont des mammifères.			9	Félix fait peur.	
3	La maison est grande.			10	Les chats sont rusés.	
4	Les souris sont carnivores.			11	Les chats sont carnivores.	
5	La clochette est une bonne idée.			12	Félix est un chat noir.	
6	La discussion continue toute la nuit.			13	Félix a des griffes pointues.	
7	Les souris sont intelligentes.			14	Les chats sont intelligents.	

Verb Dominoes	
Purpose	to identify and recognise patterns in verbs to make connections
Links to KS2 framework	O5.4 Develop and consolidate memorisation skills Remember, retain and recall words and phrases
Prep	Cut up the domino cards <ul style="list-style-type: none"> <li>• Verb dominoes - one set per group</li> <li>• Verb master sheet with infinitives</li> <li>• Present Tense grid</li> </ul>
Starter	3-5-7 activity on verbs from story. Individually, pupils are asked to write 3 verbs (infinitives) that are used in the story. Working with a partner, they extend this to 5 verbs and then working with a group, they extend this to 7.
Activity 1	Give out the verb master sheet to groups and read out list of verbs asking pupils to repeat. Invite comments.
Activity 2	In groups of 3 or 4 pupils play dominoes with verb domino cards. Each group has a verb master sheet to help with meanings. Pupils say aloud all cards they match.
Activity 4	Each group is given a Present Tense grid. Ask groups to use the domino cards to work out the verb endings for the present tense of regular -er verbs. Invite feedback. When you are sure that groups have identified correct endings ask them to conjugate another -er verb. Now, using the verb master sheet ask pupils how they would say "we look for" and "they whisper" etc In their groups and using the verb master sheet ask pupils to take it in turns to do what you have just modelled.
Debrief	Pupils share and discuss what they have learnt.

annoncer	to	annoncer	to announce
attacher	to	attacher	to attach
attraper	to	attraper	to catch
chercher	to	chercher	to look for
chuchoter	to	chuchoter	to whisper
continuer	to	continuer	to continue
crier	to	crier	to shout
demander	to	demander	to ask for
donner	to	donner	to give
habiter	to	habiter	to live
manger	to	manger	to eat
marcher	to	marcher	to walk
monter	to	monter	to go up
parler	to	parler	to talk
sembler	to	sembler	to seem
soupirer	to	soupirer	to sigh
trembler	to	trembler	to tremble
trouver	to	trouver	to find

## Present Tense of Regular- er verbs

Can you work out the pattern for the endings of regular -er verbs?

Find a domino card for each of the pronouns listed below and copy it onto the grid.

Underline the ending that goes with each pronoun.

To work out the ending, you need to look at the infinitive on the master sheet, take off the -er and then see what has been added back for each pronoun.

Now can you work out what they mean in English ?

French	English
je tremble <u>e</u>	I tremble / am trembling
tu	you
il	he/it
elle	she/it
on	we
nous	we
vous	you
ils	they
elles	they



## Present Tense of Regular- er verbs

### Finding the patterns

Now using the verb donner, can you **add the endings** that go with each pronoun?  
What do they mean in English?

### Donner - to give

je donne	I
tu donn	you
il donn	he/it
elle donn	she/it
on donn	we
nous donn	we
vous donn	you
ils donn	they
elles donn	they

** j'habite	you whisper	tu chuchotes	he continues	il continue	she walks
elle marche	we eat	on mange	we go up	nous montons	you seem
vous semblez	they tremble	ils tremblent	I shout	je crie	you announce
tu annonces	he gives	il donne	she looks for	elle cherche	we find
nous trouvons	you eat	vous mangez	they sigh	ils soupirent	they attach

elles attachent	I catch	j'attrape	you are talking	tu parles	he is asking for
il demande	she seems	elle semble	we are living	nous habitons	we continue
on continue	they are looking for	ils cherchent	they are talking	elles parlent	I am trembling
je tremble	you find	tu trouves	he is going up	il monte	she is sighing
elle soupire	we are asking	nous demandons	you shout	vous criez	I live ***

