

## ALBUM : The very hungry caterpillar

### Séance A1

Fonctions langagières, lexicque	Exemples	Matériel
-Date  -Les nombres	-Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday -Monday, 2nd January - 1 to 7	-album caterpillar -photoc chant "Monday, Tuesday" (annexe 1) -photoc calendar (annexe 2)

#### **1/ Warm up**

Greetings

How are you ?

Weather

#### **2/ Introduction of the book**

I show pupils the cover of the book.

- C'est l'histoire d'une chenille qui a très faim.
- Que mangent les chenilles ?
- Que deviennent les chenilles quand elles grandissent ? Par quelle étape passent-elles ?

#### **3/ Teaching : days of the week**

"What day is it ?"

Quels sont les autres jours en anglais ?

Quelle syllabe est accentuée ?

#### **Song : Monday, Tuesday**

We learn it.

I give the text.

In pairs, pupils stand opposite each other. For each stressed syllable, they make the following actions :

<b>Monday</b>	<b>Friday</b>	<i>hands on thighs</i>
<b>Tuesday</b>	<b>Saturday</b>	<i>clap hands</i>
<b>Wednesda y</b>	<b>Sunday</b>	<i>clap partner's hands</i>
<b>Thursday</b>		<i>clap hands</i>

Once the children know the song and actions well, they can sing it, leaving out every other day. *Monday ... Wednesday ... Friday ... Sunday ...*

The class is divided into 2 groups : each group sings an alternate day.

#### **4/ Teaching : numbers 1 to 7**

Starting with the thumb of our hands, we count 1 to 7.

We do the same for the days of the week so that each day corresponds to a number.

"What day is number 4 ?" ("It's Thursday")

Same activity in pairs.

#### **5/ Learning : days of the week and numbers 1 to 7**

"What's the date today ?"

#### **Worksheet : calendar**

I give out the calendar.

A pupil tells me the date : "It's Monday, the 2nd of January", while another writes the date on the board :

Monday, 2nd January.

Same process with the other dates.

Leçons : - chanter "Monday, Tuesday"

## Séance A2

Fonctions langagières/Lexique	Exemples	Matériel
-Date	-Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	- wordcards weekdays - tables for sets of weekdays (annexe 3) - page from a diary (annexe 4)

### 1/ Warm up

Greetings

Weather

Date

### 2/ Recycling

#### What's missing ?

with the wordcards of the weekdays.

#### Sequencing

I stick the cards on the board in a jumbled order : pupils must put them in the correct sequence.

I give out the tables for the children to make their own set of weekdays. They jumble them up on their desks. "Put Tuesday first !", "Put Wednesday second !", and so on.

Afterwards they stick their labels in the correct sequence, beginning with Monday.

#### True or false ?

I give out a copy of a page from a diary. I make true or false statements : "The 1st of March is a Tuesday ! True or false ?" Pupils reply, "False, it's a Thursday !"

Leçons : apprendre les jours de la semaine.

## Séance A3

Fonctions langagières, lexique	Exemples	Matériel
-date  -présenter une chose -lexique : nourriture (les fruits)  -syntaxe et morphosyntaxe -lexique : couleurs	-The 1st of March is a Thursday. -This is a... / It's a... -strawberry, plum, orange, apple, pear -a ou an -red, orange, green, purple	-flashcards fruit (strawberry, orange, plum, apple, pear) (annexe 5) -worksheet fruit (annexe 6)

### 1/ Warm up

Greetings

Weather

Date

### 2/ Recycling

#### True or false ?

I make true or false statements on their page from a diary : "The 1st of March is a Tuesday ! True or false ?" Pupils reply, "False, it's a Thursday !"

Pupils repeat this activity in pairs.

### 3/ Teaching

Introduction flashcards fruit : "This is a plum.", etc...

Then "What's this ?" Children answer : "It's a strawberry."

