

Ecole primaire



## Florilège de rituels en classe de langue



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Programme Jules Verne 2009-2010

## Introduction

Cette compilation est issue de l'observation de classes (*Years 2 and 5*) lors de l'année scolaire 2009-2010 passée en Angleterre grâce au programme Jules Verne.

Ces activités sont destinées aux enseignants des cycles 2 et 3. Elles se veulent confortables à comprendre et à adapter, peu gourmandes en temps et matériel.

Elles visent la mémorisation des éléments enseignés préalablement.

Elles s'insèrent aisément dans un emploi du temps, au titre de rituels - *routines* en anglais. Leurs particularités - réitératif et ludique- doivent permettre à l'enseignant de progressivement s'effacer afin de laisser la parole et l'action à ses élèves.

Ceux-ci entrent alors en interactions sociales dans une situation authentique de communication où la langue anglaise devient le vecteur nécessaire à la réalisation de la tâche exprimant ainsi l'esprit du CECRL et de la perspective actionnelle.

Enfin, la présentation des activités déclinée selon le domaine langagier sollicité permet à l'enseignant d'équilibrer ponctuellement ses objectifs d'apprentissage, voire de différencier lorsque ses élèves ont acquis suffisamment d'autonomie.

Il appartient à chaque enseignant de choisir et d'adapter ces rituels selon le contexte de la classe et de sa programmation.

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## Sigles

CO : Compréhension Orale

EOC : Expression Orale en Continu

EOI : Expression Orale en Interaction

CE : Compréhension de l'Écrit

EE : Expression Ecrite

Nota bene : Imprimer les quatre chapitres sur des feuilles de couleur différente

## RITUELS : avec des jeux dans la classe

T pour Teacher ; p pour pupil ; E pour Enseignant ; é pour élève

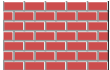

	<b>Cycle 2</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
1c2	<p style="text-align: center;"><b><u>Race for the face</u></b></p> <p style="text-align: center;">What's your name ?</p>	<p>T divides class into 2 teams. 2 volunteers go out – one from each of the 2 teams. T designates one person in the room to provide the name of a famous person. Everyone else uses their own name.</p>		<p>Volunteers return to the room and must ask “What’s your name ?” – each child gives their own name – OR the name of the famous person if that has been given to them. The winner is the first volunteer to find the famous person.</p> <p>Variations: Send more than one volunteer out from each team to speed up the game!</p>		
2c2	<p style="text-align: center;"><b><u>Fingers ready ?</u></b></p> <p style="text-align: center;"><i>Capter l'attention</i></p>	<p>T : Are these fingers ready?</p>		<p>P : they were born ready ! <i>(En agitant leurs doigts devant eux)</i></p>		
3c2	<p style="text-align: center;"><b><u>Pat your back</u></b></p> <p style="text-align: center;"><i>Evaluer</i></p>	<p>T: Pat your back if you are right.</p>		<p>P pat their back and say : Good boy ! Good girl !</p>		

4c2	<p><b><u>Thumbs ?</u></b></p> <p>Pour évaluer la compréhension</p> <p>Communication non verbale</p>	<p><i>T demande et relève le nombre.</i> <i>Thumbs up ?</i></p> <p><i>Thumbs sideways ?</i> <i>(à l'horizontale)</i></p> <p><i>Thumbs down</i></p>		<p><i>Les é montrent et inclinent leurs pouces</i> <i>Thumbs up</i></p> <p><i>Thumbs sideways</i> <i>(à l'horizontale)</i></p> <p><i>Thumbs down</i></p>		
5c2	<p><b><u>Hot cold game</u></b></p> <p>Mémorisation d'un mot ou d'une phrase plus complexe</p>			<p>Volunteer goes out of the room.</p> <p>T. hides a picture or even a cuddly toy to look for, (<i>la marionnette anglaise ?</i>) while children are repeating the new word, sentence or question.</p> <p>When he/she returns, guide them to the thing that has been hidden by getting louder/ softer, the closer/the further they get to/from it.</p> <p><i>Un objet est caché, un é entre, les autres chuchotent ou crient la phrase (de préférence au mot) à retenir selon l'endroit où se dirige l'élève.</i></p>		
6c2	<p><b><u>Mexican wave</u></b></p> <p>Mémorisation de liste</p> <p>Days of the week Seasons Numbers until 10 Greetings Colours Animals Action verbs</p>		<p>Children follow on one from the other to make a Mexican wave as they say the next letter/number/day of the week/month/</p> <p>Can also do this with other words – give them in dictionary order.</p> <p>On a given signal – e.g hand clap – the wave goes in the opposite direction. (<i>Il s'agit de la Ola</i>)</p>			

7c2	<b><u>La date</u></b>	T : What's the day today ?		P : It's Monday.		
8c2	<b><u>Le temps qu'il fait</u></b>	T : What's the weather like today ?		<i>Ce sont les é qui animent et interrogent.</i>	<i>Flascards de dessins à placer sur un tableau</i>	
9c2	<b><u>Everyone's out</u></b>  <i>Mémorisation</i>  <i>d'un album,</i> <i>de listes thématiques,</i> <i>d'une comptine.</i>  <i>Au C2, il s'agit</i> <i>d'illustrations et non de</i> <i>mots écrits.</i>	Stick about 6 of picture or word or sentence cards around the classroom. Teacher closes eyes and counts to 5. Children choose a card to stand by. Teacher keeps eyes closed and says word or sentence corresponding to one of the cards. Teacher opens eyes : all children stood by the named card are out.  Play again : children can move or stay.		If children are secure with the language, when they are out, they can close their eyes and take the role of the teacher.		
10c2	<b><u>Kim's game</u></b>  <i>Mémorisation</i> <i>De mots d'après leurs illustrations</i>	Blu tak up the pictures currently being learnt. Remove one of the pictures.  T : Which one is missing ?  Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.		P : the elephant !  Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.		



11c2	<p><b><u>Simon says</u></b></p> <p><i>Jacques a dit</i></p>	<p>T : parts of the body (touch your nose...), verbs (stand up...), school supplies (take your ruler...)</p>		<p><i>Utiliser un é pour donner les consignes</i></p>		
12c2	<p><b><u>Noughts and Crosses</u></b></p> <p><i>Mémorisation</i></p> <p><i>Nombres, couleurs, mots illustrés</i></p> <p><i>Voir annexe 2</i></p>	<p>T divides class into 2 teams – Noughts and Crosses (<i>Zeros/Croix</i>).</p> <p>You need 9 pictures (of numbers, colours, animals ...) set out as 3x3 board for game. Compete to place 0 or X in space depending on the picture. Correct word/phrase gives the team their cross/nought in the place of their choice.</p> <p>The winning team is the one who gets a line of three of their symbols on the grid.</p> <p>(Quite effective on IWB)</p>	-	<p>L'équipe gagnante doit aligner trois croix ou zéros sur une même ligne.</p>		
13c2	<p><b><u>Splat!</u></b> (<i>floc !</i>)</p> <p><i>Mémorisation</i></p> <p><i>Animaux</i> <i>Corps</i> <i>Nourriture</i> <i>Monuments</i></p> <p>Flashcards <i>Collectif</i></p>	<p>2 teams. 2 fly swatters. Prepare sheet/board with flashcards written randomly across it.</p> <p>2 volunteers from each team compete to “splat” the word/sentence/grapheme first with the fly swatter. They only have one “splat”! The first person to splat the required flashcard wins the point.</p>				