Action Charades	
Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• to make decisions</li> <li>• to develop listening skills</li> <li>• to develop memory skills</li> </ul>
Links to KS2 framework	O5.3 To listen attentively and understand more complex phrases and sentences
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of charade cards</li> </ul> <p>It is advisable to model this activity with whole class initially</p>
Activity 1 Level 3 /4	<p>Demonstrate the first sentence by reading it out and asking pupils to suggest an appropriate mime. Practise repetition of phrase. Continue to read out the other sentences allowing the children to demonstrate their understanding by miming.</p> <p>Give each group a set of charade cards and ask them to place them face down on the table.</p> <p>Each pupil takes one card in turn and reads the phrase. The group mime accordingly.</p> <p>After each phrase has been mimed, repeat the previous activity but this time the pupil with the card mimes the action while the rest of the group guess the complete phrase.</p>
Activity 2	<p>Ask groups to look carefully at their phrase cards and to decide which word in the phrase is the verb. Can they work out the infinitives from the verbs on the phrase cards?</p> <p>Take feedback</p>
Debrief	<p>Ask pupils what they learned about the language through the process. What skills and dispositions did they use? I.e. listening, turn taking etc.</p>

Félix marche doucement.

Les souris tremblent devant Félix.

Une souris donne un biscuit au chat.

Les souris dansent sur le tapis.

Les souris sont fatiguées.

Une souris cherche rapidement une clochette.

Une souris est trop faible.

Une souris est trop jeune.

Une souris est trop vieille.

Une souris est trop petite.

Une souris est trop lente.

Une souris est trop maladroite.

Les souris courent dans leur trou minuscule.

Félix reste dans son panier.

Félix fait un clin d'oeil.

## Happy Families

Purpose

- to make connections
- to take turns
- to develop spontaneous talk

Links to  
KS2  
framework

O5.1  
Focus on correct pronunciation and intonation  
Ask and answer questions  
Use tone of voice and gesture to help to convey meaning

Preparation

- Children sit in groups of 3 or 4. Each group has
- One set of cards

Activity  
Level 3

Cards are distributed evenly among the group - they count out cards in French as they are distributed. The aim of the game is to collect the 9 family members.

Taking turns one pupil asks the person next to him/her for a card that they want e.g. "Tu as la souris jeune de la famille bleue?" If their neighbour has the card he has to hand it over saying "Oui, la voilà" if not "Non, je ne l'ai pas". This game is a good opportunity to get children to use 'le' and 'la' spontaneously.

Each group member takes it in turn to ask for a card.

This is a good opportunity for pupils to practice a variety of question techniques:

Tu as la souris jeune?

As-tu la souris jeune?

Est-ce que tu as la souris jeune?

Create a simple incentive to encourage a variety of question types:

Nom	Question 1	Question 2	Question 3
Adam	✓✓	✓	✓✓✓
Emily	✓	✓✓✓	✓
Ben	✓✓✓	✓	

When all 9 have been collected they say "J'ai toute la famille bleue." and keep it as a set.

Debrief

Ask pupils what skills and dispositions they used during the activity i.e. taking turns, being fair and reasoning.

