

L'Argent de Poche (Pocket Money)

3. Numbers to 39

Prior Knowledge: It is helpful if children already know numbers 1-20.

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| <p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p> | <p><u>Support</u></p> <p>Give children thinking and sharing time when playing 'Read my lips'.</p> <p>Children could work in mixed-ability groups. Alternatively, teachers may want to give some groups of children a simpler, independent task using smaller numbers.</p> <p><u>Extension</u></p> <p>Repeat the number activities with word cards for the numbers.</p> <p>Give children a number card for 40 and model the pronunciation. Ask them to make and say the numbers 41-49.</p> | <p><u>Main</u></p> <p>Play 'Read my Lips' to revise numbers 1-20. You mouth a number and children say the word or write it on a mini-whiteboard.</p> <p><u>ICT Opportunities:</u> For the Read My Lips activity, you could video the children's faces close up saying the numbers 1-20. The video can then be played back with the sound on or off for the children to either guess the number spoken, or for consolidation or for children to evaluate pronunciation. You could use software to animate pictures of children's faces.</p> <p>Give children place-value cards numbered 1-9 and 20. As you say these numbers in random order, children hold up the right cards.</p> <p>Use large versions of the same number cards. Display 23 <i>vingt-trois</i>. Say the number and ask the children to repeat. Choose another number in the 20s and do the same. You say a number, give children thinking time in pairs and then ask them to hold up the correct cards. Can any of the pairs challenge you/another pair by giving a number to make?</p> <p>Practise saying the sound [ɛ̃] <i>in</i>. Show the children the word <i>vingt</i> and ask them which letters make the sound <i>in</i>. Create a page for <i>in</i> in the word bank and add <i>vingt</i> and other words the children think of, such as <i>cinq</i> and <i>lapin</i>. Revise the number 21 (<i>vingt et un</i>) in French and how it is made. Model the number 30 (<i>trente</i>). Give the children thinking time in pairs to work out how to say 31 (<i>trente et un</i>).</p> <p>Choose two volunteers to come to the front with their cards. Children give them a number in French and they race to stick the right cards on the board.</p> |
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| <p>Grammar</p> <p><u>For teachers:</u></p> <p>Note that <i>vingt et un</i> and <i>trente et un</i> are not hyphenated, whereas the other numbers above 20 are.</p> | <p>Grammar</p> <p><u>For children:</u></p> <p>Note that <i>vingt et un</i> and <i>trente et un</i> are not hyphenated, whereas the other numbers above 20 are.</p> | <p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[œ] un – un</p> <p>[wa] oi – trois</p> <p>[k] qu – quatre, quarante (extension)</p> <p>[i] i – six, dix</p> <p>silent final consonant – deux, trois, vingt</p> <p>NB: When followed by a vowel or 'h' the <i>t</i> in <i>vingt</i> is sounded – <i>vingt et un, vingt-huit</i>. However, the <i>t</i> in <i>et</i> in always silent.</p> | <p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɛ̃] in – vingt, cinq, quinze</p> <p>Silent final consonant - vingt</p> <p>NB: When followed by a vowel or 'h' the <i>t</i> in <i>vingt</i> is sounded – <i>vingt et un, vingt-huit</i>. However, the <i>t</i> in <i>et</i> in always silent.</p> |
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| <u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• Recognise aurally and say numbers 1-39 | <u>New National Curriculum Links</u> No specific links |
| <u>Throughout the week:</u> Bring counting in French into daily routines for example, how long it takes to line up, counting the stairs, counting the number of boys/girls/children in the class. Use French numbers in numeracy lessons for activities around number bonds, partitioning and times tables. Progress to asking the children to give a word containing a certain phoneme. Revise some words for each nasal sound (use the word bank for reference) and then use a foam die with <i>in</i> , <i>on</i> , <i>un</i> and <i>an</i> as inserts (two will need to be doubled up to fill the six faces of the die). Children roll the die and must say a word containing the sound they have rolled. | <u>Resources</u> <ul style="list-style-type: none">• Number cards 0-39• Large number cards for 1-9, 20 & 30• Digital video camera |
| <u>Teaching Tips</u> <ul style="list-style-type: none">• For numbers such as 21, 31 etc, the word <i>et</i> is there for ease of pronunciation.• Zero will be introduced in Unit 10, so there is no need to draw attention to it at this stage.• When playing 'Read my Lips', you can allow children thinking and sharing time by asking them to decide on the answer by having a whispered conversation with their talk partner. | |

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| <i>Le langage du prof</i> | <i>Teacher Language</i> | <i>Le langage des enfants</i> | <i>Children's Language</i> |
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| 1 un | 21 vingt et un | N.B. Not all children will be able to say all numbers. 1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix 11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt | 21 vingt et un |
| 2 deux | 22 vingt-deux | | 22 vingt-deux |
| 3 trois | 23 vingt-trois | | 23 vingt-trois |
| 4 quatre | 24 vingt-quatre | | 24 vingt-quatre |
| 5 cinq | 25 vingt-cinq | | 25 vingt-cinq |
| 6 six | 26 vingt-six | | 26 vingt-six |
| 7 sept | 27 vingt-sept | | 27 vingt-sept |
| 8 huit | 28 vingt-huit | | 28 vingt-huit |
| 9 neuf | 29 vingt-neuf | | 29 vingt-neuf |
| 10 dix | 30 trente | | 30 trente |
| 11 onze | 31 trente et un | | 31 trente et un |
| 12 douze | 32 trente-deux | | 32 trente-deux |
| 13 treize | 33 trente-trois | | 33 trente-trois |
| 14 quatorze | 34 trente-quatre | | 34 trente-quatre |
| 15 quinze | 35 trente-cinq | | 35 trente-cinq |
| 16 seize | 36 trente-six | | 36 trente-six |
| 17 dix-sept | 37 trente-sept | | 37 trente-sept |
| 18 dix-huit | 38 trente-huit | | 38 trente-huit |
| 19 dix-neuf | 39 trente-neuf | | 39 trente-neuf |
| 20 vingt | 40 quarante | | (Extension) 40 quarante |
| Montrez-moi... | Show me... | | |
| Dis-moi un numéro. | Give me a number. | | |
| Je voudrais deux volontaires au tableau. | I'd like two volunteers to come to the board. | | |
| Amenez vos cartes. | Bring your cards with you. | | |