

## Language

## Core language

<i>la Terre</i>	the Earth
<i>la lune</i>	the moon
<i>un nom</i>	a noun
<i>un nom propre</i>	a proper noun
<i>un adjectif</i>	an adjective
<i>parce que</i>	because
<i>elle</i>	it (feminine) / she
<i>près de ... (près du soleil)</i>	near ... (near the sun)
<i>loin de ... (loin du soleil)</i>	far from ... (far from the sun)
<i>assez</i>	quite

## Additional language for this unit

<i>Mercury</i>	Mercury
<i>Vénus</i>	Venus
<i>Mars</i>	Mars
<i>Jupiter</i>	Jupiter
<i>Saturne</i>	Saturn
<i>Uranus</i>	Uranus
<i>Neptune</i>	Neptune
<i>Pluton</i>	Pluto

## Additional language for teachers

<i>Associez/Associe un jour à une planète</i>	Match (plural/singular) a day with a planet
<i>Soulignez/Souligne</i>	Underline (plural/singular)
<i>Décrivez/Décris</i>	Describe (plural/singular)
<i>le diable à ressort</i>	the jack-in-the-box
<i>ici</i>	here
<i>Je pense à ...</i>	I'm thinking of ...
<i>C'est quelle planète?</i>	Which planet is it?
<i>Pourquoi?</i>	Why?
<i>Pierre, feuille, ciseaux</i>	Stone, Paper, Scissors

## Unit 18 Les planètes (The planets)

## About the unit

In this unit children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. At the end of the unit, children present their knowledge using ICT or by making a booklet.

## Where the unit fits in

Children have already been introduced to the agreement and position of adjectives (see Units 4, 11 and 16). In this unit they have opportunities to use their knowledge in a different context. Confidence in speaking and presenting their work in written form should be improving at this stage. Children should enjoy using the language creatively to make an oral or written presentation about the planets.

## Prior learning

It is helpful if children already know:

- the planets and their order in English
- à gauche / à droite
- days of the week
- agreement and position of adjectives
- le soleil
- chaud/froid
- what a subordinate clause is
- qualifier: très
- how to create a presentation or booklet using software.

## New language

- Giving a description (of a planet)
- Making statements (about the position of a planet)
- Classifying nouns, adjectives and verbs
- Qualifier: assez
- Prepositions: près de, loin de
- Compound sentences with parce que
- Phonic focus: revision of common phonemes; hearing individual phonemes in words and using this to aid writing

## Resources

- Picture flashcards or images of the nine planets (see Section 1, 'Points to note'), the moon and the sun
- Ball
- Word cards of the planet names
- Bag
- Word and text cards for making sentences
- Dice
- Cards for a Pelmanism game to match planets with their descriptions
- Word and phrase bank

## Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); write information leaflets (year 3); use knowledge of phonics, morphology and etymology to spell new and unfamiliar words (year 4)

ICT: share and exchange information in a variety of forms, including email; be sensitive to the needs of the audience and think carefully about content and quality when communicating information

## Expectations

## At the end of this unit

<i>most children will:</i>	describe the position of the planets and some of their characteristics; use feminine agreements of adjectives; write short sentences in a presentation or booklet
<i>some children will not have made so much progress and will:</i>	understand the names of the planets; say single words or need prompting to recall vocabulary and structures; copy short phrases
<i>some children will have progressed further and will:</i>	retrieve information from extended descriptions about the planets; write in accurate French, showing attention to adjectival agreement; demonstrate creativity and imagination in their use of language



