

## *Moi (All about me)*

### 5. Numbers to 8

**Prior Knowledge:** It is helpful if children can recall numbers one to five.

#### Objectives

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

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

#### Support

Some children may need time and/or support to fully understand the concept of the game *Répétez si c'est vrai*.

Less confident children may prefer to create a clapping using only numbers up to three or five.

#### Extension

Try some quick-fire calculations with a game such as 'Duel' using number and subtraction facts to 8.

#### Main

Introduce numbers *six, sept, huit* using activities from previous sessions. Play *Montrez-moi* (Show me), and *Répétez si c'est bon* (Repeat if it's right) – hold up a digit card and give a number. If the number corresponds to the digit card, the children repeat it. If not, they remain silent.

ICT Opportunities: Use a multimedia presentation to introduce numbers.

When giving instructions to the children for these games, use the question *D'accord?* to check understanding and encourage children to reply with *D'accord* if they do understand and *Non* if they don't. Using a 'thumbs up' gesture to accompany *d'accord* will help children understand how to use it. Continue using the question throughout the session to check understanding and encourage children to respond with *d'accord* or with *oui / non*.

Dictate individual numbers to 8 and children write them on mini-whiteboards.

In pairs children practise numbers to 6 by taking turns to throw a dice and say the number.

Demonstrate a simple clapping game to practise numbers to eight. Encourage children to create their own clapping game using as many numbers up to 8. Invite two or three pairs to demonstrate their game.

Use a Powerpoint presentation to make numbers appear in random order for children to identify in French. Finish on number three and ask children to write down on their mini-whiteboards how they think this number is spelt. Write *oi* on the board and explain that these two letters in French make the sound *oi*. Write the word *trois* on the board and ask the class to read it aloud. Can they remember why the *s* is silent? Go back to the grapheme *oi* and add *t* to form the word *toi* and invite a volunteer to read the word aloud. Rub out the *t* and add *m*. Ask the class to read this word aloud together. Write a list of words containing *oi* on the board – *moi, toi, loi, foi, trois* and ask class to read them out aloud.

Invite a child to the front and ask them to hold a picture of a birthday balloon, card or cake for a 7/8 year old. Introduce the question *Quel âge as-tu?* (How old are you?) Ask the class to suggest the meaning of the question. Ask the question again to elicit the reply *sept* or *huit*. Model the sentence *J'ai sept ans* (I am seven). Practise the question *Quel âge as-tu?* in chorus, using clapping to accentuate the rhythm of the question. Divide the class in two and ask one half to clap and chorus *Quel âge as-tu?* with the other half clapping and answering with *J'ai sept ans / J'ai huit ans*.

In groups of six, children pass the question on to the next child, who responds and then passes it on again

Finish the session by waving and saying *Au revoir les enfants*. Children respond.

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<b>Grammar</b> <u>For teacher</u> The question <i>Quel âge as-tu?</i> and the answer <i>J'ai sept / huit ans</i> use the verb <i>avoir</i> – to have. They literally mean: 'What age <b>have</b> you?' 'I <b>have</b> 7 / 8 years.	<b>Grammar</b> <u>For children:</u> Question forms	<b>Phonics focus</b> <u>For teachers:</u> [i] i – <i>six</i> [y] u – <i>huit</i> [u] u – <i>tu, salut</i> [k] qu – <i>quel, quatre</i> [ɑ] â – <i>âge</i> silent last consonant – <i>ans, as</i> NB : <i>Exceptions are quel, huit and sept when the final consonant is sounded</i>	<b>Phonics focus</b> <u>For children:</u> [wa] oi – <i>trois, moi, toi, au revoir</i>
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>recall most numbers from 1 to 8</li> <li>understand and answer the question <i>Quel âge as-tu?</i></li> </ul>	<b><u>New National Curriculum Links</u></b> <b>English</b> <u>Reading</u> – Year 1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
<b><u>Throughout the week:</u></b> <ul style="list-style-type: none"> <li>Encourage children to demonstrate their clapping game to the class and to practise it on the playground during break.</li> <li>Practise asking and answering <i>Quel âge as-tu?</i> e.g. at register, lining-up time. The children could time themselves to see how long it takes them to get right round the class responding to and then asking the next person <i>Quel âge as-tu?</i></li> </ul>	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Digit cards for numbers up to 8</li> <li>Mini white boards</li> <li>Dice, enough for children to work in pairs</li> <li>Picture of birthday balloon, cake or card</li> <li>Computer</li> <li>Multimedia presentation for numbers</li> </ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>To play 'Duel' the children stand in a circle. Select two children who are standing opposite each other to start the game. You give them a quick-fire calculation in French. The first of the pair to respond correctly gets to 'shoot' the other and then remains in the game to play against the child to the left of the one who has just been 'shot'. The game ends when all the children have had a turn and the winner is the last child left 'alive'.</li> <li>Encouraging children to think up their own clapping game gives them a chance to be creative at an early stage in their language learning.</li> <li>Introduce children to the French notation for numbers 1 &amp; 7.</li> <li>When giving instructions to children in French, using mime and exaggerated facial expressions to support understanding can be very helpful.</li> </ul>	

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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>un, deux, trois, quatre, cinq, six, sept, huit</i>	one, two, three, four, five, six, seven, eight	<i>un, deux, trois, quatre, cinq, six, sept, huit</i>	one, two, three, four, five, six, seven, eight
<i>Quel âge as-tu ?</i>	How old are you?	<i>Quel âge as-tu ?</i>	How old are you?
<i>J'ai sept / huit ans</i>	I'm seven / eight years old	<i>J'ai sept / huit ans</i>	I'm seven / eight years old
<i>Super, bravo, très bien!</i>	Super, great, very good!	<i>D'accord ?</i>	OK?
<i>Taisez-vous</i>	Be quiet	<i>D'accord</i>	OK.
<i>Écoutez/Écoute</i>	Listen (plural/singular)		
<i>Venez/Viens ici</i>	Come here (plural/singular)		
<i>Montrez/Montre-moi</i>	Show me (plural/singular)		
<i>Répétez/Répète</i>	Repeat (plural/singular)		
<i>Répétez/Répète si c'est bon</i>	Repeat (plural/singular) if it's right		
<i>D'accord ?</i>	Ok?		
<i>D'accord.</i>	OK.		