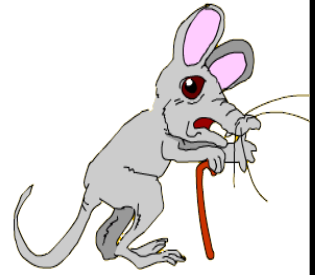
La souris brune aux  
longues pattes



Felix



La vieille souris grise



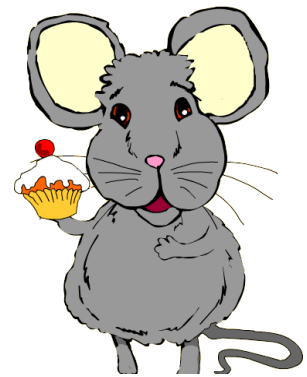
La souris jeune et  
forte



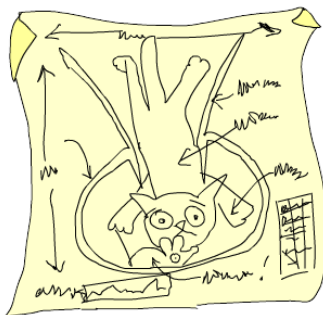
La petite souris  
blanche



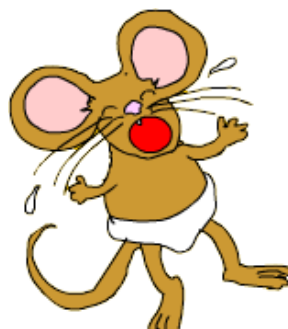
La souris rondelette



Le piège compliqué



La souris jeune



La clochette



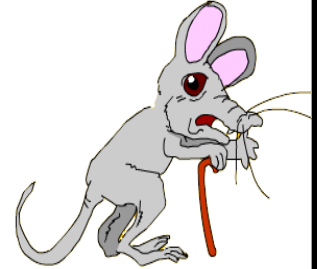
La souris brune aux  
longues pattes



Felix



La vieille souris grise



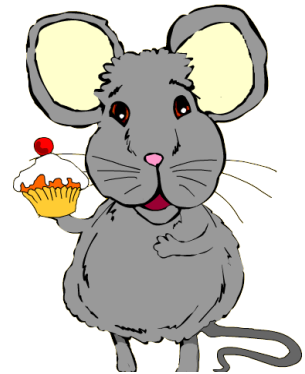
La souris jeune et  
forte



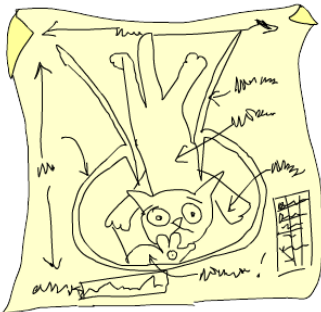
La petite souris  
blanche



La souris rondelette



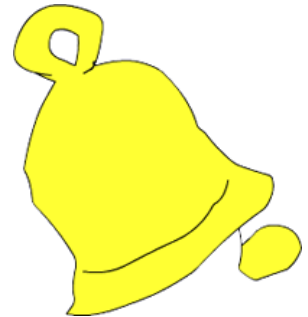
Le piège compliqué



La souris jeune



La clochette





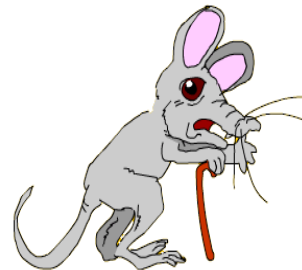
La souris brune aux  
longues pattes



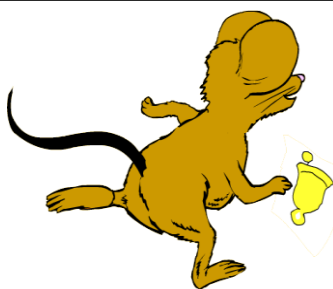
Felix



La vieille souris grise



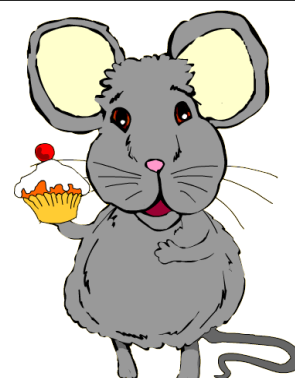
La souris jeune et  
forte



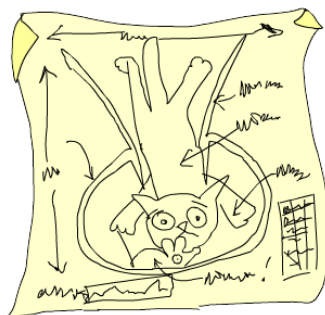
La petite souris  
blanche



La souris rondelette



Le piège compliqué



La souris jeune



La clochette



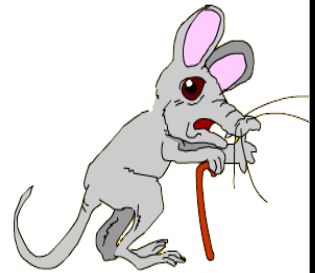
La souris brune aux  
longues pattes



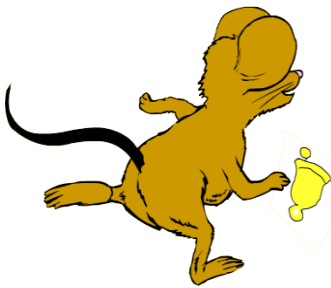
Felix



La vieille souris grise



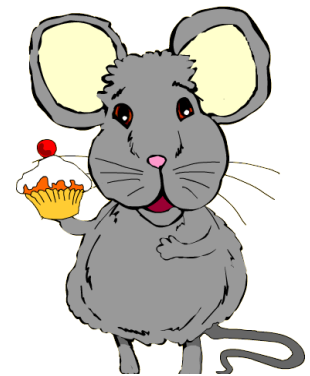
La souris jeune et  
forte



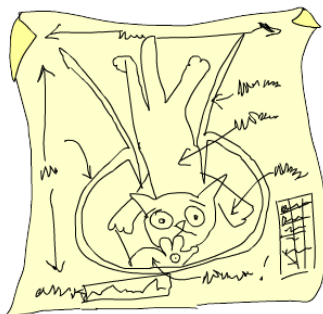
La petite souris  
blanche



La souris rondelette



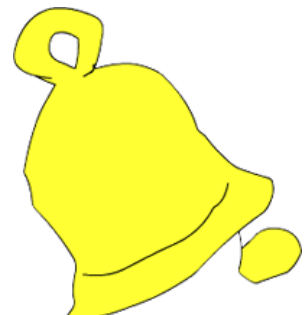
Le piège compliqué



La souris jeune


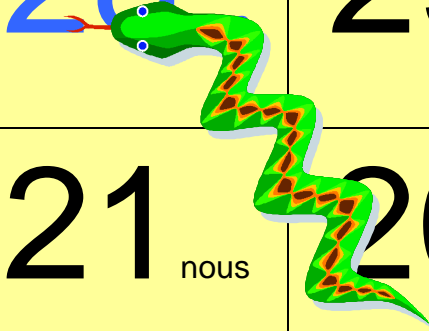


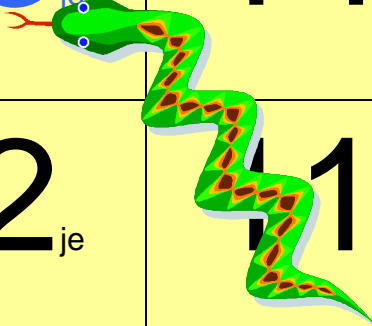