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p><b>Section 1. Introducing the planets</b></p> <ul style="list-style-type: none"> <li>to develop accuracy in pronunciation and intonation (KAL)</li> <li>to look and listen for visual and aural clues (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Use picture flashcards or images on the interactive whiteboard to introduce the nine planets (see 'Points to note') and to practise pronunciation. Say the first syllable or sound of a planet's name and children complete the word, eg <i>Mer-cure</i>. Children could clap the names using a pattern of beats (see Unit 14).</li> <li>Invite children to recall the names of the planets in the correct order.</li> <li>Before showing the written words, challenge children to write them using their knowledge of phoneme-grapheme correspondence. Most children should be able to make a good attempt at <i>Uranus, Vénus, Pluton</i> and <i>Neptune</i>.</li> <li>Show the written word for each planet and practise pronunciation.</li> <li>Display pictures of the planets on the board and invite two children to play <i>Touchez l'image</i> (Touch the Picture). Call out the name of a planet and the first child to touch the correct picture gains a point. To keep the rest of the class involved, secretly show them the written word before it is called out.</li> <li>Extension: Invite individual children to use the pictures to lead a teaching sequence for the class, to consolidate the planet names.</li> <li>Remind children of <i>le soleil</i> and introduce <i>la lune</i> (the moon). Ask children to listen to the sound of the word <i>lune</i> and think about how it might be written. To help them further, ask them which planet it rhymes with (<i>Neptune</i>). Once you have shown the written word, ask children how the sound would change if the final -e were omitted.</li> <li>Display the flashcards or images of the nine planets, the sun and the moon on the same board and ask children if they can match a day of the week to a planet, the moon or the sun. To help children associate the sun with <i>dimanche</i>, ask them to think of its English translation.</li> <li>Play Ping-Pong, where you 'bat' a planet, the moon or the sun and children 'bat' back a day of the week.</li> </ul>	<ul style="list-style-type: none"> <li>say new words with accurate pronunciation and intonation</li> <li>use clues to help themselves understand and remember new words</li> </ul>	<ul style="list-style-type: none"> <li>The nine planets are: <i>Mercuré, Vénus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune</i> and <i>Pluton</i>.</li> <li>There are many beautiful images of planets on the internet, eg on the NASA website (<a href="http://www.nasa.gov">www.nasa.gov</a>). You can also find animations that show the planets revolving. You could make a model of the solar system on an interactive whiteboard screen.</li> <li>Note that Pluto is now classified as a 'dwarf planet', <i>une planète naine</i>.</li> <li>Ensure that the planets are introduced in the correct order, so that children get used to this.</li> <li>The game <i>Touchez l'image</i> can be adapted for any theme.</li> <li>Follow-up: Children create solar system mobiles and label these in French.</li> <li>Phoneme revision: Brainstorm common phonemes with the class and draw up a tally chart. Read out the names of the planets. In pairs, children tally the number of times they hear each phoneme. Which is the most common? (Surprisingly, there are very few different phonemes among these words, and the sound u predominates.)</li> </ul>
<p><b>Section 2. Describing the planets</b></p> <ul style="list-style-type: none"> <li>to make simple sentences and short texts (L5.2)</li> <li>to recognise the typical conventions of word order in the foreign language (KAL)</li> <li>to apply grammatical knowledge to make sentences (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Use picture flashcards or images to recap the names of the nine planets.</li> <li>Play <i>Passez le ballon</i> (Pass the Ball), where a ball is passed around the class. As the ball passes from one child to another, they name the next planet. Perform a Mexican wave to further consolidate the vocabulary (see Unit 3, Section 5).</li> <li>Show images of Mercury, Earth, Mars, Jupiter, Neptune and Pluto. Ask children questions about the planets, eg <i>Quelle planète est rouge/verte/grande/petite/bleue/rapide?</i></li> <li>Ask some differentiated questions, eg: <i>Mars est une planète bleue. Oui ou non?</i> <i>Mars est une planète bleue ou une planète rouge?</i> <i>De quelle couleur est Mars? (Mars est une planète rouge.)</i></li> <li>Select the planets Mars, Jupiter and Mercury and invite children to give a simple sentence to describe each one, eg <i>Mars est une planète rouge. Jupiter est une grande planète. Mercure est une planète rapide</i>. Write the sentences on the board, leaving space for an English translation later.</li> <li>Invite children to come up to the board and ask them to underline, in different colours, <i>les noms</i> (nouns), <i>les noms propres</i> (proper nouns) and <i>les adjectifs</i> (adjectives). Ask the class to read these aloud.</li> <li>Ask children to give the English translations and write these under the French sentences. Repeat the underlining activity for the English sentences. Discuss similarities and differences in words and sentence structure, eg the position of adjectives.</li> <li>Children work in pairs to think of a rule to help them build descriptive sentences, eg colour adjectives come after the noun. They write their suggestions on mini-whiteboards and feed back to the class. Some children may prefer to work in pairs to 'collect' the adjectives on their mini-whiteboards.</li> <li>Extension: Children create a quiz in which they ask and answer each other's questions about the planets.</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions about the planets</li> </ul>	<ul style="list-style-type: none"> <li>The warm-up could be done on the interactive whiteboard using the appear/disappear, spotlight or slow reveal functions.</li> <li>Differentiated questions can elicit a simple yes/no response, can give children a choice of answer or can be open-ended. Encourage children to answer in a full sentence where appropriate.</li> <li>Follow-up: Throughout the week, play <i>Passez le ballon</i> and practise questions and answers about the planets.</li> <li>Follow-up: Create a class poster of language rules which can be added to throughout the year.</li> <li>Link with literacy work: The fourth activity links to work on identifying different question types in year 5.</li> <li>For the penultimate activity, if using the interactive whiteboard, draw together and save children's suggestions and conclusions on the board, to summarise and synthesise their learning and understanding.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Writing about a planet