**A or an ?**

I write “a strawberry” and “an apple” on the board. Pourquoi est “a strawberry” mais “an apple” ? (*an* est utilisé avant une son voyelle). Autres exemples : egg, bun, apricot, etc...

### True or false ?

Pointing to the pictures of the fruit, I make true or false statements : “It’s a strawberry ! True or false ?”

### Colours

I show the fruit and ask “What colour is it ?”

Worksheet Fruit : “Colour the strawberry red !”, “Colour the plum purple !”, etc...

### Written words

I stick the flashcards on a side of the board, and I write the names of the fruit on the other side. Pupils must stick the pictures next to the right words.

Then they complete the sentences on their worksheet.

Leçons : apprendre la fiche “Fruits”

## Séance A4

Fonctions langagières, lexique	Exemples	Matériel
-Lexique : la nourriture (fruits)  -Interroger sur la quantité -Préciser la quantité	-strawberry, pear, plum, apple, orange, lemon, banana, cherries -How many ... are there ? -There is/are ...	-flashcards fruits (with lemon, banana and cherries) -album -worksheet “How many ?” (annexe 7)

### 1/ Warm up

Song “Monday, Tuesday”

Date

### 2/ Recycling

**Simon says :**

with the flashcards of the fruit they know.

“Simon says show me a plum !”, “Show me an orange !”

Same game by groups of 4\*. Pupils play with their worksheet “Fruit”.

### 3/ Storytelling (learning)

I show the 1st double-page spread. I teach *moon*, *leaf* and *egg*, pointing to the illustrations. I read the 1st 2 lines.

Next double-page spread. I teach *sun* and *tiny*. I read the 1st 2 lines.

I go back to the beginning and read all 4 lines ; I pause at the keywords and point to the illustrations to encourage pupils to say the words.

I read the next part of the story up to *Friday*, encouraging pupils to repeat the days of the week, the quantity and names of the fruit. After they have heard “*But he was still hungry*” 2 or 3 times, I encourage them to repeat this with me, making sure they stress *still*.

### 4/ Teaching

**New fruit :**

I show the flashcards of the banana, the lemon and the cherries and ask, “What’s this ?”

“It’s a lemon, true or false ?”

Then I can add the other fruit to play true or false.

**How many ?**

Using the illustrations from the book for Monday to Friday, I ask, “How many oranges are there ?” Pupils reply, “There are 5 oranges.”, etc...

I give a flashcard of a piece of fruit to a child. He must ask to another pupil, “How many ... are there ?”

### 5/ Learning

Worksheet “How many ?”

Pupils play by pair, A and B. Each child takes a board and mustn't show it to his partner. Child B begins and asks, "How many lemons are there ?" Child A replies, "There are 7 lemons." Child B writes 7 in the empty box. Pupil A then asks, "How many strawberries are there ?" , and so on...

When they have finished they can compare their worksheets to check they have the correct numbers.

### Séance A5

Fonctions langagières, lexique	Exemples	Matériel
-Interroger sur la quantité -Préciser la quantité -Lexique : les fruits  -Présenter une chose	-How many ... are there ? -There is/are ... -banana, cherries, lemon, orange, apple, plum, pear, strawberry -It's a ...	-flashcards fruit -album -worksheet survey (annexe 8)

#### 1/Warm up

Greetings

Weather

Date

#### 2/ Recycling

Using the illustrations from the book for Monday to Friday, I ask "How many oranges are there ?" Pupils reply, "There are 5 oranges". Same process with 1 or 2 other fruit.

I give a flashcard of a piece of fruit to a child. He must ask another pupil, "How many ... are there ?"

#### Survey : how many ?

I divide the class in groups of 4 children.

Worksheet survey : in the 1st board, pupils write numbers in the empty blocks.

Afterwards each child must ask the children of his group, "How many ... are there ?", in order to complete his 2nd board.

When a group has finished, the children can compare their worksheets to check they have the correct numbers.

#### 3/ Learning

##### Written words :

I stick the flashcards of the lemon, the banana and the cherries on a side of the board, and I write "It's a ..." on the other side. Pupils must stick the pictures next to the right sentences.