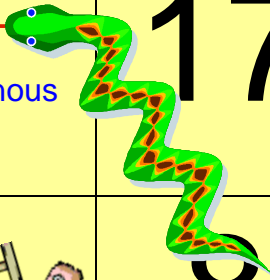

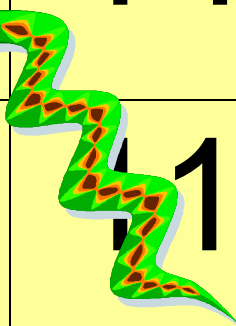




La clochette



## Snakes and Ladders

Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• to take turns</li> <li>• to make decisions</li> </ul>
Links to KS2 framework	<p>O5.4 Develop and consolidate memorisation skills</p> <p>O5.4 Remember, retain and recall words</p>
Preparation	<p>Children sit in groups of 3. Each group has</p> <ul style="list-style-type: none"> <li>• One snakes and ladders board</li> <li>• One set of counters and dice</li> <li>• One verb sheet</li> </ul>
Activity	<p>Pupils take it in turns to throw dice.</p> <p>If pupils land on a red square, they climb up the ladder, if they land on a blue square, they slide down the snake.</p> <p>Each time pupils throw the dice, they move that number of places. Whatever number they land on, they find the equivalent verb on the verb sheet and try and conjugate it in the present tense using the pronoun on the board. So if they land on 4 they would need to say "nous tremblons" and what it means in English.</p> <p>Other players can use the answer sheet to prompt player if he or she is having difficulties. If after 2 attempts they fail to get the correct ending they go back one place.</p>
Debrief	<p>Ask pupils what skills and dispositions they used during the activity. i.e. taking turns, being fair, reasoning</p>

25 je	26 tu 	27 elle	28 nous 	29 vous	30 ils
24 je	23 tu 	22 on	21 nous	20 vous	19 elles 
13 je 	14 tu	15 le chat	16 nous 	17 vous	18 ils 
12 je	11 tu 	10 elle	9 vous 	8 vous	7 elles
1 je	2 tu	3 il	4 nous 	5 vous	6 ils