14c2	<b><u>Snap!</u></b> (bataille !) <i>Mémorisation</i> Body snap (annexe 3) <i>Corps animaux</i> <i>Nourriture</i> <i>Monuments</i>  Flashcards Individuel			You play in pairs, two by two.  <i>Chaque é a les mêmes flashcards.</i> <i>Se joue comme la bataille.</i> <i>Si les 2 cartes sont semblables, le premier à s'écrier « snap » doit, en plus, prononcer le mot correspondant à l'image avant de pouvoir empocher la carte.</i>		
	<b>Cycle 3</b>	<b>Ecouter</b> <b>CO</b>	<b>Parler en continu</b> <b>EOC</b>	<b>Parler en interaction</b> <b>EOI</b>	<b>Lire</b> <b>CE</b>	<b>Ecrire</b> <b>EE</b>
1c3	<b><u>Wake up, body!</u></b>  Transfert : Body Geometry	T draws a circle on the board. -Draw a big circle with your head. -Draw a small triangle with your right hand. -Draw a square inside with your nose.		Pupils carry on giving other instructions (thumb, knee, big toe, shoulder, eyes, index finger, middle finger, ring finger, little finger ...)		
2c3	<b><u>What's the day (today)?</u></b>  <i>Rituel pris en charge par les é.</i>	Monday 22 <sup>nd</sup> October 2010 Se dit : Monday the twenty second of October two thousand and ten		Un é <u>dit</u> la date en anglais (CE2)		<u>Monday 22<sup>nd</sup> October 2010</u> Un é <u>écrit</u> la date en français et en anglais (cm1)
3c3	<b><u>What's the weather like today?</u></b>			<i>Ce sont les é qui animent et interrogent.</i>	<i>Flascards de phrases à placer sur un tableau</i>	CE2 : carte UK CM : cartes pays anglophones
4c3	<b><u>When is your birthday?</u></b>  <i>Mémorisation</i>  <i>Les mois de l'année</i>	T : When is your birthday ?		P : October <i>La classe répète les mois à partir d'octobre.</i> <i>Puis dans le sens inverse.</i>  <u>Variante :</u> T puis P : this month is ... The last month was ... The next month will be ...		

5c3	<b>Paper folding</b> <i>Mémorisation de l'écrit</i>	Each child folds a paper in 4 squares : On each square : -Copy the word -Write the word in 5 colours -Try to write the word without looking at it -Write the word by heart				Each child folds a paper in 4 squares : On each square : -Copy the word -Write the word in 5 colours -Try to write the word without looking at it -Write the word by heart
6c3	<b>Visualising</b>  <i>Mémorisation de l'écrit</i>	T : Look at your word "Throw" it at the wall Can you still "see" it? Spell it aloud				Look at your word "Throw" it at the wall Can you still "see" it? Spell it aloud Write it down
7c3	<b>Fancy letters</b> <i>Mémorisation de l'écrit</i>					<u>Writing the word in fancy letters</u>  Bubble writing : <i>were</i> Block letters ( <i>script</i> ) Italics
8c3	<b>Letters in colours</b> <i>Mémorisation de l'écrit</i>					Use a different colour for each letter
9c3	<b>In sand</b>  <i>Mémorisation de l'écrit</i>					or using different materials (paint)  different textures (sandpaper, leaves, wood ...)
10c3	<b>Writing the word</b> <i>Mémorisation de l'écrit</i>					On someone's back On your desk With your eyes
11c3	<b>Speed writing</b> <i>Mémorisation de l'écrit</i>					How often can you write the word correctly in one minute?





12c3	<p><b><u>Using post-its</u></b></p>  <p>Mémorisation de l'écrit</p>					Place post-its in suitable places at eye level
14c3	<p><b><u>Pyramid Writing</u></b></p> <p>Mémorisation de l'écrit</p>					Write your word in the shape of a pyramid
						<p>w wa was</p>
15c3	<p><b><u>Consonant Circles</u></b></p> <p>Mémorisation de l'écrit</p>					 <p>Write the word then circle (<i>entourer</i>) all the consonants</p>
16c3	<p><b><u>Blue vowels</u></b></p> <p>Mémorisation de l'écrit</p>					<p>a e i o u</p> <p>Write the word then go over (<i>repasser</i>) each vowel in blue</p> <p>b e c a u s e</p>
17c3	<p><b><u>Words without vowels</u></b></p> <p>Mémorisation de l'écrit</p>					<p>b _ c _ _ s _</p> <p>Write each word with a line instead of each vowel. Go back later and fill in the missing vowels</p>

18c3	<p><b><u>Spot the Spellings!</u></b></p> <p>Months Numbers Days Food...</p> <p><i>Mémorisation de l'écrit</i></p>	<p>Help to encourage your class to learn common spellings - such as the months etc - by spelling one incorrectly.</p>		<p>Help to encourage your class to learn common spellings - such as the months etc - by spelling one incorrectly.</p>		
<p>19c3</p> 	<p><b><u>Recording your own voice</u></b></p> <p><i>Mémorisation de l'écrit Sur baladeur mp3 Sur PC</i></p>		<p>Pupils : Say the word Spell the word Listen Echo</p>	<p>Pupils : Say the word Spell the word Listen Echo</p>		
20c3	<p><b><u>Order the words</u></b></p> <p><i>Mémorisation : d'une phrase d'une comptine d'un refrain</i></p>				<p>A flashcard with a written word by each child. Children must <u>line up in order</u> to make a proper sentence (from a rhyme or story or song). Think of the <u>capital letter</u> at the beginning and the full <u>spot at the end</u>.</p>	
21c3	<p><b><u>Mystery at Poudlard-school</u></b></p> <p><i>Transfert</i></p> <p><i>voir annexe 1</i></p>	<p><i>Tous les élèves sont détectives. Il s'agit de deviner le coupable choisi par l'enseignant.</i></p>		<p><i>Chaque élève émet une hypothèse que l'E valide (tick) ou barre (cross) dans un tableau à double entrée.</i></p>		

22c3	<p><b><u>Hot cold game</u></b></p> <p><i>Mémorisation</i></p>			<p>Volunteer goes out of the room.</p> <p>Hide a picture to look for, while children are repeating the new word, sentence or question.</p> <p>When he/she returns, guide them to the thing that has been hidden by getting louder/ softer, the closer/the further they get to/from it.</p> <p><i>Un objet est caché, un é entre, les autres chuchotent ou crient la phrase (de préférence au mot) à retenir selon l'endroit où se dirige l'élève.</i></p>		
23c3	<p><b><u>Mexican wave</u></b></p> <p><i>Mémorisation de liste et prononciation</i></p> <p>Months of the year, The alphabet The tenths Numbers from 10 to ... Animals Food Transport Sport Countries Action verbs Feelings (happy, etc...)</p>		<p>Children follow on one from the other to make a Mexican wave as they say the next ...letter/number/day of the week/month/...</p> <p>On a given signal – e.g hand clap – the wave goes in the opposite direction.</p> <p><i>Il s'agit de la Ola</i></p>		<p>Can also do this with other written words – give them in dictionary order.</p>	