Then they can draw these 3 fruit on their notebook and legend them : "It's a ..."

Leçons : - apprendre tous les fruits

### Séance A6

Fonctions langagières, lexique	Exemples	Matériel
-Lexique : les nombres -Lexique : la nourriture	-1, 2, 3, 4, 5, 6, 7. -chocolate cake, ice cream, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon.	-flashcards food -worksheet butterfly (annexe 9) -song "Hot potato" (annexe 10) -album

#### 1/ Warm up

Greetings

Weather

Date

#### 2/ New rhyme : "Hot potato"

We learn the song and we translate it.

I divide the class in groups of 6 children.

In each group, pupils form a circle. They place clenched fists outstretched into the centre of the circle. One pupil counts each fist in turn, while everybody is chanting the rhyme on each beat. The fist that is tapped on MORE ! is “out” and must be placed behind the player’s back. When both fists are counted out, that player leaves the game. The winner is the last player remaining.

### **3/ Teaching**

I read the story again up to Friday, and I ask pupils what they think the caterpillar eat on Saturday. If they predict any of the items, I start with these. If not, I show a picture and ask, “What’s this ?”

**True or false ?**

**What’s missing ?**

**Mr Bogeyman / Worksheet butterfly**

Half children play Mr Bogeyman while the others colour the butterfly.

Leçons : chanter “Hot potato”

## **Séance A7**

<b>Fonctions langagières, lexique</b>	<b>Exemples</b>	<b>Matériel</b>
-Présenter une chose -Lexique : la nourriture  -Produire des énoncés au présent simple	-It’s a sausage. -chocolate cake, ice cream, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon -The banana is sweet.	-flashcards food and fruit

### **1/ Warm up**

“Hot potato”, but we change *potato* with *banana* : “1 banana, 2 bananas, 3 bananas, 4...”

Date

### **2/ Recycling**

I stick the flashcards on the board ; pupils name them.

**Mr Bogeyman / Worksheet butterfly**

The other half children play Mr Bogeyman while, the others colour the butterfly.

### **3/ Learning**

**Sorting : sweet or salty ? / Worksheet butterfly** (half, half children ; then they change)

Sorting : I draw 2 columns on the blackboard and explain the difference between sweet and salty with 2 examples ; I say, “The banana is sweet. The sausage is salty.”

Pupils must sort all the flashcards into 2 groups. I say, “Choose something salty.” The pupil selects an item, puts it in the appropriate column and says, “The sausage is salty.”

Leçons : terminer de colorier le papillon

## **Séance A8**

<b>Fonctions langagières, lexique</b>	<b>Exemples</b>	<b>Matériel</b>
-Présenter une chose -Demander des infos à qqn (goûts) -Syntaxe et morphosyntaxe les dénombrables et les indénombrables	-It’s (a)... -Do you like ... ? Yes, I do. No, I don’t. -It’s a banana. / It’s watermelon. Do you like cheese ? / Do you like pickles ?	-album -flashcards fruit and food (annexe 10) -worksheet Countable / Uncountable nouns (annexe 11)

### **1/ Warm up**

Greetings

**Storytelling :**

I read the story again including Saturday and I encourage pupils to participate. I walk around the classroom for children to see the picture of the caterpillar.

Comment se sent la chenille après avoir mangé tout ça, d'après vous ?

Que va-t'il manger dimanche ?

## **2/ Teaching**

I stick the flashcards on the board and ask, "What's this ?". Pupils reply, "It's chocolate cake." Then I ask, "Do you like chocolate cake ?" I teach the reply, "Yes, I do" or "No, I don't."

Same process with other items.

### **Problem-solving : spot the difference !**

I give out the worksheet "Countable / Uncountable nouns".

Les élèves doivent classer les phrases dans 2 groupes et justifier les raisons de leur classification.