1 habiter	7 trouver	13 continuer	19 chercher	25 être
2 marcher	8 chuchoter	14 attacher	20 être	26 goûter
3 être	9 monter	15 soupirer	21 parler	27 écouter
4 trembler	10 attraper	16 crier	22 être	28 toucher
5 annoncer	11 être	17 rester	23 sembler	29 manger
6 être	12 donner	18 demander	24 regarder	30 aimer

1 j'habite	7 je trouve	13 je continue	19 je cherche	25 je suis
2 tu marches	8 tu chuchotes	14 tu attaches	20 tu es	26 tu goûtes
3 il est	9 elle monte	15 le chat soupire	21 on parle	27 elle écoute
4 nous tremblons	10 nous attrapons	16 nous crions	22 nous sommes	28 nous touchons
5 vous annoncez	11 vous êtes	17 vous restez	23 vous semblez	29 vous mangez
6 ils sont	12 elles donnent	18 ils demandent	24 elles regardent	30 ils aiment

## Using Role Plays

The role play can be built up through various stages and should be introduced when pupils are very familiar with the story.

### Lesson 1:

Project story on to screen to aid understanding.

Read through the role play in groups and ask pupils to identify the key words in the text. Which words do we recognise? How do we remember them?

### Lesson 2:

Read through the role play again, with the story displayed.

Give out the phrases of the role play and ask groups to sequence.

Pupils discuss in groups which order they think the text should go.

Allow groups to wander around and view other sequences.

Whole class feedback.

### Lesson 3:

Read through the role play a third time.

Separate pupils into character groups (narrator, S1, S2, S3, S4, S5, S6, C).

Each character gathers with a group of pupils in the same role to practice the lines on the sentence cards and agree on the pronunciation, using their knowledge of phonics.

Discuss possible strategies to remember lines without the cards.

### Lesson 4:

Read through the role play, encouraging characters to join in with the reading.

Spend half of the lesson time back in the groups from the last lesson, and then organise the final acting groups, with the correct role play characters.

Pupils practice and agree on possible props for next lesson.

### Lesson 5:

Read through role play with whole class, with all pupils joining in for their parts.

Encourage pupils to only use the sentence cards as prompts if absolutely necessary.

Full rehearsal with props.

Finally, show the role plays, acted out to the class / school!

## Les Souris Courageux

**Personnages** - narrateur (N), souris 1 (S1), souris 2 (S2), souris 3 (S3), souris 4 (S4), souris 5 (S5), souris 6 (S6), chat (C).

N : Il était une fois des souris courageuses. Les voici !

S1-6 : Salut !

N : Elles n'ont peur de rien.

Voici le vieux chat noir qui habite en ville avec les souris. Il s'appelle Félix.

C : Bonjour !

N : C'est un chat intelligent, c'est un chat agile, c'est un chat problématique !

C : Je marche doucement, sans faire de bruit.

Je m'appelle Félix.

N : Il a des griffes pointues !

C : Et oui.

N : Les souris discutent.

S1 : Il faut trouver une solution à ce problème. Qu'est-ce qu'on va faire ?

S2 : On peut monter la garde.

S1,3,4,5,6 : Ah non, c'est trop dangereux ça !

C : Ha ! Ha ! Ha !

S3 : On peut attraper Félix.

S1,2,4,5,6 : Ah non, c'est trop difficile ça !

C : Ha ! Ha ! Ha !



S4 : On peut donner à manger à Félix pour être copains.

S1,2,3,5,6 : Ah non, C'est trop risqué ça !

C : Ha ! Ha ! Ha !

N : Les souris discutent toute la nuit.

S5 : J'ai une très bonne idée ! Je sais comment éviter le chat.

S1 : Oui ? Et alors ?

S5 : On peut attacher une clochette autour de son cou.

S1,2,3,4,6 : Bonne idée ! Magnifique idée ! Vraiment, quelle splendide idée.

C : Oh mon dieu!

N : Elles étaient très contentes. Une souris est allée chercher une clochette.

S5 : Maintenant, il faut faire une décision.