24c3	<p><b><u>Everyone's out</u></b></p> <p><i>Mémorisation Transfert</i></p>	<p>Stick about 6 of picture or word or sentence cards around the classroom. Teacher closes eyes and counts to 5. Children choose a card to stand by. Teacher keeps eyes closed and says word or sentence corresponding to one of the cards. Teacher opens eyes : all children stood by the named card are out.</p> <p>Play again : children can move or stay.</p>	<p>If children are secure with the language, when they are out, they can close their eyes and take the rôle of the teacher.</p>			
25c3	<p><b><u>I know a song that will get on your nerves !</u></b></p> <p><i>Mémorisation Transfert Création</i></p> <p><i>de chansons de comptines</i></p>	<p>Choose a well known tune – e.g. 3 blind mice.</p> <p>Sing vocab/phrases/even sentences to it. Children can alter the items around and make their” own” version.</p> <p>Good for reminder about syllables!</p> <p>Other useful tunes include:</p> <p>She’ll be coming round the mountain A pizza hut Kumbaya Frere Jacques A bear went over the mountain</p>	<p>Choose a well known tune – e.g. 3 blind mice.</p> <p>Sing vocab/phrases/even sentences to it. Children can alter the items around and make their” own” version.</p> <p>Good for reminder about syllables!</p> <p>Other useful tunes include:</p> <p>She’ll be coming round the mountain A pizza hut Kumbaya Frere Jacques A bear went over the mountain</p>			<p>Choose a well known tune – e.g. 3 blind mice.</p> <p>Sing vocab/phrases/even sentences to it. Children can alter the items around and make their” own” version.</p> <p>Good for reminder about syllables!</p> <p>Other useful tunes include:</p> <p>She’ll be coming round the mountain A pizza hut Kumbaya Frere Jacques A bear went over the mountain</p>

26c3	<p><b><u>Simon says</u></b></p> <p>verbes d'action et corps Mémorisation (Jacques a dit)</p>			Utiliser un é pour donner les consignes											
27c3	<p><b><u>Kim's game</u></b></p> <p>Mémorisation</p> <p>De mots, phrases, graphèmes, nombres, lettres</p>		<p>Blu tak up the pictures/words/phrases currently being learnt. Remove one of the pictures/words/phrases – which one is missing.</p> <p>Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.</p>												
28c3	<p><b><u>Noughts and Crosses</u></b></p> <p>Transfert</p> <p>De mots, phrases, graphèmes, nombres, lettres</p> <p>Voir Annexe 2</p> <table border="1" data-bbox="315 1134 439 1294"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td></tr> </table>	1	2	3	4	5	6	7	8	9	<p>Draw a noughts and crosses grid on the board, and number each box from 1 to 9:</p> <p>Now, divide the children into two teams, and label the teams "noughts" or "crosses". Each team has to answer a question correctly before they can place their symbol into an appropriate place on the board. The winning team is the one who gets a line of three of their symbols on the grid. This can be used with any subject, e.g. maths questions.</p> <p>You could further extend this idea by using index cards numbered 1-9 and each card has a question. You can get students to choose which card they would like to answer. They get it correct when they can either put noughts or crosses depending on their group / team's symbol.</p>			<p>Divide class into 2 teams – Zeros/Croix.</p> <p>You need 9 pictures/words/phrases set out as 3x3 board for game. Compete to place 0 or X in space depending on the picture/word/phrase/sentence. Correct word/phrase gives the team their cross/nought in the place of their choice.</p> <p>(Quite effective on IWB)</p>	
1	2	3													
4	5	6													
7	8	9													

<p>29c3</p>	<p><b>Questions and Answers</b></p> <p><i>Mémorisation</i></p> <p>Do you like + food... Do you play... the guitar... Do you play + sport... Do you know + countries Yes I know + capital cities <i>correspondantes</i> (à l'aide d'un atlas)</p>	<p>A l'aide de flashcards intitulées : Do you like ... Do you play... Do you know...  Each child asks a question, throws "Mister Doggie" or whatever to another child who is supposed to answer and gives the teddy bear to soe else.</p>		<p>A l'aide de flashcards intitulées : Do you like ... Do you play... Do you know...  Each child asks a question, throws "Mister Doggie" or whatever to another child who is supposed to answer and gives the teddy bear to soe else.</p>	-	
<p>30c3</p>	<p><b>Like a ...</b></p> <p><i>Transfert pour les adjectives et les noms</i></p>	<p>Variation of Questions and Answers. (Q&amp;A) Red like a ...tomato Strong like ... an elephant</p>		<p>Variation of Questions and Answers. (Q&amp;A)</p>	-	
<p>31c3</p>	<p><b>Splat!</b></p> <p><i>Mémorisation</i></p> <p><i>De mots, phrases, graphèmes, nombres, lettres</i></p> <p><i>Variante</i> <i>Les é proposent des mots ou des phrases ou des consonnes (l'E choisit alors une voyelle ou une diphtongue).</i></p>	<p>2 teams. 2 fly swatters. Prepare sheet/board with words/sentences/graphemes written randomly across it.</p> <p>2 volunteers from each team compete to "splat" the word/sentence/grapheme first with the fly swatter. They only have one "splat"! The first person to splat the required word/sentence/graphem wins the point.</p>			<p>2 teams. 2 fly swatters. Prepare sheet/board with words/sentences/graphemes written randomly across it.</p> <p>2 volunteers from each team compete to "splat" the word/sentence/grapheme first with the fly swatter. They only have one "splat"! The first person to splat the required word/sentence/graphem wins the point.</p>	

32c3	<p><b><u>Odd One Out</u></b></p> <p><i>Transfert et mémorisation</i></p> <p>Time-tables UE countries Lists : food, clothes,</p>	<p>T tells in a loud voice four or five words of the same topic, but includes an odd one.</p> <p>T could also change the list so that it includes concepts from other subjects (e.g. find the odd one out in a list of countries).</p>		Pupils can suggest another list after a while.	<p>T writes a list of four or five numbers in a line. They should all be answers in a certain times table except one number which should be the 'odd one out'.</p> <p>The pupils need to find the odd number and be able to say why.</p> <p>For example: 16, 64, 27, 8, 32 The odd one is 27 as the others are in the 8x table.</p>	
33c3	<p><b><u>Repeat after me !</u></b></p> <p><i>Restitution et prononciation</i></p> <p><i>Pour constituer des groupes dans la classe.</i></p>	<p>T : Repeat after me only ... :</p> <p>If you are ...boys</p> <p>If you are wearing a skirt,</p> <p>If you are wearing a white shirt,</p> <p>If you are...girls...!</p> <p>If you are wearing jeans...!</p> <p>If you are wearing T-shirts...!</p> <p>If you are wearing trousers...!</p> <p>If you are wearing boots...!</p> <p>If you are wearing a dress...!</p> <p>If you've got ....blue eyes...!</p> <p>If you've got ....glasses...!</p> <p>If you've got ....brown shoes...!</p> <p>If you've got ....braces...(appareil dentaire) !</p>				

## Mystery at Poodlard-School : guess who ?

### It was...

1. Mister **Red**
2. Miss **Yellow**
3. Mister **Green**

4. Miss **Purple**
5. Mister **Pink**
6. Miss **Brown**

### When...

1. Monday
2. Wednesday
3. Friday

4. Tuesday
5. Thursday
6. Saturday

### With...

1. the pen



2. the ruler



3. the chair



4. the table



5. the door



6. the book





**Tous les élèves sont détectives.**

**Il s'agit de deviner le coupable choisi par l'enseignant.**

- Pour la construction de phrases
- Pour la logique
- Pour le réinvestissement de mots

Au tableau, l'enseignant note suivant la dictée de chaque groupe :

Who	With	When
Mister Green V	With the ruler X	X
V	With the door X	on Friday V
V	With the chair X	V
V	With the pen X	V
	With the table V	

Chaque élève énonce une phrase et l'E note dans le tableau : X ou V  
L'élève suivant énonce alors une phrase corrigée selon le résultat précédent.