S'ils proposent d'autres critères de classification que ceux attendus (sucré/salé, ...), leur conseiller de porter leur attention sur la structure des phrases.

Ils devraient remarquer que les noms qui précédés d'un article indéfini (*a* ou *an*) sont au pluriel dans la question "Do you like... ?" C'est parce que ce sont des objets que l'on peut compter, tandis que les autres ne sont pas au pluriel. Pour pouvoir être comptés, ces derniers doivent être précédés de "A piece of ..." ou "A slice of ...".

Lorsque la règle est comprise, les élèves colorient les 2 patates (de 2 couleurs différentes), puis les phrases, selon qu'elles font partie du groupe 1 ou 2.

On met en pratique : I ask, "What's this ?" Pupils reply, "It's watermelon" or "It's a banana".

I give a flashcard to a child ; he must ask another pupil, "Do you like apples ?" or "Do you like cheese ?"

Leçons : apprendre les noms qui sont dénombrables ou indénombrables.

## **Séance A9**

<b>Fonctions langagières, lexicque</b>	<b>Exemples</b>	<b>Matériel</b>
-Lexique : la nourriture  -Demander des infos à qqn (goûts)	-chocolate cake, ice cream, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon -Do you like watermelon ? Yes, I do. No, I don't.	-CD "Holiday Jazz Chants" -song "1, 2, I like you" -flashcards food -worksheets "Guess who I am !" (annexe 12)

## **1/ Warm up**

Greetings

## **2/ Recycling**

I stick the flashcards on the board and ask, "What's this ?" Pupils reply, "It's (a) ..."

Afterwards I ask, "Do you like ... ?" Pupils reply, "Yes, I do" or "No, I don't".

Then a pupil ask the same questions as me, and another child replies.

## **3/ Learning**

### **Guess who I am !**

I give out the worksheet "Guess who I am !"

I choose a character. In order to find who I am, pupils ask me questions like, "Do you like bananas ?" I reply, "Yes, I do" or "No, I don't", depending who I am.

Then a child takes my place.

They play in pairs. \*

## **4/ New song** : "1, 2, I like you"

Listening (CD), learning.

Leçons : - chanter "1, 2, I like you"

## Séance A10

Fonctions langagières, lexique	Exemples	Matériel
-Demander des infos à qqn (goûts) -Dire ce que l'on aime	-Do you like... ? Yes, I do / No, I don't. -I like...	-CD "Holiday Jazz Chants" -worksheet survey (annexe 13) -flashcards fruit and food

### 1/ Warm up

**Song :** "1, 2, I like you."

Listening, then singing without the CD, then with the CD.

### 2/ Recycling

I show flashcards and ask, "Do you like watermelon?" A pupil replies, "Yes I do" or "No, I don't". Then the a child asks a question to someone else.

**Survey\* :**

I give out the survey board. Pupils play in groups of 4. They ask the children of their group, "Do you like ... ?" and tick or cross in the board, according to the answer.

### 3/ Teaching

I say, "I like lollipops, bananas and chocolate cakes. And you, what do you like?" A child replies, "I like..., ... and..." I ask another pupil, "What do you like?", and so on...

**Worksheet Guess who I am !**

We use the same worksheet as in the last lesson. I say, "I like salami, chocolate cake, apples and cheese."

Pupils must say, "You are Sarah !"

Then a child takes my place.

Afterwards they play in pairs.\*

Leçons : - s'entraîner à poser les questions "Do you like... ?"

## Séance A11

Fonctions langagières, lexique	Exemples	Matériel
-Dire ce que l'on aime  -Dire ce que l'on aime pas	-I like... I love ... -I don't like... I hate...	-flashcards fruit and food -worksheet listen and quote (annexe 14) -survey I like/I don't like (annexe 15)

### 1/ Warm up

Date

**Storytelling :**

I read the whole story.

**Song :**

We change "1, 2, I like you" in "*1, 2, I don't like you*".

