03.02.19

Dear parents ,

I am still the same Mrs Maggie-Rose Lamalétie ,French teacher in year 6 and French coordinator.

 So what happened so far in the French classes.

Children have learnt for the first time how to use the pyramid model as a graphic organiser to determine and record important information in an entire text on Art forms . At first ,I thought that they would feel overwhelmed by all the information that they were going to find in the text since there plenty of new vocabulary that they’ve probably never come across before….but I was wrong ,they were quite very independent in looking for dictionaries and inquiring into the meaning of unknown words. However I discovered that some were still quite not au fait with collecting data from texts .A lot read and add things from their head which were not present in the text .So after reading the text ,I guided them to identify the title ,the sub-titles and brainstormed important elements to write at the base of the pyramid.and hence fill the entire pyramid.They were very well engaged in the activity but it took more time than forecast.

Concerning the reading workshop , during the past weeks, students were invited to look and read the title, author and cover page of “L`enfant d`Hiroshima”, to make and record an initial predictions about the text. This was done individually. I was quite amazed that some already knew about World War Two when seeing the word “Hiroshima”. Their predictions were age appropriate .This week we started to read the first two letters to revise or confirm their predictions as the story progresses .They were happily indulged in silent reading as they started to discover that they could make connections with the main character ,a teenager like them ,having to deal with his mum.They participated in shared reading ,posing and responding to questions .They also completed a fact and falsehood activity ,and substantiated their findings by referring to the text and quoting the justification. They also learnt about the genre ,literary forms that are associated with this genre “roman épistolaire”.

As far as grammar is concerned ,so far ,learners have developed or even consolidated the following points :

1.Le Groupe Nominal Sujet et le prédicat

2.L`enrichssement du GNS avec un adjectif ou complément du nom

3.Le Présent de l`indicatif –cas particuliers

Next week we will start with the strategies for generating personal narrative writing.As a whole group ,we will think of a theme that matters mostly to us –the sea- and we list clear ,small ideas we can remember from ;example ;une journée à la plage ,au bord de la mer ,une partie de pêche,etc….I will teach by demonstrating ,role play that I am a writer like them and I use the stategy in front of the children.My role-play is meant to function as how-to or procedural guide and sequence the steps I want children to follow. After the demonstration lesson ,I will ask children to start their mind map around the specific idea they have listed or chosen and to start writing without interruption.Also I will teach them to focus the narrative by writing a story that occurs within a time frame .

Please do encourage your children to learn the most commonly used verbs in the Present Tense this week .

Also it will be good that you remind them to complete and bring back the Home-learning log each Tuesday .

Thank you for reading

Regards

Maggie-Rose