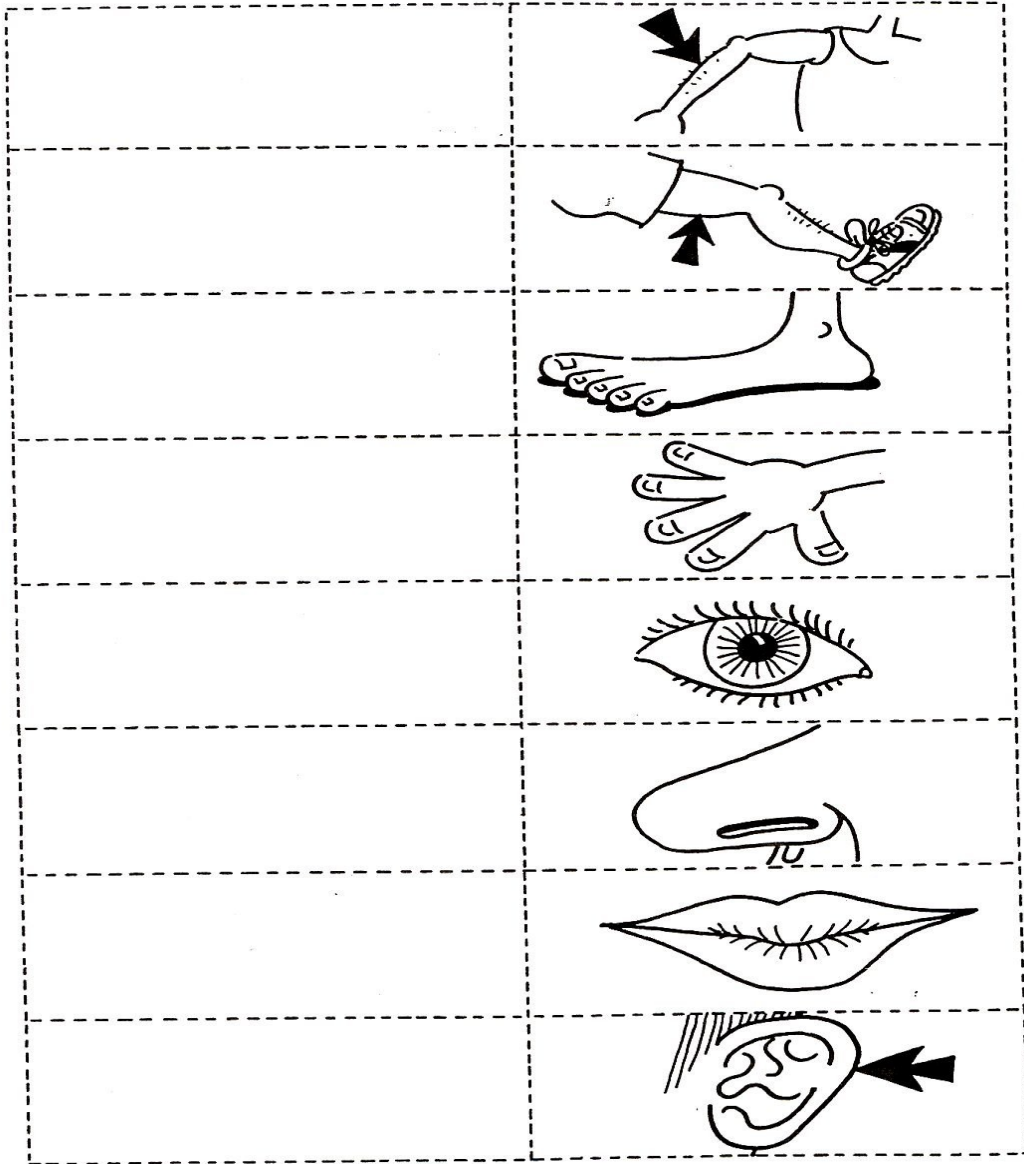
**Les élèves ensuite proposent d'autres Who, With, When et font jouer leurs camarades. (personnages célèbres ou héros ou animaux, objets bizarres, mois ou saisons ou années !)**

# NOUGHTS and CROSSES

yellow	red	white
orange	blue	- black
purple	pink	green


**BODY SNAP**

Annexe 3



## Rituels : avec des jeux hors de la classe – utiliser le corps

T pour Teacher ; p pour pupil ; E pour Enseignant ; é pour élève

	<b>Cycle 2</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
<u>1c2</u>	<b><u>Warm up : beans</u></b>  Pour s'échauffer avant une séance d'EPS par exemple	<p><i>L'E parle et exécute en même temps</i></p> <p><u>Runner beans</u> : (haricot d'Espagne) les élèves piétinent sur place  <u>More runner beans</u> : les é piétinent plus vite.  <u>Broad beans</u> : (fève) bras et jambes écartés.  <u>String beans</u> : (haricot vert) bras en l'air, serrés)</p> <p><u>Chilly beans</u> : les élèves se frottent les épaules  <u>Frozen beans</u> : les é gèlent sur place  <u>Jumping beans</u> : les é sautent  <u>Baked beans</u> : en boule.  <u>Harry Potter beans</u> : turn around with you arm out (handing a magic wand)</p> <p>Stand up ; sit down ; stand up quicker ;             Let's do some stretching now. Hands up ...            Hands down...</p>	<i>Mêmes consignes données par des é désignés par l'E</i>			
<u>2c2</u>	<b><u>Are your bodies awake ?</u></b>  Pour apprendre le vocabulaire du visage	<p>Touch your nose, your back, your ears, your chest, your chin, your head ...  <i>L'E accompagne l'injonction de geste</i></p> <p>Are your bodies more awake ?</p>		<p>Pupils shout : yes !or no!</p> <p><i>L'E se trompe quelquefois, c'est un é qui prend la relève alors.</i></p>		
<u>3c2</u>	<b><u>Tickle your body</u></b>  Pour apprendre le vocabulaire du corps	<p>Tickle your shoulders    fingers    cheeks            knees                        toes        head            ears                            bottom    lips            nose                            belly      chin</p>	<i>Mêmes consignes données par des é désignés par l'E</i>			

