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## Ideas for each 'R' Learning Stage

### Recognition

*Hearing and recognising the language through teacher talk or through your whiteboard resources*

*Offering opportunities for formative assessment*

Example Vocabulary – *Levez-vous si c'est correct. Doigt au nez si ...*

1) Montrez moi

- Give children mini flashcards, teacher says name of object, children show correct card

2) Actions and Songs

- Physical actions for words
- Singing songs or the new words to a familiar tune

3) Flashcards –

- Show 2 cards and ask is it an apple? "Une pomme?" Children have to show yes or no by using thumbs up /thumbs down

4) Salade de fruits

- Name each child in circle (pomme, banane, orange), when fruit is called, go round circle and back to place (salade de fruits = all go round circle)

5) Slapboard / splat / pick up object

- 2 contestants – cards / IWB pics on board / objects on table, teacher calls out object name, children try to be first to slap picture / pick up object (play best of 3, winner stays up to compete against next contestant)

6) Bingo / lotto

- Bingo cards with pics, cards to cover up pics when name of object called out. To support could also show big flashcards when saying object name.

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| 7) Jacques a dit (Simon says)   |
| <ul style="list-style-type: none"> <li>○ Asseyez vous, levez les mains, touchez la tete, touchez la nez, etc.</li> </ul>  |
| 8) Listen and colour  |
| <ul style="list-style-type: none"> <li>○ Give child picture e.g. body – call out names of parts, child colours in correct part (Colouriez les epaules vert – colour the shoulders green)</li> </ul>   |
| 9) Line lotto   |
| <ul style="list-style-type: none"> <li>○ Strip of paper folded into 8 squares – child decides on 8 objects, teacher calls out object name, can only cross off ones at each end</li> </ul>   |
| 10) Unifix cubes  |
| <ul style="list-style-type: none"> <li>○ Make a tower of coloured cubes in the right order (teacher calls out the colours, children find correct colour cube to add to tower) “Vous allez faire un tour” “You are going to make a tower.” “Prenez le bleu” (take the blue), “prenez le rouge” (take the red). Could then test each other in pairs.</li> </ul> |
| 11) Pictures on board with numbers next to them   |
| <ul style="list-style-type: none"> <li>○ Ask “Le chien - C’est quel numero?” Children could call out number or write and show on a mini whiteboard. Change it around – ask “Numero deux – c’est quel animal?”</li> </ul>  |
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| <b><u>Repetition</u></b>  |
| <i>Hearing the language, beginning to use it through repetition</i>   |
| <i>Offering opportunities for formative assessment</i>  |
| Useful Vocabulary –<br><i>Répétez!</i><br><i>Répétez si c’est correct.</i><br><i>Répétez fort / doucement / plus haut / plus bas.</i><br><i>Repetez si c’est correct, si non ... silence</i>  |
| 1) Repeat after teacher in silly voices / loud or quiet   |
| 2) Play hot or cold (cache cache); hide something in room, closer (hotter) player gets, louder children speak   |
| 3) Passing picture / object around the room saying it gradually louder, softer.   |
| 4) Mexican wave with the word   |
| 5) Repeat if correct / True or false  |
| <ul style="list-style-type: none"> <li>○ Teacher shows card and says name of an object. If correct, children say the name Madame vs. La classe. If incorrect, ask children, “Qu’est-ce que c’est?”</li> </ul>   |

## Recall

*Whole class and group / pair – activities to use the language*

*Offering opportunities for formative assessment*

*Example Vocabulary – C'est un chien? Oui ou non. C'est un chien ou un chat? C'est quoi en français? Qu'est-ce qu'il manqué? Montrez-moi... Couleriez les pieds rouge...etc Dessinez un monstre. Il a trois têtes, cinq jambes etc*

1) Partner practice (less intimidating than speaking in front of class)

2) Multiple choice questions

3) Guessing game using flashcards (make sure not see through)

- Show one card and ask "C'est une pomme ou une orange?"
- Which card will I show next?
- Use key hole / show only part of picture, slowly revealing more
- Put cards on board, washing line or pictures on IWB. Tell them to close their eyes – take one away and ask which one is missing "Qu'est-ce qu'il manqué?" Continue to take others away

4) Noughts and crosses

- Make 3x3 board on whiteboard using 9 pics of objects learnt. Ask "Quel fruit?" In teams children take turns to name object where they would like 0 or X to be placed (Use paper 0s and Xs with blu tack)

5) Sac magique / feely bag

- Introduces speaking – objects in bag – pass bag around the room, each child picks out one and names it
- Or teacher has one object in bag from object names learned, children guess which one it is.
- Or blindfold and ask child to guess object by feeling it
- Or show small part of animal in bag – children guess what it is

6) Pass the parcel

- Pass around bag containing objects, when music stops child takes an object out and names it or pass puppet around, when music stops say "Je m'appelle ..."

7) Policeman game

- Policeman/woman goes out of room, objects are hidden among children, child comes back, asks "As-tu un animal? / Comment t'appelles-tu?" until they find the object

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| 8) Numeracy resources – giant dice (use 2 and add 2 numbers together), bead strings, 100 square  |
| 9) “Nines” – children can say up to 3 numbers, 9 is the magic number – you try not to be the one that says 9   |
| 10) Dice with pockets to insert pictures, or questions relating to topic   |
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| <u><a href="#">Real life</a></u>   |
| Independent use in a context – eg role play<br><i>Offering opportunities for summative assessment</i>  |
| Example Vocabulary – <i>Absent (e); présent(e); a la cantine; des sandwiches ; Bonjour, Ca va etc ; As-tu des fruits? Oui, j’ai une poire.</i>   |
| 1) Register and class admin  |
| 2) Au marche / restaurant <ul style="list-style-type: none"> <li>○ Role play a market scene; teachers model a few times, then a vous (your turn). Children work in pairs (Bonjour. Je voudrais un pomme....). Could use objects or flashcards.</li> </ul>  |
| 3) Clothes <ul style="list-style-type: none"> <li>○ Pretend to go clothes shopping (Je veux ....)</li> <li>○ Pack a bag to go on holiday (Je prends ...)</li> <li>○ Describe what you or a friend are wearing (Je porte ... or elle/il porte ...)</li> <li>○ Could also add colours (Je porte un T-shirt rouge)</li> </ul> |
| 4) Animals <ul style="list-style-type: none"> <li>○ Visit to pet shop / zoo (could also add colours)</li> </ul>  |