- to write words, phrases and short sentences, using a reference (L5.3)
  - to recognise the typical conventions of word order in the foreign language (KAL)
  - to apply grammatical knowledge to make sentences (LLS)
- Play *Cadeau musical* (Pass the Parcel). Place word cards of the planets in a bag and pass it around to music. When the music stops, the child with the bag pulls out a card, shows it to the class and they read it aloud. The child places the card on the board in the correct order of the planets.
  - Give one group of children a word each from one of the sentences used in the previous section. They hold these up randomly at the front of the class in a human sentence. Ask the class to order the sentence by telling the children where to stand using the instructions *à gauche / à droite*. Look at the position of the adjective and discuss. Repeat so that all the children have a word card.
  - Still holding their cards, children sit down to play *Diable à ressort* (Jack-in-the-Box). Call out a word class, eg *un nom* (see Section 2), and children holding that card jump up like a jack-in-the-box.
  - Give word cards to children in small groups, so that they can order their own sentences. Invite them to place these on the board and ask the group to read their sentence aloud. Ask each group to change the adjective in their sentence and read it out again.
  - Choose six planets and display images on the board. Number each one. In pairs, children throw a die and write a picture caption about the corresponding planet. Support can be displayed on the board, if needed.
  - Extension: Children extend the quiz from the last section into an interactive class display, by making a 'lift-the-flap' presentation about a planet of their choice. They write one of the questions from the last session on the front and give the answer under the 'flap'.

- identify word classes
- write a picture caption to describe a planet

- Display a selection of known adjectives on the board, as a support for children when they make their own sentences.

## Section 4. Distances from the sun

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to manipulate language by changing an element in a sentence (KAL)
  - to look and listen for visual and aural clues (LLS)
- Display the planet names on the board and practise their pronunciation. Invite children to come out to the front to arrange them in the correct order against the clock.
  - Draw a line on the board and mark the sun at one end. Ask which planet is next, eg *Voici le soleil. Ensuite, c'est quelle planète?* (Here is the sun. Which planet is next?) Elicit the answer *Mercury*. Use a gesture to illustrate the meaning as you tell children *Mercury est près du soleil* (Mercury is near the sun). Place the corresponding planet label on the line. Point to the sun and tell children *C'est chaud, très chaud!* Point to Mercury and say *Mercury est près du soleil. Mercury est une planète chaude* (Mercury is near the sun. Mercury is a hot planet) as you write these sentences on the board. Ask children if they can hear the difference in pronunciation and see the difference in spelling between *chaud* and *chaude*. Ask them to explain the reasons.
  - Go to the other end of the line on the board and ask *Et ici, c'est quelle planète?* (And here, which planet is this?) Ask a child to select the corresponding planet label and place it on the line. Use gesture to illustrate the meaning, as you say *Pluton est loin du soleil* (Pluto is far from the sun) and write it on the board. Ask *Pluton est une planète chaude ou froide?* (Is Pluto a hot or cold planet?) Write the answer in a sentence, pointing out the difference between *froid* and *froide*.
  - Use some objects in the classroom, eg *la porte, le tableau*, to illustrate the concept of *près de* and *loin de*.
  - Invite three children to the front to take on the role of the sun, Mercury and Pluto. They greet the class and introduce themselves as the planets, eg *Bonjour, je m'appelle le soleil*.
  - Invite the children to stand in the appropriate position to show their distance from the sun. Ask the class differentiated questions, eg: *Mercury est loin du soleil? Oui ou non?* *Pluton est une planète froide ou chaude?* *Décrivez Mercury* (Describe Mercury). Give children time to whisper the answer to their partner before putting up their hands. Children portraying the planets could use gesture and drama to support meaning.
  - Invite seven other children to be planets and to stand in their appropriate places in the line. Present the planets using the qualifiers *assez* (quite) and *très* (very), eg *Uranus est une planète froide. Saturne est une planète assez froide. Neptune est une planète très froide*. Ask children to discuss the meanings in pairs.
  - Give a simple description of a planet, eg *Je pense à une planète qui est assez chaude*. Children suggest a planet. Encourage them to use full sentences in their replies.
  - Extension: Children describe the planets for the class to guess.