4c2	<p><b>Mingle-Mingle</b></p> <p><i>Capter l'attention Occuper un espace Préparer la collaboration</i></p>	<p>Pupils spread out and walk towards each other, saying « mingle », pretending their hands are voices.</p>		<p>Pupils spread out and walk towards each other, saying « mingle », pretending their hands are voices.</p>		
5c2	<p><b>Hello game</b></p> <p><u>Hello, my name's ...</u> <u>Good morning, I'm ...</u> <u>Please to meet you, I'm Shrek</u></p> <p><i>Introduire de nouvelles salutations au fil du temps</i></p> <p>You need : a noise-maker</p>	<p>Pupils sit on chairs in a circle.</p> <p>T. in the middle. You walk to a pupil, shake hands and say : Hello, my name's ... You and the p. do the same to others p. who stand up and introduce themselves to others p.</p> <p>When you make a noise, you and the p. must run to sit on a chair, BUT there will be one chair missing. The p. who still stands up must start the game again.</p>		<p>Pupils sit on chairs in a circle.</p> <p>T. in the middle. You walk to a pupil, shake hands and say : Hello, my name's ... You and the p. do the same to others p. who stand up and introduce themselves to others p. When you make a noise, you and the p. must run to sit on a chair, BUT there will be one chair missing. The p. who still stands up must start the game again.</p>		
6c2	<p><b>Chanting game : One, two, three, four</b></p> <p><i>My name's ... Your name's ...</i></p> <p><i>Pour les é qui ne savent pas claquer les doigts, proposer " a clap on your right knee with your right hand (three) and a clap on your left knee with your left hand (four)</i></p>	<p>Pupils sit in a circle.</p> <p>T. claps on his knees (one), claps his hands (two), clicks his right fingers (three), clicks his left fingers (four). P. do the same. T. on beat three says his name and on beat four says another name. P. called must carry on. Variation 1 (on 4 beats) : My name is X (one, two), your name is Y (three, four) Variation 2 (on 8 beats) : rain, rain, go away, come again another day ! (if it's raining) Variation 3 (on 4 beats) : I am a girl (one, two), Y is a boy (three, four) Variation 4 (on 4 beats) : I am 7(Y is 6 (three, four) ...pour l'âge.</p>		<p>Pupils sit in a circle.</p> <p>T. claps on his knees (one), claps his hands (two), clicks his right fingers (three), clicks his left fingers (four). P. do the same. T. on beat three says his name and on beat four says another name. P. called must carry on. Variation 1 (on 4 beats) : My name is X (one, two), your name is Y (three, four) Variation 2 (on 8 beats) : rain, rain, go away, come again another day ! (if it's raining) Variation 3 : whatever they want (you want !) to say.</p>		

7c2	<p><b><u>How are you</u></b></p> <p>Good morning, how are you ?  I'm fine thank you  I'm not so bad  I'm ok  I'm happy  I'm sad  I'm so-so</p> <p>You need : a soft ball</p>	<p>Pupils sit in a circle.</p> <p>You throw a ball to a p. X : Good morning, X  X answers : Hello, T, how are you ?</p> <p>Then you change places.</p>		<p>Pupils sit in a circle.</p> <p>You throw a ball to a p. X : Good morning, X !  X answers : Hello, T, how are you ?</p> <p>Then you change places.</p>		
8c2	<p><b><u>Throw the ball</u></b></p> <p><i>Mémorisation</i></p> <p><i>Couleurs</i></p> <p><i>Objets de différentes couleurs</i></p>	<p>Pupils sit in a circle</p> <p>You give 4 balls with different colours to 4 pupils.  You ask one pupil X to stand up, to choose another p.Y and to ask him : what colour is it ? When the answer is right, the ball is gently thrown to the p. Y who has answered.  You ask everyone.</p>		<p>Pupils sit in a circle</p> <p>You give 4 balls with different colours to 4 pupils.  You ask one pupil X to stand up, to choose another p.Y and to ask him : what colour is it ? When the answer is right, the ball is gently thrown to the p. Y who has answered.  You ask everyone.</p>		
9c2	<p><b><u>Pass the parcel</u></b></p> <p><i>Transfert</i></p> <p><i>Objets culturels à découvrir ou flashcards pour consolider le vocabulaire</i></p>		<p>Pupils sit in a circle</p> <p>You need to prepare a bag ( or 2 bags if the number in the class is large) containing pictures or cultural symbols.  Pupils sit in a circle. Play some English music and the pupils pass the bag round the circle. When the music stops, the pupils holding the bag removes one item – names it and the games continues.  If a picture – name the item, or put it into the sentence you have been learning....</p>			

<p><u>10c2</u></p>	<p><b>The Mexican wave</b> (la ola)</p> <p>Mémorisation</p> <p>Les jours de la semaine</p>	<p>Pupils in a circle.</p> <p>Chaque élève lève les deux bras à la suite de son voisin pendant que la classe répète les jours.</p> <p>Variante : un élève lance une balle : à chaque réception, la classe répète le jour.</p>		<p>Pupils in a circle.</p> <p>Variante :</p> <p>T : throwing a ball. The pupil who catches it must say the <u>next or the previous day.</u></p>		
<p><u>11c2</u></p>	<p><b>Kim's game</b></p> <p>Mémorisation</p> <p>De mots d'après leurs illustrations, objets culturels, nombres</p>	<p>Pupils sit in a circle.</p> <p>Display on the floor the pictures/ cultural items currently being learnt. Remove one of the pictures/cultural items – which one is missing ?</p> <p>Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.</p>		<p>Pupils sit in a circle.</p> <p>Display on the floor the pictures/ cultural items currently being learnt. Remove one of the pictures/cultural items – which one is missing ?</p> <p>Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.</p>		
<p><u>12c2</u></p>	<p><b>Famous couples</b></p> <p>What's your name ? My name's ...</p> <p>Trouver des couples connus des élèves et les imprimer sur des cartes à distribuer à chacun.</p> <p>A préparer au préalable avec les élèves :</p> <ul style="list-style-type: none"> <li>- En images ou</li> <li>- Noms écrits</li> </ul>			<p>Pairs of well-known characters (Flashcards à distribuer aux élèves)</p> <p>That is great for getting the children to ask "Hello... Good morning..." "What's your name ?" in order to find their partner. "My name's X..."</p> <p>If somebody is your partner, say "hello X!"</p> <p>Once established, this can then lend itself to adding in a greeting/How are you?/How old are you?/ farewell to lengthen the conversation.</p>		

**Goose, Goose, Duck***Animaux**Transversal : jeux collectifs**À partir d'une video, les é  
reconnaîtront une variante de  
notre « bougie »*[http://www.videojug.com/film  
/how-to-play-duck-duck-  
goose](http://www.videojug.com/film/how-to-play-duck-duck-goose)

I

**Sit in a circle**

All the players form a circle and sit down in their places.

**Step 3: 'It'**

One person is 'It'. She walks around the outside of the circle.

**Step 4: Say Duck**

As she passes the rest of the players, she taps each of their heads and says 'Duck' each time she does.

**Step 5: Call Goose**

The person who's 'It' continues to go around the circle saying 'Duck' until she decides to tap someone and say 'Goose!' This person has to chase 'It' as she runs back to her place in the circle.

**Step 6: A new 'It'**

If 'It' reaches her place before she gets tagged, the person chasing her becomes 'it'. The new 'It' goes around the circle tapping people's heads and saying 'duck' just the same as in the first round.

**Step 7: 'It' again**

He will call someone 'goose' and be chased back to his place in the circle. If he is tagged, he must be 'It' once more and the person chasing returns to his place in the circle.