### 2/ Recycling and teaching

I stick the flashcards on the board and say, "I like / I love ... but I don't like / I hate ..."

Then pupils come to the board and make their own sentence.

**Listen and quote :**

I give out the worksheet. I make the sentences : pupils must draw \_\_\_\_\_ if the character likes the item, and if he/she doesn't.

### 3/ Learning

**Survey I like/I don't like :**

\* Pupils work in pairs.

I give out the worksheet. Child A writes \_\_\_\_\_ or \_\_\_\_\_ in the 1st line. He tells his neighbour what he likes/love and doesn't like/hates. Then he quotes what his neighbour likes/love and doesn't like/hates by writing \_\_\_\_\_ or \_\_\_\_\_ in the 2nd line.

Leçons : dire ce qu'on aime et ce qu'on aime pas.

### Séance A12

Fonctions langagières, lexicque, phonologie	Exemples	Matériel
-Dire ce que l'on aime  -Dire ce que l'on n'aime pas  -Phonologie (phonèmes) : savoir distinguer des sons vocaliques	-I like... I love... -I don't like... I hate... -	-CD "Holiday Jazz Chants" -table phonology (annexe 16) -poem "Camilla Caterpillar" (annexe 17)

#### 1/ Warm up

Date

**Song** : "1, 2, I like you."

Then "1, 2, I don't like you."

#### 2/ Learning

**Essay** :

I write on the board : *I like*

*I love*

*I don't like*

*I hate*

Pupils write a few lines about what they like/love and what they don't like/hate.

#### 3/ Phonology

Worksheet : children write \_\_\_\_\_ for the sound \_\_\_\_\_ and \_\_\_\_\_ for the sound \_\_\_\_\_

#### 4/ Poem : "Camilla caterpillar"

I read it : they may have some remarks about the sounds which are repeated. I translate the poem.

They repeat each phrase after me.

Then I give out the text : they repeat phrase after phrase.

Afterwards they try to read alone.

Leçons : - relire le texte que j'ai écrit.

- lire "Camilla Caterpillar"



Date : .....

### ENGLISH TEST

Compétences	A (acquis) ; VA (en voie d'acquisition) ; NA (non acquis)
<ul style="list-style-type: none"><li>_ Distinguer deux sons vocaliques simples.</li><li>_ Repérer des informations essentielles dans un énoncé oral.</li><li>_ Connaître du lexique sur la nourriture</li><li>_ Connaître les jours de la semaine.</li><li>_ Associer des questions à des réponses.</li><li>_ Remettre en ordre des phrases en désordre.</li></ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**1. Ecoute et note quand tu entends le son et quand tu entends .**

chocolate	lollipo p	coke	sausage	potato	orange	toast	a kilo

**2. Ecoute les phrases et écris à quels personnages elles se rapportent.**

Phrase 1 : .....

Phrase 2 : .....

Phrase 3 : .....

**3. Ecoute et note le numéro d'apparition sous le dessin correspondant.**



**4. Ecris les jours de la semaine dans l'ordre.**

*Thursday, Saturday, Tuesday, Monday, Sunday, Friday, Wednesday.*

Monday, .....

.....

**5. Relie les questions à la réponse correspondante.**

How many plums are there ?  
Do you like plums ?  
What's this ?

No, I don't.  
It's a plum.  
There are four plums.

**6. Remets en ordre les phrases en désordre.**

like / cheese / don't / I.

.....

like / and / cherries / I / I / sausages / love.

.....

pickles / I / and / cherry / hate / pie.

.....

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !

HOT POTATO

One potato, two potatoes, three potatoes, four.  
Five potatoes, six potatoes, seven potatoes, MORE !





**Remets les phrases en ordre.**

like / cheese / don't / I.

.....

love / and / cake / chocolate / I / cherries.

.....

I / pickles / I / strawberries / but / like / hate.

.....

**Remets les phrases en ordre.**

like / cheese / don't / I.

.....

love / and / cake / chocolate / I / cherries.

.....

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.....