

Unit 5 – I Quattro amici (The four friends)

About this unit

In this unit children listen and respond to a story. The story used here is called *I Quattro amici* and the text is provided at the end of this unit, with an English translation. Children learn to talk about animals and describe their colour and movement. They add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

Where the unit fits in

Children develop language and vocabulary from a simple story. There are opportunities to join in with mimes and the telling of the story, and the unit culminates in a performance. Children consolidate some verbs introduced in Unit 3 and learn some new ones.

Prior learning

It is helpful if children already know:

- some classroom instructions from previous units
- colours: *bianco, nero, marrone*
- *nuotare, ballare, cantare* (see Unit 3)

Links with other subjects

Primary framework for English: speak with clarity (year 2); prepare a story for performance, identifying appropriate expression, tone, volume and use of voices and other sounds; sustain concentration when listening; identify and respond to sound patterns in language; reading aloud and reciting; read on sight high-frequency words and other familiar words

Music: explore and explain own ideas and feelings about music using movement

Expectations

At the end of this unit

most children will: listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce combinations of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model

some children will not have made so much progress and will: require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate among sounds and identify meaning when items are repeated several times

some children will have progressed further and will: take an individual part in a brief, prepared oral task; write and say phrases from memory

New language

- Giving a simple description (of an animal)
- Making simple statements (about movement)
- Regular verbs: *lui / lei* form
- Pronouns: *lui / lei* used for *it*
- Negatives: *non*
- phonic focus: *ca – co, /ka/ /ko/;*

Resources

- The text of the story *I Quattro amici*
- Picture flashcards, props or interactive whiteboard presentation for telling the story
- Picture flashcards and large text cards for the animals in the story
- Text cards for verbs of movement in the story
- Sets of small animal pictures and text verb cards
- Picture flashcards for colours
- Text cards for colours
- Music for Pass the Parcel

Language

Core language

<i>il cavallo</i>	the horse
<i>la pecora</i>	the sheep
<i>il coniglio</i>	the rabbit
<i>il topolino</i>	the mouse
<i>...galoppa</i> (e.g., <i>il cavallo galoppa</i>)	...gallops (e.g., The horse gallops)
<i>...corre</i>	...runs
<i>lui / lei è...</i>	it is...
<i>grigio / a</i>	grey
<i>No, il coniglio non galoppa, etc</i>	No, the rabbit doesn't gallop, etc

Additional language for this unit

<i>la mela</i>	the apple
<i>l'albero di mele</i>	the apple tree
<i>...saltella</i>	...hops
<i>...trotterella</i>	...scurries
<i>Toc, toc, toc!</i>	Knock, knock, knock!
<i>Gnam, gnam, gnam!</i>	Crunch, crunch, crunch

Additional language for teachers

<i>Ascolta / Ascoltate la storia</i>	Listen (plural / singular) to the story
<i>Cerca / Cercate la carta giusta</i>	Find (plural / singular) the right card
<i>Guarda / Guardate le carte</i>	Look (plural / singular) at the cards
<i>Alzati! / Alzatevi!</i>	Stand up! (plural / singular)
<i>Siediti! / Sedetevi!</i>	Sit down! (plural / singular)
<i>Girati! / Giratevi!</i>	Turn around! (plural / singular)
<i>Svelto / a</i>	quickly
<i>Piano, piano...</i>	slowly
<i>Giochiamo a Pollici!</i>	We're going to play Heads Down, Thumbs Up
<i>Giochiamo a Segnale Segreto!</i>	We're going to play Secret Signal
<i>Qual è il segnale?</i>	What is the signal?
<i>Chi fa il segnale?</i>	Who will do the signal?
<i>Che colore è il cavallo?</i>	What colour is the horse?
<i>Il cavallo è nero</i>	The horse is black
<i>Che cosa fa il coniglio?</i>	What does the rabbit do?
<i>Il coniglio galoppa?</i>	Does the rabbit gallop?
<i>A casa</i>	to the house / home
<i>Chi è?</i>	Who is it?
<i>Così / Allora</i>	So
<i>Poi</i>	Then