*La bougie***Sit in a circle**

All the players form a circle and sit down in their places.

**Step 3: 'It'**

One person is 'It'. She walks around the outside of the circle.

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As she passes the rest of the players, she taps each of their heads and says 'Duck' each time she does.

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**Step 7: 'It' again**

He will call someone 'goose' and be chased back to his place in the circle. If he is tagged, he must be 'It' once more and the person chasing returns to his place in the circle.

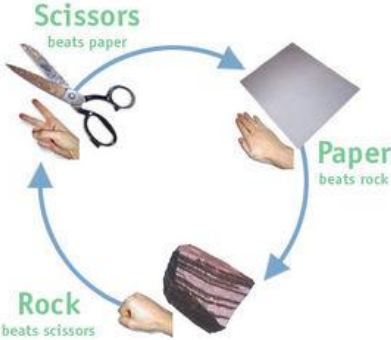
*La bougie*



<p><u>14c2</u></p>	<p><b><u>Steal the bacon</u></b></p> <p><i>Mémorisation</i></p> <p><i>Nombres et jours de la semaine, couleurs et animaux</i></p>	<p>Children face in 2 rows (family A and family B). All of line A have a partner on line B .</p> <p>You give each pair (A+B) of children the name of a (number or day).</p> <p>As you call a noun, the 2 children must run towards the bacon and be the first to steal it. Repeat in random order until all the children had at least one turn.</p> <p><i>Variante du beret</i></p>				
<p><u>15c2</u></p>	<p><b><u>The Key Master</u></b></p> <p><i>Pour terminer dans le calme</i></p>	<p>Pupils sit in circle.</p> <p>Pupils have to pull keys quietly away from the 'key master' who sits blindfolded in the middle of the circle.</p> <p>The key master points to wherever he/she hears the sound. If they point to the person they have to sit back in their place and another pupil tries to steal the keys. If they get the keys it is their turn to be the key master.</p> <p>This helps to quiet and calm all pupils because they all have to sit silently so the key master doesn't hear the child coming and stealing the keys!</p>				
<p><u>16c2</u></p>	<p><b><u>Wink Murder!</u></b></p> <p><i>Pour terminer dans le calme</i></p>	<p>Pupils sit in a circle</p> <p>T chooses a detective. The detective goes outside whilst T chooses the murderer. When the murderer winks at you, you must play dead.</p> <p>The detective then must find the murderer. Another element your class likes to add is 'dramatic death' where they are allowed to act.</p> <p>You can add other dimensions such as - more detectives, more murderers._</p>				

	<b>Cycle 3</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
<u>1c3</u>	<p><b><u>Hello,dwarf ! [dwa:ɔ:f]</u></b></p> <p><i>Pour démarrer en chantant</i></p> <p>CE2</p> <p><i>Par 2</i></p>	<p>To the tune of Hi,ho, it's off to work we go !</p> <p><u>Hello, hello</u> (shake hands with partner)</p> <p><u>Hello, How are you ?</u> (draw a ? in the air pointing to your partner as you make the dot)</p> <p><u>Me, I'm very well</u> (point to self and make a thumbs up sign)</p> <p><u>So I'll say farewell</u> (wave goodbye)</p> <p><u>Bye bye ! bye bye !</u> (still waving, change partner)</p>	<p>To the tune of Hi,ho, it's off to work we go !</p> <p><u>Hello, hello</u> (shake hands with partner)</p> <p><u>Hello, How are you ?</u> (draw a ? in the air pointing to your partner as you make the dot)</p> <p><u>Me, I'm very well</u> (point to self and make a thumbs up sign)</p> <p><u>So I'll say farewell</u> (wave goodbye)</p> <p><u>Bye bye ! bye bye !</u> (still waving, change partner)</p>			
<u>2c3</u>	<p><b><u>Pass the parcel</u></b></p> <p><i>Transfert</i></p> <p>pictures /numbers/words/sentences/ letters or cultural symbols.</p>		<p>Pupils sit a circle</p> <p>You need to prepare a bag ( or 2 bags if the number in the class is large) containing pictures /numbers/words/sentences/letters or cultural symbols.</p> <p>Play some English music and the pupils pass the bag round the circle. When the music stops, the pupil holding the bag removes one item – names it and the games continues.</p> <p>If a picture – name the item, or put it into the sentence you have been learning...or</p> <p>If using letters – put in middle of circle and when all found, can they spell the word?</p>		<p>Pupils sit a circle</p> <p>You need to prepare a bag ( or 2 bags if the number in the class is large) containing pictures /numbers/words /sentences/letter s or cultural symbols</p> <p>Play some English music and the pupils pass the bag round the circle. When the music stops, the pupil holding the bag removes one item – names it and the games continues.</p> <p>If a picture –</p>	

					name the item, or put it into the sentence you have been learning...or If using letters – put in middle of circle and when all found, can they spell the word?
<u>3c3</u>	<b><u>Kim's game</u></b>  <i>Mémorisation</i>  <i>De mots, phrases, graphèmes, nombres, lettres, objets culturels</i>		Pupils sit in a circle.  Display on the floor the pictures/words/phrases/ cultural items currently being learnt. Remove one of the pictures/words/phrases – which one is missing ?  Play as 2 teams and take turns to answer. Bonus points available if wrong answer given.		
<u>4c3</u>	<b><u>Where are you ?</u></b> <i>Various places and persons</i>  <i>Connaissance de Londres (voir annexe 1)</i>			Getting the pupils to ask :  "Where are you ?" or  "Who are you ?"  in order to find their partner.	
<u>5c3</u>	<b><u>Steal the bacon</u></b> <i>Mémorisation (Variante du béré)</i>  <i>Nombres</i> <i>Mois</i> <i>Couleurs</i> <i>Animaux</i> <i>Personnages célèbres</i> <i>Monuments ...etc</i>	Children face in 2 rows (family A and family B). All of line A have a partner on line B .  You give each pair (A+B) of children the name of a (number or day). As you call a noun, the 2 children must run towards the bacon and be the first to steal it. Repeat in random order until all the children had at least one turn.			

<p><u>6c3</u></p>	<p><b><u>A mnemonic</u></b></p> <p><i>Une phrase pour mémoriser les noms des planètes</i></p> <p><i>A se répéter à la fin d'une séance ou en ouverture</i></p>	<p>My (Mercury) Very ( Venus) Easy (Earth)</p> <p>Method (Mars) Just (Jupiter) Speed (Saturn)</p> <p>Up (Uranus) Naming (Neptune)</p> <p>Planets (Pluto)</p>	<p>My (Mercury) Very ( Venus)</p> <p>Easy (Earth) Method (Mars)</p> <p>Just (Jupiter) Speed (Saturn)</p> <p>Up (Uranus) Naming (Neptune)</p> <p>Planets (Pluto)</p>		
<p><u>7c3</u></p>	<p><b><u>Rock, Paper, Scissors</u></b></p> <p><i>This game is quite popular in Asia</i></p> <p><i>Par deux</i> <i>Ou par trois</i></p>		<ul style="list-style-type: none"> <li>• Rock, represented by a clenched fist.</li> <li>• Scissors, represented by two fingers extended and separated.</li> <li>• Paper, represented by an open hand, with the fingers connected (horizontal).</li> </ul>	<p>Les é peuvent proposer d'autres gestes et mots.</p>	
<p><u>8c3</u></p>	<p><b><u>The Mexican wave</u></b> (la ola)</p> <p>Mémorisation</p> <p><i>Les mois, nombres, ...</i> <i>Toute liste thématique</i></p>	<p>Pupils in a circle.</p> <p><i>Chaque é lève les deux bras à la suite de son voisin pendant que la classe répète les jours.</i></p> <p><i>_Variante : un é lance une balle : à chaque réception, la classe répète le jour.</i></p>		<p>Pupils in a circle.</p> <p>Variante :</p> <p>T : throwing a ball. The pupil who catches it must say the <u>next or the previous day.</u></p>	

