

Jeux et chansons (Games and songs)

4. Making a game of Conkers

Prior Knowledge: It is helpful if children already know how to play 'Simon says' (*Jacques a dit*).

Objectives

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

Explore the patterns and sounds of language and make links between spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; **seek clarification and help**

Support

Provide picture cards to support understanding of 'making a conker'.

Performing an action for the key instructions may help some children to remember the new language.

Extension

Children sequence a set of written instructions for making the game. Some children may require some pictorial support with the written word.

Main

Invite children to listen as you give simple instructions for making a game of conkers, using real conkers or modelling clay. Tell children that if they would like you to slow down, they can say *Parlez moins vite, s'il vous plaît*. Practise the phrase as a whole class. Then start reading the instructions very quickly, eliciting the request *Parlez moins vite* s.v.p. from the children. Repeat a few times.

Mime the verbs: you say some verbs and the children mime them; then the children give a verb and you or a child mime it.

ICT Opportunities: Use images from resource library/gallery to create flipcharts/notebooks on interactive whiteboards, to sequence the instructions. To provide a good model of pronunciation, ask a native speaker to record the instructions and embed sound into flipchart/notebook.

Play *Jacques a dit* to practise instructions.

ICT Opportunities: Videoconferencing - children give instructions in their own language. Partner school mimes each instruction to show understanding.

Read the whole set of instructions (full sentences) and ask the children to stand up and sit down every time they hear the sound [e] é (ez/er). Can they remember any of the instruction words from Unit 1 (e.g. *Touchez*)? What do they notice about the final sound?

Show the children the grapheme *ez* and pronounce the phoneme [e]. Can they remember two other graphemes which make this sound from earlier in the unit? Write *fermier* on the board and ask children to write down on their mini-whiteboards which letters are making the [e] é/er sound. Repeat the activity with the word *pré*. Now write up one of the verbs on the board e.g. *frappez* and ask children which letters are making the sound in this word? Add *ez* and the word *frappez* to the [e] é/er/ez page in the word bank.

Using real conkers or modelling clay, children follow your instructions and make a conker on a string.

ICT Opportunities: This process can be recorded using hand-held video cameras

Jeux et chansons (Games and songs)

4. Making a game of Conkers

Grammar <u>For teachers:</u> Imperatives or commands to be used with the whole class.	Grammar <u>For children:</u> No specific focus	Phonics focus <u>For teachers:</u> [ɔ̃] on - <i>marron</i>	Phonics focus <u>For children:</u> [e] ez – <i>prenez, percez, enfilez, trouvez, tapez, frappez</i>
--	---	---	--

<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> • use physical response, mime and gesture to show they understand a sequence of instructions • use context clues such as pictures and mime, to help them with meaning • begin to make links between phonemes and graphemes. 	<u>National Curriculum Links</u> English <u>Reading</u> – Years 3 – 4 Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <u>Composition</u> – Years 3 – 4 Draft and write by, in non-narrative material, using simple organisational devices such as headings and sub-headings
<u>Throughout the week:</u> <ul style="list-style-type: none"> • Play <i>Jacques a dit</i> to practise instructions. 	<u>Resources</u> <ul style="list-style-type: none"> • Mini white boards • Conkers, modelling clay, string, a tool to make a hole in the clay • Picture cards for instructions on making a conker game (for children needing extra support) • Computer • Interactive whiteboard • Multimedia presentation • Hand-held cameras
<u>Teaching Tips</u> <ul style="list-style-type: none"> • Children may prefer to make a conker with a partner. • You may prefer to make something else with the children instead of conkers e.g. a fortune teller. • Compare the different names in the game – in English ‘Simon says’ whereas in French <i>Jacques a dit</i> (Jack has said) 	

Jeux et chansons (Games and songs)

4. Making a game of Conkers

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez</i> <i>Suivez les instructions</i> <i>Mimez</i> <i>un jeu</i> <i>Parlez moins vite s'il vous plaît</i> <i>Il vous faut/Il te faut: un marron, de la ficelle, une perceuse</i> <ul style="list-style-type: none"> • <i>Prenez/Prends un marron</i> • <i>Percez/Perce un trou dans le marron</i> • <i>Enfilez/Enfile la ficelle.</i> • <i>Trouvez/Trouve un/une partenaire.</i> • <i>Avec votre marron, tapez/tape le marron de votre/ton partenaire.</i> <u>les verbes</u> <i>prenez/prends</i> <i>percez/perce</i> <i>enfilez/enfile</i> <i>trouvez/trouve</i> <i>tapez/tape</i> <i>Jacques a dit</i>	Listen Follow the instructions Mime a game Speak more slowly please. You need (plural/singular) ...a conker, some string, a drill <ul style="list-style-type: none"> • Take (plural/singular) a conker • Drill (plural/singular) a hole in the conker • Thread (plural/singular) the string (through the hole) • Find (plural/singular) a (boy/girl) partner • With your conker, hit (plural/singular) your partner's conker <u>verbs</u> Take (plural/singular) Drill (plural/singular) Thread (plural/singular) Find (plural/singular) Hit (plural/singular) Simon says	<i>prenez</i> <i>percez</i> <i>enfilez</i> <i>trouvez</i> <i>tapez</i> <i>J'ai gagné!</i> <i>J'ai fini !</i>	take pierce thread find hit I've won! I've finished