

Raconte-moi une histoire! (Tell me a Story)

3. Counting in multiples of 10 - 100

Prior Knowledge: It is helpful if children already know numbers 1-39.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Support

Some children will need additional support to carry out the maths investigation elements of this lesson.

Some children will need to spend more time on the lower numbers before moving on to numbers 70-100.

Extension

Ask children to give different combinations of multiples of ten which add up to one hundred e.g. *vingt, trente et cinquante*.

Main

Revise sequential numbers 1-39 by playing number ping-pong where you 'bat' a number to the class and they 'bat' the following number back. Repeat, with numbers in random order, backwards or adding on 2, 3, 4 etc.

Sing the *La Belle* song and focus on the fourth verse *Elle jette son sort, «Dors cent ans!»*. Ask children if they can remember or guess what *cent ans* means.

Display the word *cent* and ask children if they know any words in English that begin with this e.g. centimetre, century etc. What do these words mean? Give pairs of children envelopes containing cards with multiples of 10 up to 60 written in French. They work together to put the cards in the correct order. You can either tell them what to do before the task or ask them to work it out for themselves.

Children feed back on strategies they used to work on their task. Discuss which numbers were particularly difficult to work out. Using cards with numbers on them, say each number and children repeat.

Read the words again and ask children what sound they keep hearing [ã] (*an*). Add these words to the word bank.

Display the numbers on the board and point to them in random order. Say the word and children repeat. You could clap the syllables to reinforce the words. Say a number and hold up a card. Children repeat only if they match.

ICT Opportunities: Use multimedia software to animate numbers and make them whiz across the screen. Children call out the numbers as they see them.

Play *Toc-Toc* (Knock-knock). Display the numbers on the board and split the class into two teams. Invite a child from each team to come to the board. Say a number and the first child to knock on the correct card wins a point for their team. Use digit fans to play *Montrez-moi* (Show me). Say a number. Children have 10 seconds to discuss in pairs and then show the number.

Display the written form of the numbers on the board, this time in order. Do the children notice any similarities or patterns between the words? Now add in word cards for 70, 80, 90, 100 but in random order. Can the children work out which card comes next? Why? Is this what they expected to happen? Order the remaining numbers as a class. Go through the numbers orally. Children repeat and point to them on a 100 square.

ICT Opportunities: Use drag and drop facility on interactive whiteboard flipchart to match numbers.

Children work in pairs to find as many different ways as possible to make 50. They feed back their ideas, saying the numbers in French.

ICT Opportunities: Display a number grid on the interactive whiteboard and use the pen tool to blank out numbers. Children then use the eraser tool to reveal missing numbers.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Note that <i>quatre-vingts</i> (80) has a final s, whereas the s is dropped when another number is added – <i>quatre-vingt-dix</i> (90).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɛ̃] in – <i>vingt, cinquante, quatre-vingts, quatre-vingt-dix</i></p> <p>[k] qu – <i>quarante, cinquante, quatre-vingts, quatre-vingt-dix</i></p> <p>[wa] oi – <i>soixante, soixante-dix</i> [e] é - <i>zéro</i></p> <p>[s] x – <i>soixante, soixante-dix</i> Silent final consonant – <i>vingt, cent</i></p> <p>(Note that the <i>t</i> in pronounced in the other tens, as it is followed by an <i>e</i> – <i>trente, quarante, cinquante</i> etc.)</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɑ̃] en/an – <i>trente, quarante, cinquante, soixante, soixante-dix, cent</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise multiples of 10-100 in French • begin to understand how the French number system works 		<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Years 3 – 4</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p>	
<p><u>Throughout the week:</u></p> <p>Practise listening for the sounds <i>an</i> and <i>r</i> using objects and sorting games. In the hall, divide children into groups and give them two hoops and a selection of objects or picture cards. Label the hoops <i>an</i> and <i>r</i> and ask the children to place the objects in the appropriate hoop. The hoops can be overlapped, to look like a Venn diagram, for words containing both sounds, such as <i>quarante, orange</i> and <i>prince charmant</i>.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Some children will need additional support to carry out the mathematics investigations in this unit. • Make a number square with ten columns and four rows. Put the numbers 0-10 across the top row and 30-39 across the bottom row. Encourage children to see the relationship between the numbers in each column. • Next copy the grid and add six more rows, inserting the numbers 60 to 100 in the left-hand column. You can print out these slides and laminate them so that groups of children can use them for subsequent number activities. • As an alternative to teaching multiples of 10-100 in one sequence, it may be more appropriate to spread this as a separate strand over a longer period of time. 		<p><u>Resources</u></p> <ul style="list-style-type: none"> • La Belle ('There was a princess long ago.') See Session 1 '<i>Raconte-moi</i>' • Envelopes containing word cards 10-60 (tens only) • Word cards 70-10 • Numeracy resources: <ul style="list-style-type: none"> digit fans number squares counting stick 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez et répétez</i>	Listen and repeat	<i>0 zéro</i>	One
<i>0 zéro</i>	One	<i>10 dix</i>	Ten
<i>10 dix</i>	Ten	<i>20 vingt</i>	Twenty
<i>20 vingt</i>	Twenty	<i>30 trente</i>	Thirty
<i>30 trente</i>	Thirty	<i>40 quarante</i>	Forty
<i>40 quarante</i>	Forty	<i>50 cinquante</i>	Fifty
<i>50 cinquante</i>	Fifty	<i>60 soixante</i>	Sixty
<i>60 soixante</i>	Sixty	<i>70 soixante-dix</i>	Seventy
<i>70 soixante-dix</i>	Seventy	<i>80 quatre-vingts</i>	Eighty
<i>80 quatre-vingts</i>	Eighty	<i>90 quatre-vingt-dix</i>	Ninety
<i>90 quatre-vingt-dix</i>	Ninety	<i>100 cent</i>	One hundred
<i>100 cent</i>	One hundred		
<i>+ plus</i>	+ plus		
<i>- moins</i>	- minus		
<i>x fois (multiplié par)</i>	x times (multiplied by)		
<i>(÷ divisé par)</i>	(÷ divided by)		
<i>Nous allons jouer au pingpong avec les numéros.</i>	We're going to play number ping-pong.		
<i>Allons chanter notre chanson, 'La Belle'.</i>	Let's sing our song 'La Belle'.		