<p>9c3</p>	<p><b>The wink murder</b></p> <p><i>Communication non verbale</i></p> <p><i>Pour terminer dans le calme</i></p>	<p>Pupils sit in a circle</p> <p>One person is sent out whilst one is given the role of assassin. Using three 'murder weapons' the assassin must try to murder everyone using the three murder weapons in sequence, for example, a smile, a scratch of the head and rubbing of hands. For each of the murder weapons one of the group is assassinated. This makes it more challenging for the person guessing and also increases the concentration of the group as they have more signs to look out for.</p>		<p>Pupils sit in a circle</p> <p>One person is sent out whilst one is given the role of assassin. Using three 'murder weapons' the assassin must try to murder everyone using the three murder weapons in sequence, for example, a smile, a scratch of the head and rubbing of hands. For each of the murder weapons one of the group is assassinated. This makes it more challenging for the person guessing and also increases the concentration of the group as they have more signs to look out for.</p>		
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Annexe 1

Wimbledon	Tennis players	Buckingham Palace	Elizabeth 2
Scotland yard	<i>Police</i>	<i>Tower of London</i>	Beefeater
St James Park	<i>Squirrels</i>	10 Downing street	The Prime Minister
The city	Business people	Waterloo	station

Nelson	<i>Trafalgar square</i>	Palace of Westminster	Houses of parliament
Big Ben	<i>A clock</i>	London	The Thames
Towers of London	<i>The jewels of the queen</i>	Globe theatre	Shakespeare
St Pancras	Eurostar	Peter Pan	Kensington Gardens

## RITUELS autour des nombres dans la classe

T pour Teacher ; p pour Pupil ; E pour Enseignant ; é pour élève

	<b>Cycle 2</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
C2-1	<p><b><u>Words and gestures</u></b></p> <p><i>Nombres</i></p> <p><i>0 à 5</i></p>	<p>Zero : cross your arms  <i>1 : les bras le long du corps</i>  <i>2 : les 2 index des deux mains</i>  <i>3 : avec 3 doigts</i>  <i>4 : avec 4 doigts</i>  <i>5 : give me a five</i>                      If you could do it with an Alien voice, children loved that.</p>				
C2-2 C3	<p><b><u>Follow-up : lips reading</u></b></p> <p><i>Nombres</i></p> <p><i>0 à 10</i></p> <p><i>puis 0 à 20</i></p> <p><i>Solliciter les é comme teacher assistant</i></p>	<p><i>L'E prononce les nombres en silence : les é doivent deviner d'après la forme de la bouche.</i></p>		<p><i>L'E prononce les nombres en silence : les é doivent deviner d'après la forme de la bouche.</i></p>		
C2-3	<p><b><u>Follow-up : Guess what is the number ?</u></b></p> <p><i>Solliciter les é comme teacher assistant</i></p>		<p><i>L'E montre une flashcard retournée :</i>                      -Guess what is the number ?</p>		<p><i>L'E ensuite donne la flashcard à l'é qui a deviné.</i></p>	



C2-4 C3	<b><u>Follow-up : Repeat when it is right</u></b>		E : is it three ? <i>En montrant la flashcard 4</i>  When it is right, you repeat.		Pupils keep silent.	
C2-5	<b><u>Follow-up : With a puppet</u></b>        Solliciter les é comme teacher assistant	E : lance la puppet vers un é et prononce 6.  <u>Variante plus difficile :</u> E : What's the number before ? After ?	é : la reçoit, répète 6, et la relance en prononçant un autre chiffre.			
C2-6 C3	<b><u>Follow-up : Point to</u></b>        TBI	Quelques nombres écrits en chiffres  E : When I say 3, point to the the number.			Les élèves montrent avec l'index.	
C2-7	<b><u>Follow-up : playing cards</u></b>	Distribuer 4 cartes à chaque é  Show me : 1, 7, 9...			Les é peuvent jouer par paires ensuite	

C2-8	<p><b><u>New market</u></b></p> <p>Nombres de 2 à 10</p> <p>Groupes de 4 joueurs, distribuer 7 cartes par joueur et une pioche.</p> <p>Un jeu de 52 cartes par groupe</p> <p>Oter les dames, valets rois et as.</p> <p>Playing cards</p>			<p><i>Un joueur commence par poser 2 cartes qui se suivent : ex. 7 puis 8. Le prochain doit poser 9. S'il ne l'a pas, il dit « <b>without nine</b> » et pioche une carte, ainsi de suite. Celui qui n'a plus de carte a gagné.</i></p> <p><b>À moi : my go</b></p> <p><b>À toi : your go</b></p> <p><b>La Pioche : the pack</b></p> <p><b>Pioche ! : pick up !</b></p>		
C2-9	<p><b><u>Snap</u></b></p> <p>Nombres de 2 à 10</p> <p>Nommer les cartes</p> <p>Un jeu de 52 cartes par groupe</p> <p>Groupes de 4 joueurs, distribuer toutes les cartes sans pioche.</p> <p>Playing cards</p>			<p><i>Chaque é pose les cartes une à une sur les précédentes sur un paquet au milieu et les nomme. Quand les é ont la même carte ils doivent frapper le paquet le premier et prendre le tour.</i></p> <p><i>Celui qui n'a plus de carte a gagné.</i></p> <p><b>Valet : Jack</b></p> <p><b>Roi : King</b></p> <p><b>Dame : Queen</b></p> <p><b>As : Ace</b></p>		

C2-10	<p><b><u>Swap your places</u></b></p> <p>Nombres Entre 1 et 10</p> <p><u>Mémorisation</u></p>	<p>Pupils sit in circle</p> <p>T gives a different number to each child. T says : nine ! all the children with this number stand up and swap their places. T names all the numbers.</p> <p>Advice : the first time, T calls the numbers in order ; the second time, T names in random.</p>				
C2-11	<p><b><u>The fishing game</u></b></p> <p><u>Mémorisation</u></p> <p>Nombres de 0 à 20</p>		<p>2 groupes– le grand groupe est celui des pêcheurs, le groupe le plus petit est celui des poissons. Les pêcheurs se tiennent par les mains, et se mettent d'accord sur un nombre compris entre 1 et 20. Pendant ce temps, les poissons se tiennent à l'écart. Les pêcheurs lèvent les mains pour former le filet. Les poissons approchent. Pendant que les pêcheurs se mettent à compter lentement, les poissons se faufilent (nagent) à l'intérieur et à l'extérieur du cercle (le filet). Quand le nombre choisi est atteint, les mains s'abaissent, retenant prisonniers les poissons restés à l'intérieur qui rejoignent alors le groupe des pêcheurs. Le gagnant est le dernier poisson non attrapé.</p>			

