

## Session 4

In this session we will learn the numbers and play some games which use them.

Un	<i>un</i>	<i>one</i>
Deux	<i>duh</i>	<i>two</i>
Trois	<i>twa</i>	<i>three</i>
Quatre	<i>cat-ruh</i>	<i>four</i>
Cinq	<i>sank</i>	<i>five</i>
Six	<i>sees</i>	<i>six</i>
Sept	<i>set</i>	<i>seven</i>
Huit	<i>weet</i>	<i>eight</i>
Neuf	<i>nurf</i>	<i>nine</i>
Dix	<i>dees</i>	<i>ten</i>

### Show me the number

Resources - Number Cards (download from website)

The Club Leader distributes the number cards and then asks the children to show each one in turn when asked to show that number.

A variation of this game is that when a child hears his/her number, s/he will take her place in a number line.

Where there are some very young children in the group, this game can be played in pairs and a reception/ year1 child paired with a year 2 child.

### Lotto

Resources - Scrap paper and pencils.

Classrooms always boast a quantity of scrap paper but do ask the class teacher first rather than helping yourself.

Ask each child to write four numbers on a piece of scrap paper

Choose a child where possible but if there is not a child sufficiently confident to do so you will need to take on this role, and ask him/her to call out a number and write each number in turn on the board. When a child hears a number that appears on his/her paper, s/he crosses off that number.

The winner is the first child to have crossed off all of the numbers on his/her paper. S/he calls out 'Lotto'

## **Onze**

Although a number game, this fits in well in any session when you find yourself with extra time. It is always popular and most children know enough numbers to be able to join in, although some may need prompting.

The children stand in a circle. Each child says up to three consecutive numbers, starting from un, with subsequent children carrying on from where the previous one got to.

Each child can say one or two numbers but no more.

The child who has to say onze or eleven is out. The children love ganging up on each other once they get used to this game, which can be great fun.

Younger children can play in pairs instead of individually or say only one number at a time .

Explain that this week the children will need their ‘singing voices’ again since they will be learning the second verse of the Bonjour song. This verse is also quite simple but first the group must learn some more greetings.

‘*Bonsoir*’ means ‘Good evening’ and ‘*Bonne nuit*’ means ‘Good night’.

‘*Bonne nuit a demain*’ means ‘Good night and see you tomorrow’.

Encourage the children to say this tonight when they go to bed.

<i>Bonsoir, bonsoir,</i>	<i>Bon-swar, Bon-swar</i>	<b>Good evening</b>
<i>Bonsoir, bonsoir,</i>		
<i>Bonne nuit, bonne nuit,</i>	<i>Bon nu-wee, Bon nu-wee</i>	<b>Good night</b>
<i>Bonne nuit a demain,</i>	<i>Bon-wee adam-man</i>	<b>Good night see you</b>
tomorrow		
<i>Bonne nuit a demain,</i>		
<i>Dors bien,</i>	<i>Dora-be-an</i>	<b>Sleep well</b>
<i>Dors bien.</i>		

## **Session 5**

Discuss with the children that today’s session focuses on mime.

Discuss what happens during a mime.

Club members are asked to sit in a circle and are advised that they are watching a demonstration.

The club leader takes centre stage and begins by taking an imaginary piece of modelling clay and moulding it into a shape. Members of the group must guess correctly what the object might be. Once the object is divulged another child carefully takes over the clay and moulds another object.

### **'Actions Speak Louder Than Words'**

Resources: The story of 'Mr Jones' Journey Home' (download from website)

Read the story through with the children.

- Encourage them to be thinking about how they might represent the story in actions whilst you're reading.
- The children must mime actions for the characters at the same time.
- Stress to the children that they must listen carefully in order to accurately convey the character changes.
- When all the children understand fully what is required of them re-read the story slowly with frequent pauses to allow the children sufficient time to react.

Take a few moments to evaluate the children's work.

- Which characters did you enjoy being?
- Did you find it easy to change characters? Was that acting?  
(Yes, pretending to be someone and somewhere else)
- How could we make our acting more believable?  
(use our faces and bodies more expressively to show where we are, who we are, what we are doing and how we feel about the situation).

### **Choose A Category And Double It**

- Ask the children to stand in a circle.
- Choose a child to start the game.
- Tell the child which category you have chosen (Fruit, animals, pastimes, vegetables, or flowers).
- The first child says an item from the chosen category and then each child says an item in turn.
- If any child hesitates before answering or gives an answer already given, they are out.

## ***Musical greetings***

Resources - Cassette and player

This game is similar to the party game of musical statues and revises greetings taught in session 2

Choose a child to operate the music and to pause at random. When the music stops the children must shake hands with the person next to them and say one of the greetings that they have learnt in the previous sessions.

Their partner will answer with another greeting and then sit down.

The last person to sit down is out but gets to do the music!