S2,3 : Qu'est-ce que c'est ?

S5 : Qui va attacher la clochette autour du cou du chat ?

S1 : Pas moi ! Je suis trop faible !

S2 : Pas moi ! Je suis trop lente !

S3 : Pas moi ! Je suis trop vieille !

S4 : Pas moi ! Je suis trop jeune !

S5 : Pas moi ! Je suis trop petite !

S6 : Pas moi ! Je suis trop maladroite !

N : Et elles s'échappent dans leur trou.

C : Ha ! Ha ! Ha !

## Les Souris Courageuses

(To the tune of Sur le Pont d'Avignon - adjectives can be changed)

Grande maison élégante  
Dans la maison, un chat noir  
Grande maison élégante  
Un chat noir.



Grande maison élégante  
Et un chat intelligent  
Grande maison élégante  
Chat intelligent.

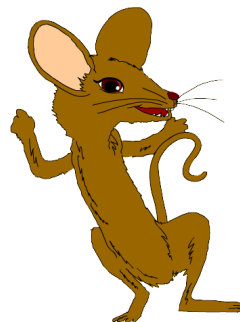
Les souris courageuses  
Elles n'avaient pas peur  
Les souris courageuses  
N'avaient pas peur



Grande maison, un trou noir  
Dans le trou, une souris grise  
Grande maison, un trou noir  
Souris grise.



Grande maison, un trou noir  
Dans le trou, une souris longue  
Grande maison, un trou noir  
Souris longue.



## MFL KS2 Framework for year 5

Pupils should have opportunities

Oracy	Literacy	Intercultural Understanding	Knowledge about Language	Language Learning Strategies
<p><b>O5.1</b> To prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> <li>○ Focus on correct pronunciation and intonation</li> <li>○ Ask and answer questions</li> <li>○ Use tone of voice and gesture to help to convey meaning</li> </ul> <p><b>O5.2</b> To understand and express simple opinions</p> <p><b>O5.3</b> To listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> <li>○ Understand the main points from speech which includes unfamiliar language</li> </ul> <p><b>O5.4</b> Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> <li>○ Develop and consolidate memorisation skills</li> <li>○ Remember, retain and recall words and phrases</li> </ul>	<p><b>L5.1</b> To re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> <li>○ read fiction and non-fiction texts</li> </ul> <p><b>L5.2</b> To make simple sentences and short texts using written word cards</p> <ul style="list-style-type: none"> <li>○ understand that the order of words in a sentence influences the meaning</li> <li>○ make a sentence using single word cards</li> <li>○ make short texts using word and phrase cards</li> </ul> <p><b>L5.3</b> To write words, short phrases and short sentences, using a reference</p>	<p><b>IU5.1</b> To look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> <li>○ Arouse interest in aspects of everyday life of children in different countries</li> <li>○ Reflect on cultural issues using imagination to understand other people's experiences</li> </ul> <p><b>IU5.2</b> To recognise similarities and differences between places</p> <ul style="list-style-type: none"> <li>○ To identify geographical features of contrasting locality</li> <li>○ To learn about buildings and places in different countries</li> </ul> <p><b>IU5.3</b> To compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> <li>○ To learn about symbols representing their own country</li> <li>○ To learn about symbols and products from another country</li> </ul>	<p>Recognise patterns in simple sentences</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Appreciate that different languages use different writing conventions</p> <p>Recognise the typical conventions of word order in the foreign language</p> <p>Understand that words will not always have a direct equivalent in the foreign language</p> <p>Notice different text types and cope with authentic texts</p>	<p>Discuss language learning and reflect and share ideas and experiences</p> <p>Use actions and rhymes to aid memorisation</p> <p>Ask for repetition and clarification</p> <p>Use context and previous knowledge to help understanding</p> <p>Practice new language – speaking aloud or silently, speaking with a friend</p> <p>Practice new language outside the classroom</p> <p>Plan and prepare – analyze what needs to be done to carry out a task</p> <p>Use a word or phrase and reflect and share ideas and experiences</p> <p>Look and listen for visual and aural clues</p> <p>Apply grammatical knowledge to make sentences</p> <p>Use a dictionary or a word list</p> <p>Pronounce / read aloud unknown words</p>