

Exploring Phrases - Auditory Map from Memory

Purpose

This activity is excellent for getting pupils to think about the characteristics of words and their implications in a sentence. You can use any sentence or group of sentences from the story. More simple ones such as those on sheet 1 focus on gender and position of adjectives, more complex ones can deal with superlatives or verb tenses.

Objective

- ✓ to interpret and organise information
- ✓ to develop memory strategies
- ✓ to develop listening skills

Preparation

Pupils work in groups of 3. Each group will need one set of word cards.
Choose one of the sentences from the six provided or you can use any sentence from the story.

Starter

Give out the set of cards and count number of cards with pupils. Then say each word randomly and ask pupils to repeat and to sequence in the order in which you say 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.

Activity 1

Group members give each other a number 1 – 3.
Explain that person number 1 from each group will come and hear the phrase being read through once. That pupil returns to the group and without touching the cards, directs the other group members to start sequencing the cards in the order in which they were read.
Each member of the group has an opportunity to come out and listen to the phrase.

Activity 2

Ask one group to read out their phrase. Do the other groups agree? Are there any bits they are not sure of? Why? Try and tease out all the thinking that groups had to do in order to complete the task.

Read out the phrase slowly and allow groups to rearrange their cards if necessary.
Reveal the scene from the story containing the phrase. Play the voice and ask pupils to point to their words when they hear them.

Debrief

Ask pupils what strategies they employed to carry out the task.

Ask them

1. what they did well
2. what they could do better
3. what they would do differently if they were to do the activity again

What skills did they use? i.e. discussing, collaboration, listening, planning, explaining, reasoning, justifying etc. What did they learn about language while they were doing the task?

Un	Une	Un
cochon	vache	cheval
rose	marron	gris
était	était	était
dans	dans	dans
une	un	une
porcherie.	champ.	écurie.
Il	Il	Il
a	a	a
VU	VU	VU
le	le	le
bonhomme	bonhomme	bonhomme
de	de	de
pain	pain	pain
d'	d'	d'
épice.	épice.	épice.

Après	« Tu	Il
un	es	a
moment	vraiment	sauté
une	le	sur
odeur	meilleur	la
délicieuse	bonhomme	queue
a	de pain	du
rempli	d'épice	renard
la cuisine	que	et
et	j'	le
la	ai	renard
vieille	jamais	a
dame	fait,	commencé
a	et	à
dit.	tu	traverser
« Alors	seras	la
monsieur... »	le	rivière
	plus	en
	gouteux. »	nageant.