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. The four friends			
<ul style="list-style-type: none"> to listen and respond to simple rhymes, stories and songs (O3.1) to recognise and respond to sound patterns and words (O3.2) to use gesture or mime to show they understand (LLS) to imitate pronunciation (KAL) 	<p>Use flashcards, props or an interactive whiteboard presentation to tell the story <i>I Quattro amici</i>. Ask children to join in with <i>toc, toc!</i> (knock, knock!) as they become familiar with the story.</p> <ul style="list-style-type: none"> Work on some mimes to secure understanding and pronunciation of the animal words e.g., <i>il cavallo</i> (the horse), <i>la pecora</i> (the sheep), <i>il coniglio</i> (the rabbit), <i>la topolina</i> (the mouse): <ul style="list-style-type: none"> – you give an animal word and children mime as a class – you ask individual children to mime and you respond with an animal word – you mime and the class chorus an animal word – you ask individual children to give an animal word and you respond with a mime. Extension: More confident children can be asked to lead the mimes. Read the story again and, this time, children join in with <i>toc, toc!</i> and animal mimes. Play <i>Pollici</i> (Heads Down, Thumbs Up). <ul style="list-style-type: none"> – if they guess correctly, they swap places with that animal. 	<ul style="list-style-type: none"> listen with care join in with storytelling recall vocabulary use mime to convey meaning and show understanding 	
Section 2. Animal characters			
<ul style="list-style-type: none"> about the different languages spoken by children in the class (IU3.1) to identify social conventions at home and in other cultures (IU3.3) to recognise that many languages are spoken in the UK and across the world (KAL) to practise new language with a friend in and outside the classroom (LLS) 	<ul style="list-style-type: none"> Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters e.g., <i>Le pecore, alzatevi!</i> (Sheep, stand up!) Extension: Combine the adjective <i>svelti</i> (quick) and the adverb <i>piano, piano</i> (slowly) with classroom instructions to add enjoyment to the activity e.g., <i>Pecore, alzatevi piano, piano!</i> (Sheep, stand up slowly!) Highlight verbs of movement in the story e.g., <i>il cavallo galoppa</i> (the horse gallops) and ask children for an appropriate mime. Play <i>Ripetete se è Vero</i> (Repeat if it's True) with spoken phrases such as <i>il cavallo galoppa</i>. Some children may need time and / or support to fully understand the concept of the game. Read out the story again and ask children to put their fingers to their lips each time they hear the /ka/ /ko/ sound e.g., <i>casa, cavallo, pecora, corre</i>. Show children a familiar word starting with ca, co /ka/ /ko/ sound e.g., <i>cane, canta, colla, colore</i>. 	<ul style="list-style-type: none"> match words and pictures identify and read simple words repeat words and phrases modelled by the teacher 	<ul style="list-style-type: none"> Follow-up: Throughout the week, play <i>Pollici</i>, asking a confident child to take the lead. Follow-up: Display word cards on the board and play Kim's Game. If you have made an electronic big book (see Section 1), add pages leading from the main story so that children can, for example, move the characters around to narrate the story. They can drag verbs to the animals to build up the text. In literacy work, discuss words that contain the letter string ca, co, such as camel or colour. Start collecting these words. Children can create posters of

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	<ul style="list-style-type: none"> • Introduce some written phrases through the interactive whiteboard or on large text cards. Play again <i>Ripetete se è Vero</i>. Children read aloud if it's true in the story e.g., <i>il cavallo galoppa</i>. If they see <i>la pecora galoppa</i>, they remain silent because this is not true in the story. • Children play Pelmanism, matching animal pictures and text verb cards. • Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence e.g., <i>La pecora corre</i> (The sheep runs). • Extension: Play Pelmanism with written animal and verb cards. • Extension: Put animal and verb word cards in dictionary order. 		<p>a word each for a display, using ICT, drawing or collage.</p> <ul style="list-style-type: none"> • Follow-up: Try practicing the verbs of movement and the adverbs as part of a PE.
Section 3. Animal colours			
<ul style="list-style-type: none"> • to recognise and respond to words (O3.2) • to recognise some familiar words in written form (L3.1) • to experiment with the writing of simple words (L3.3) • to recognise question forms (KAL) • to recognise how sounds are represented in written form (KAL) • to use a physical response (LLS) 	<ul style="list-style-type: none"> • Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word. • Revisit phonic focus (see Units 1 and 3), using words from the story (see Section 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as a rounded shape, with their head down). • Introduce the colour <i>bianco</i> (white). Re-read the story and ask children to respond (e.g., raise their hand) each time they hear <i>bianco</i>. • Show pictures of each animal and describe the colour e.g., <i>Il cavallo è nero</i> (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as a memory aid later in the session. • Display text cards for the four verbs of movement e.g., <i>galoppa, trotterella, saltella, corre</i>, and read them aloud with actions. Ask children to match the verbs with the correct animal e.g., <i>La pecora, cosa fa?</i> (What does the sheep do?) to elicit <i>La pecora corre</i>. Some children may only be ready to give a one-word answer e.g., <i>corre</i>. • Organise the children into small groups. Give each group a text card for each of the verbs describing animal movement e.g., <i>saltella</i>. Ask the question <i>Che cosa fa il coniglio?</i> (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals. • Give children one of the animals to draw. They select the correct animal name and verb from lists on the board and copy-write these as a simple 	<ul style="list-style-type: none"> • write familiar words and sentences using a model • understand words displayed in the classroom • listen with care to identify specific information • remember a sequence of spoken words • answer questions with an awareness of the negative • recall, retain and use vocabulary 	<ul style="list-style-type: none"> • The writing activity can be done electronically, combining text and graphics. Ask children to use a whiteboard pen to highlight the graphemes they are learning. • Children learn <i>lui / lei è...</i> (he / she is...) in Unit 4, Section 5. Here the same words are used to mean 'it'. • The colour <i>marrone</i> is invariable, so there is no change when using this adjective to describe a feminine noun such as <i>la pecora</i>. • Make colour-coded word lists of the key nouns, verbs and adjectives from the story. • Follow-up: Children complete their animal pictures and sentences and present them to their classmates. Use the interactive whiteboard to make a grid into which children can drag elements of a sentence. It is a visual way of modeling sentence structure before they attempt to write the sentences by themselves.

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	<p>sentence e.g., <i>Il cavallo galoppa</i> (The horse gallops). They then copy-write <i>Lui è...</i> (It is...) and choose the correct colour from the board. For some children, writing even one sentence will be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.</p> <ul style="list-style-type: none"> • Extension: Children write from memory familiar words on mini-whiteboards. 		
Section 4. Animal magic			
<ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to listen attentively and understand instructions (O3.4) • to recognise question forms and negatives (KAL) • to use actions to aid memorisation (LLS) 	<ul style="list-style-type: none"> • Display nine pictures (animals, verbs and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word. • Play Pass the Parcel by placing toy animals or pictures in a bag and text cards for the four verbs (<i>galoppa, trotterella, saltella, corre</i>) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a card. They hold them up for the class to see. Ask the class, for example, <i>Il cavallo saltella?</i> and introduce the negative <i>No, il cavallo non saltella..</i> Accept <i>sì / no</i> but encourage answers in sentences if appropriate. • Use an interactive whiteboard or 'human sentence' to show how the negative is formed with <i>non</i>. • Encourage children to repeat these sentences with gestures. • Introduce some additional verbs e.g., <i>balla, canta, nuota</i> (see Unit 3). With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence e.g., <i>Il coniglio balla.</i> • Invite volunteers to show their mime and the class guess the sentence. • Extension: Explore musical excerpts (brani scelti) to represent animals and verbs. 	<ul style="list-style-type: none"> • remember a sequence of spoken words • answer questions with an awareness of the negative • recall, retain and use vocabulary 	<ul style="list-style-type: none"> • Help children remember the adverb non making a gesture for it. Encourage them to use actions for the animal and verb as well. Display the pictures and sentences in a whiteboard notebook or on a flipchart. Clone the page. Insert <i>non</i> around the verbs on the second page, to give the impression that they have pushed their way into the sentence when you move from one page to the next. This will show children how the negative particles affect the structure of the sentence. • Accept <i>sì / no</i> or thumbs up / down when asking questions involving use of the negative. • Follow-up: Throughout the week, play games to reinforce the verbs. • Make animal masks in preparation for a performance • Explore music and ideas for animal <i>hashtas</i> (traditional Indian hand gestures closely linked to traditional storytelling).

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Section 5. Animal chorus			
<ul style="list-style-type: none"> to listen and respond to simple rhymes, stories and songs (O3.1) to listen attentively and understand instructions (O3.4) to imitate pronunciation (KAL) to say words to a rhythm (LLS) to play games to help remember (LLS) 	<ul style="list-style-type: none"> Re-read the story, with children doing actions and mimes to aid understanding. In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases e.g., <i>Che bella mela rossa. Come mi piacerebbe mangiarla.</i> <i>Vado a cercare i miei amici.</i> <i>Toc, toc, toc. Chi è?</i> <i>Per favore, puoi venire ad aiutarmi?</i> <i>Si, arrivo subito.</i> <i>Così i due amici ritornano all'albero di mele.</i> <i>Gnam, gnam, gnam.</i> Play Secret Signal. Two children leave the room, while the rest of the class choose a signal e.g., a wink or scratch of nose, and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal. Divide the class into four and give each group one extract to practise. They will recite this in a class performance. 	<ul style="list-style-type: none"> join in with storytelling remember a sequence of chosen words speak clearly and confidently 	<ul style="list-style-type: none"> Link with literacy work: The first activity links with performing stories and poems in literacy in year 3 and identifying appropriate expression and tone Follow-up: Throughout the week, take every opportunity to rehearse the choral speaking.

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Section 6. Animals on show			
<ul style="list-style-type: none"> • listen and respond to simple rhymes, stories and songs (O3.1) • listen attentively and understand instructions (O3.4) • say words to a rhythm (LLS) • play games to help to remember (LLS) • imitate pronunciation (KAL) 	<ul style="list-style-type: none"> • In preparation for the class performance, allocate four confident children to memorise one short sentence each e.g., <i>la pecora corre, la pecora corre</i>, in addition to their group extract. • Select an additional four children to take on the role of one of the animals and mime their part of the story. You take the role of narrator. • Practice putting together the teacher narrative, choral speaking, individual lines and actors. • Identify four confident children as group leaders, who will cue in the rest. Less confident children will need practice in remembering to watch and follow the leader. • Extension: Consider how expression and intonation can bring the performance to life. 	<ul style="list-style-type: none"> • join in with storytelling • remember a sequence of chosen words • speak clearly and confidently 	<ul style="list-style-type: none"> • Preparation for the class performance is best done in a hall or other large space. • Link with literacy work: These activities build on drama work in year 2, when children presented dramatic work to children in their own class. • Follow-up: Throughout the week, practice speaking parts as a class, in groups and pairs.
	End-of-unit activities		
<ul style="list-style-type: none"> • to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> • Perform the story to another class or at an assembly. 	<ul style="list-style-type: none"> • Take part in a brief, prepared task in front of an audience. 	

I quattro amici

È una splendida giornata. Il sole brilla nel cielo. Il piccolo cavallo nero passeggia nei prati. Vede un bellissimo albero di mele con una grossa mela rossa.

– Oh! – esclama il piccolo cavallo nero – che bellissima mela rossa. Come mi piacerebbe mangiarla!

Così prova a prenderla ma è impossibile!

– Hmmm – dice il piccolo cavallo nero – Vado a chiedere aiuto alla mia amica pecora.

Il cavallo galoppa, galoppa fino alla casa della piccola pecora bianca.

Toc, toc, toc!

– Chi è? – dice la piccola pecora bianca.

– Sono io, il piccolo cavallo nero. Per favore, puoi venire ad aiutarmi?

– Sì, arrivo subito.

Così i due amici ritornano all'albero di mele. La pecora vede la bellissima mela rossa.

– Oh! – dice la piccola pecora bianca – che bellissima mela rossa. Come mi piacerebbe mangiarla.

– Svelta, svelta – dice il piccolo cavallo nero – sali sulla mia groppa.

Così la pecora sale sulla groppa del cavallo. Lei prova a prendere la mela ma è impossibile!

– Hmmm – dice la piccola pecora bianca – Vado a chiedere aiuto al mio amico coniglio.

La pecora corre, corre fino alla casa del piccolo coniglio grigio.

Toc, toc, toc!

– Chi è? – dice il piccolo coniglio grigio.

– Sono io, la piccola pecora bianca. Per favore, puoi venire ad aiutarmi?

– Sì, arrivo subito.

Così, i due amici ritornano all'albero di mele. Il coniglio vede la bellissima mela rossa.

– Oh! – dice il piccolo coniglio grigio – che bellissima mela rossa. Come mi piacerebbe mangiarla.

– Svelto, svelto – dice la piccola pecora bianca – sali sulla mia testa.

Così la pecora sale sulla groppa del cavallo e il coniglio sale sulla testa della pecora. Lui prova a prendere la mela ma è impossibile!

– Hmmm – dice il piccolo coniglio grigio – Vado a chiedere aiuto alla mia amica topolina.

Il coniglio saltella, saltella fino alla casa del piccolo topolino marrone.

Toc, toc, toc!

– Chi è? – dice il piccolo topolino marrone.

– Sono io, il piccolo coniglio grigio. Per favore, puoi venire ad aiutarmi?

– Sì, arrivo subito.

Così i due amici tornano all'albero di mele. Il topolino vede la bellissima mela rossa.

– Oh! – dice il piccolo topolino marrone – che bellissima mela rossa. Come mi piacerebbe mangiarla.

– Svelta, svelta – dice il piccolo coniglio grigio – sali sul mio naso.

Così la pecora sale in groppa al cavallo, il coniglio sale sulla testa della pecora e il topolino sale sul naso del coniglio. Lui allunga la mano... e prende la bellissima mela rossa.

– Evviva! – grida il piccolo topolino marrone e salta giù.

– Evviva! – grida il piccolo coniglio grigio e salta giù.

– Evviva! – grida la piccola pecora bianca e salta giù.

– Evviva! – grida il piccolo cavallo nero.

– Gnam, gnam, gnam!

I quattro amici mangiano la bellissima mela rossa. Che buona!

Poi il piccolo cavallo nero galoppa a casa. – Arrivederci!

Poi la piccola pecora bianca corre a casa. – Arrivederci!

Poi il piccolo coniglio grigio saltella a casa. – Arrivederci!

E il piccolo topolino marrone trotterella a casa.

– Arrivederci!

The four friends

It is a beautiful day. The sun is shining. Little black horse is walking in the fields. He sees a big red apple in a beautiful apple tree. 'Oh', says little black horse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

So little black horse tries to take the apple but it is impossible! 'Hmmm' says little black horse, 'I am going to look for my friend the sheep.' The horse gallops, gallops to little white sheep's house.

Knock, knock, knock!

'Who is it?' says little white sheep.

'It's me, little black horse. Please come and help me.'

Yes, I'll come now.'

So the two friends return to the apple tree. The sheep sees the beautiful red apple.

'Oh', says little white sheep, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little black horse, 'climb on my back.' So the sheep climbs on the horse's back. He tries to take the apple but it is impossible!

'Hmmm', says little white sheep, 'I am going to look for my friend the rabbit.' The sheep runs, runs to little grey rabbit's house.

Knock, knock, knock!

'Who is it?' says little grey rabbit.

'It's me, little white sheep. Please come and help me.'

'Yes, I'll come now.'

So the two friends return to the apple tree. The rabbit sees the beautiful red apple.

'Oh', says little grey rabbit, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little white sheep, 'climb on my head.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head. He tries to take the apple but it is impossible!

'Hmmm', says little grey rabbit, 'I am going to look for my friend the mouse.' Rabbit hops, hops to little brown mouse's house.

Knock, knock, knock!

'Who is it?' says little brown mouse.

'It's me, little grey rabbit. Please come and help me.'

Yes, I'll come now.'

So the two friends return to the apple tree. The mouse sees the beautiful red apple.

'Oh', says little brown mouse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little grey rabbit, 'climb on my nose.'

So the sheep climbs on the horse's back, the rabbit climbs on the sheep's head and the mouse climbs on the rabbit's nose. She reaches out her hand and... takes the beautiful red apple.

'Hoorah!' cries little brown mouse and she gets down.

'Hoorah!' cries little grey rabbit and he gets down. 'Hoorah!' cries little white sheep and he gets down.

'Hoorah!' cries little black horse.

Crunch, crunch, crunch. The four friends eat the beautiful red apple. Yum!

Then little black horse gallops home. Goodbye!

Then little white sheep runs home. Goodbye!

Then little grey rabbit hops home. Goodbye!

And little brown mouse scurries home. Goodbye!