- understand the main points from speech that contains unfamiliar language
- ask and answer questions on a given topic

- Grammar point: When using *près de / loin de* to describe distance from a planet named with a proper noun, the *de* does not change, eg *près de Mercure*. When it is followed by a masculine noun, however, *de* changes to *du*, eg *près du soleil*.
- Follow-up: Throughout the week, practise using qualifiers in a different context, eg *Il fait très chaud*.
- Follow-up: As a PE warm-up, stand at one end of the hall as 'the sun' and call out a planet. If the planet is close to the sun, children run to stand near you. Alternatively, call out eg *très froid*, and children run to an appropriate distance. You could also designate corners or areas of the room as specific planets. When you shout out the name of a particular planet, children run to that part of the room.
- Add *loin* to the *oi* page in the word bank (see Unit 1, Section 2).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Making compound sentences

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to make simple sentences and short texts (L5.2)
  - to manipulate language by changing an element in a sentence (KAL)
- Display the questions from the last section on the board and quickly revise them.
  - Play *Pierre, feuille, ciseaux* (Stone, Paper, Scissors). As a class, children chant *Pierre, feuille, ciseaux, un, deux, trois*, making the appropriate hand shapes. On *trois*, everyone makes one of the hand shapes. The winner in each pair is determined by the following: *pierre* wins against *ciseaux*, *ciseaux* wins against *feuille*, *feuille* wins against *pierre*. The winner of each round can ask their partner one of the questions about planets. Children could then play in pairs.
  - On the board, revise a selection of sentences from the previous section, eg *La terre est une planète chaude. La terre est assez près du soleil*. Ask children how they could join these two sentences together using the connective *parce que*. Elicit *La terre est une planète assez chaude parce que la terre est assez près du soleil*. Repeat for other planets.
  - Give groups of children word cards so that they can make two sentences about the planets and join them with *parce que*. Children read their sentences aloud to the rest of the class.
  - Extension: Provide children with written statements and questions, such as *Vénus est une planète très chaude. Pourquoi?* These questions could be answered orally or in writing.
  - Put an example on the board of a compound sentence in English, eg 'Mercury is a very hot planet because Mercury is very close to the sun'. Invite comments on how this could be improved. Highlight the use of pronouns and show how 'Mercury' could be replaced with 'it' in the second part of the sentence. Model a comparable sentence in French, using *elle*, eg *Mercury est une planète très chaude parce qu'elle est très près du soleil*. Practise as a class with a selection of sentences. Invite volunteers to come to the front and make some human sentences with word cards. Some children may not be ready to use pronouns.
  - Explain to children that in the next section they will be designing a presentation or booklet about either a real or imaginary planet.

- understand the main points from speech that includes unfamiliar language
- make a sentence using word cards and read it aloud
- make a compound sentence

- The interactive whiteboard is ideal for showing children how to build and extend compound sentences by moving words apart and inserting other words, such as adjectives and qualifiers. If the board has a screen-recording function, plug a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play back the sequence for the class to evaluate and discuss. This method encourages children to learn from each other.
- Follow-up: Throughout the week, children practise joining sentences using *parce que*.
- Follow-up: Children research images for their presentations or booklets.
- Links with literacy work: The sixth activity links to work on composing compound sentences from year 2 onwards. The last activity links to information writing in year 3. Children will be familiar with making information booklets.
- Demonstrate compound sentences with presentation or word-processing software. Using presentation software, make a hyperlink over each noun that may be replaced by a pronoun. When you move the mouse over the noun, children will see the correct pronoun. If using word-processing software, make a bookmark, eg *elle*. Make a hyperlink from a feminine noun to the bookmark, which will be revealed when you move the mouse over the noun. Children can then delete the noun and replace it with the pronoun that appears in the bookmark.

## Section 6. Preparing a presentation

- to prepare a short presentation on a familiar topic (O5.4)
  - to write words, phrases and short sentences using a reference (L5.3)
- Ask children to play Pelmanism in pairs. Give each pair a set of cards containing names of each of the planets and short descriptions. They place the cards face down and take it in turns to turn over two cards. If they turn over a description that matches the planet, they keep the cards. If not, they turn the cards back over, keeping them in the same place. The winner is the player with the most matching pairs at the end. Differentiate this game by allowing some children to match names of planets to pictures.
  - Show an example of a presentation or booklet about a real or imagined planet created with presentation/publishing software and discuss this with the class. Display a word and phrase bank to support children as they prepare their own presentations or booklets about a real or imaginary planet.
  - Extension: Children make a mini-encyclopaedia about the planets using their work from the previous activity.

- remember, retain and recall words, phrases and sentences
- choose words, phrases and sentences and write them as picture captions
- use a reference source to check the spellings of familiar words

- Follow-up: Throughout the week, play Pelmanism.
- Follow-up: Children complete their presentations or booklets.
- Links with literacy work: The presentation links to work on using ICT programs to present texts in year 5. The extension activity links to work on creating information texts with a variety of elements, eg labelled explanatory diagram, reporting chart (year 5).

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit
- Children share their presentations with the class or display their booklets for other children to read.

- present their work with confidence and clarity
- produce a booklet for others to read
- listen to and read the work of others

- Follow-up: If the school is linked with a French-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools.