Les figures géométriques

Presentation of resources

This dossier contains:

* Animation 1: les figures géométriques en 2D et en 3D – présentation générale

This animation presents very basic features of 2D (flat shape, not solid) and 3D (made of several 2D figures, not flat but solid) shapes.

* Animation 2: les figures géométriques en 2D + quiz

This animation presents basic features of 2D shapes, as per the introduction, with some examples (circle, polygons such as square, rectangle, triangle, trapeze, pentagon, hexagon).

It is followed by a quiz, designed to test your learners‘ knowledge of the vocabulary of 2D shapes, with answers: learners have to say what each shape is, trying to beat the French speaker.

* Animation 3: les figures géométriques en 3D + quiz

This animation presents basic features of 3D shapes, as per the introduction, with some examples (cube, pyramid, cuboid, prism, cylinder, sphere).

It is followed by a quiz, designed to test your learners‘ knowledge of the vocabulary of 3D shapes, with answers: learners have to say what each shape is, trying to beat the French speaker.

* Animation 4: un pliage : le pingouin

Link the 2D shapes vocabulary to this folding activity, to make a simple penguin. Depending on the age group you are working with, you can mention additional shapes which appear in the drawings (*rectangle, trapèze*, etc.)

Get your pupils to name any shape they recognize as they are making their penguins.

* Word search – Word document

2 simple word searches, with answers, to recap on the 2D and 3D shapes vocabulary.

* Les figures géométriques - PowerPoint

**Slide 3:** a recap of all main sections, with hyperlinks.

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1. Prior knowledge activation

Tell learners that your new lesson is going to cover a geometry topic but they will have to figure out what the exact topic is.

In small groups: give each group a set of cut-out cards, containing: a rectangle, a triangle, a cube, a pyramid, 2 blank titles, 6 sentences sections (c’est une figure géométrique X2/ plane/ elle n’est pas solide/ solide (elle n’est pas plane). See the table below.

Get learners to have a look at all their cards and see if they can make sense of the information they’ve got, organise all the cards and find 2 titles (les figures géométriques en 2 dimensions (2D) / 3 dimensions (3D).

Once they’ve completed the task, discuss as a class:

Vous avez deviné ?

Il s’agit de quoi ?

Un triangle, c’est quel type de figure ?

Une pyramide, c’est quel type de figure ?

Donnez-moi une définition simple…

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | pyramid.jpg |
| C’est une figure  géométrique | plane | (elle n’est  pas solide) | C’est une figure  géométrique |
| solide | (elle n’est  pas plane) | Titre 1 : | Titre 2 : |

1. 2D and 3D shapes/ vocabulary

Before presenting the first 2 animations, which recap the basic definitions and then present some basic 2D shapes, ask your learners, in small groups, to draw and try and name any 2D shapes they know.

Recap as a class and ask questions about angles and sides, eg:

Un triangle a combien de côtés ?

Il y a combien d’angles ? Combien d’angles droits ?...

Then play the animations.

What do learners notice? Possibly, many of the names are cognates.

Can they guess what other shapes they know in L1 might be in French and how to pronounce them?

Do the same for 3D shapes.

When recapping, ask questions about what 2D shapes are used to get a particular 3D figure and how many are used…

Then play animation 3.

To reinforce the vocabulary, you can then use the quizzes presented on Animations 4 and 5 – shapes are presented and learners have to try and say what it is prior to the speaker.

Use the Jumbled up word search below, for learners to find some of the words presented in the animations.

**Trouvez 7 noms de figures géométriques en 2D.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| L | M | I | L | C | A | R | R | É | F | C | C | K | H | A |
| N | N | U | M | R | E | Z | W | Q | O | Q | G | Y | L | L |
| F | M | N | K | I | Q | A | N | Q | L | P | I | A | G | B |
| S | Y | I | Z | P | Z | P | Q | N | B | T | Q | L | R | H |
| J | L | A | I | E | R | J | G | G | Q | T | D | H | U | F |
| C | T | M | Q | N | V | D | C | V | V | R | Y | M | V | G |
| R | F | A | E | T | G | V | A | L | F | A | D | V | M | S |
| E | R | N | B | A | H | Z | U | N | L | P | G | V | C | N |
| Z | I | P | B | G | C | H | K | A | N | È | Q | N | Y | M |
| B | T | E | I | O | D | K | J | U | C | Z | L | A | V | N |
| T | R | I | A | N | G | L | E | P | N | E | R | B | I | J |
| O | T | H | H | E | X | A | G | O | N | E | B | F | T | L |
| W | D | D | X | Z | E | E | G | A | M | G | W | H | H | W |
| T | R | R | E | C | T | A | N | G | L | E | C | Y | S | I |
| C | E | R | C | L | E | E | R | V | W | L | J | H | N | D |

**Copiez les noms :**

* **un -----------------**
* **un -----------------**
* **un -----------------**
* **un -----------------**
* **un -----------------**
* **un -----------------**
* **un -----------------**

You could then ask your learners, in small groups, to complete a tree map, to recap on what they’ve retained, using text and drawings – as per model below. They can of course adjust the number of boxes as they see fit.

Each group to present their work orally.





1. Apply knowledge

2D/3D in the real world:

* Get your learners to take photos of real 2D/3D shapes in their surroundings.

They need to be able to describe what they are documenting, ie:

Voici un immeuble, c’est un pavé constitué de…

As an alternative, they could quiz their peers first:

Quelles(s) forme(s) voyez-vous sur cette image ? …

They could also create their own games/activities such as

* Matching shapes with pictures and objects
* Quiz…
* Build a 2D/3D town.

In small groups, learners must draw an iconic building/monument, or a town with streets, transport, vegetation… using 2D, 3D shapes.

A notice must accompany their drawing, to describe what they’ve drawn and what shapes they have used.