C2-12	<p style="text-align: center;"><b><u>Potato !</u></b></p> <p style="text-align: center;"><u>Elimination game</u></p> <p style="text-align: center;"><i>Memorisation Des nombres jusqu'à 7</i></p> <p style="text-align: center;"><i>Peut-être utilisé par les é en place de "chou-fleur)</i></p> <p style="text-align: center;"><i>Vous pouvez utiliser cette comptine pour choisir au hasard un é.</i></p>	<p style="text-align: center;">Pupils in a circle.</p> <p>T is the leader the first time.</p> <p style="text-align: center;">Another fun way to play this game is for everyone to stand in a circle, and the leader points at each person as everyone chants. When the leader lands on "more!", the person s/he is pointing to must quickly sit down/drop to the ground.</p>	<p>Everybody extends one fist (or two) into the circle.</p> <p>A leader then goes around the circle and touches the top of each person's fist as everyone chants the One Potato, Two Potato rhyme.</p> <p>When the chant reaches "more", the person whose fist the leader bumps, is "out" and takes their hand out of the circle.</p> <p>Start the chant again from the next person.)</p> <p>One potato Two potato Three potato Four!</p> <p>Five potato Six potato Seven potato More!</p> <p>Also, you can have the person who is out be the one who continues the counting, so they stay involved. So each time someone is out, that person continues the chant, beginning the count on the next person.</p>			
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	<b>Cycle 3</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
C3-1	<p><b>Letter strings</b></p> <p>(Sequence of letters forming a <u>phoneme</u> or a <u>morpheme</u>)</p>	<p><i>T prononce le premier nombre, l'écrit suivant le dictée des é puis demande l'orthographe des nombres suivants en les prononçant également :</i></p> <p><i>Four, fourteen</i>  <i>Five, nine</i>  <i>Thirteen, fifteen, eighteen</i>  <i>Six, sixteen, sixty</i>  <i>Eleven, seven</i>  <i>Twenty, thirty, forty etc.</i></p>				<p><i>Les élèves doivent deviner les lettres manquantes (collectif ou groupes):</i></p> <p><i>Four, fourteen</i>  <i>Five, nine</i>  <i>Thirteen, fifteen, eighteen</i>  <i>Six, sixteen</i>  <i>Eleven, seven</i>  <i>Twenty, thirty, forty etc.</i></p>
C3-2	<p><b>Clenched fists</b></p> <p><i>Transversal : maths</i>  <i>Transfert</i></p> <p><i>Le nombre de jours par mois</i></p>	<p>By pair  In each pair, one child clenches his fists closed together.</p> <p>T asks : how many days in July ?</p> <p>The other one should count on the bones and find the answer.</p> <p>Swap.</p>		<p>By pair  In each pair, one child clenches his fists closed together.</p> <p>The other one should count on the bones and find the answer.  Swap.</p>		
C3-3	<p><b>Air writing</b></p>	<p>L'E dit un nombre</p>	<p>L'é dit un nombre</p>			<p><i>Ecrire un nombre en l'air, sur le dos ou la main d'un voisin, sur sa main, sur son ardoise</i></p>

C3-5	<p><b><u>Follow-up : With a puppet</u></b></p> <p><i>Solliciter les é comme teacher assistant</i></p>	<p><i>E : lance la puppet vers un é et prononce 42</i></p> <p><u>Variante plus difficile :</u></p> <p><i>E : What's the number before ? After ?</i></p>	<p><i>é : la reçoit, répète 42, et la relance vers un autre élève en prononçant un autre chiffre.</i></p>		<p><u>Variante plus difficile :</u></p> <p><i>E : What's the number before ? After ?</i></p>	<p><i>Variante :</i> <i>L'é la reçoit, prononce 42 et la relance vers un é qui doit écrire forty two avant de pouvoir relancer à son tour.</i></p>
C3-6	<p><b><u>Follow-up : Pelmanism</u></b></p> <p>Les dizaines</p> <p>de 20 à 30</p> <p>puis de 20 à 100</p> <p><b>TBI</b></p> <p><b>2 teams</b></p>	<p><i>2 colonnes tracées :</i> <i>Une bleue pour les nombres écrits en chiffres (digit numbers), une rouge pour les mêmes nombres écrits en lettres.</i> <i>Un é retourne une carte bleue.</i> <i>E : what is the number ?</i> <i>Le même é retourne une carte rouge en espérant trouver le nombre correspondant.</i></p> <p><i>Solliciter d'autres é jusqu'à épuisement des cartes retournées.</i></p>			<p><i>2 colonnes tracées :</i> <i>Une bleue pour les nombres écrits en chiffres (digit numbers), une rouge pour les mêmes nombres écrits en lettres.</i> <i>Un é retourne une carte bleue.</i> <i>E : what is the number ?</i> <i>Le même é retourne une carte rouge en espérant trouver le nombre correspondant.</i></p> <p><i>Solliciter d'autres é jusqu'à épuisement des cartes retournées.</i></p>	
C3-7	<p><b><u>Bingo !</u></b></p> <p>10 to 30</p> <p>30 to 50</p> <p>50 to 70</p> <p>70 to 90</p> <p>80 to 100</p> <p>Hundreds</p> <p>Thousands</p>		<p>A square divided in 9 little squares. Write down 9 numbers in digit from 10 to 30 (CM1).</p> <p>Write down 9 numbers in word from 10 to 30 (CM2).</p> <p><i>Un é énonce 9 nombres choisis par lui. Cross if you've got this number in your square.</i></p> <p><i>Le premier é à avoir tout coché crie : bingo !</i></p>		<p>A square divided in 9 little squares. Write down 9 numbers in digit from 10 to 30 (CM1).</p> <p>Write down 9 numbers in word from 10 to 30 (CM2).</p> <p><i>Un é énonce 9 nombres choisis par lui. Cross if you've got this number in your square.</i></p> <p><i>Le premier é à avoir tout coché crie : bingo !</i></p>	<p>A square divided in 9 little squares. Write down 9 numbers in digit from 10 to 30 (CM1).</p> <p>Write down 9 numbers in word from 10 to 30 (CM2).</p> <p><i>Un é énonce 9 nombres choisis par lui. Cross if you've got this number in your square.</i></p> <p><i>Le premier é à avoir tout coché crie : bingo !</i></p>

C3-8	<b><u>Worksheet</u></b>	<i>Reconstituer un dessin en joignant les nombres entendus. (possible individuel avec enregistrement mp3)</i>				
C3-9	<b><u>Telephone number</u></b>	T gives a telephone number				<i>Noter un numéro de téléphone enregistré.</i>
C3-10	<b><u>Money</u></b>  <u>Culturel</u> : présenter le pound et les pence. <u>Internet</u> : utiliser un convertisseur de devises <u>Maths</u> : travailler la proportionnalité.					
C3-11	<b><u>Mental calculation</u></b>  Addition subtraction Multiplication Division	<u>Other activity</u> : à partir du film <i>Mathilda</i> (séquence de l'arrivée de <i>Mathilda</i> dans la classe)  2 minus 1 is ...1 2 take away 1 makes ...1 2 subtract 1 equals ...1  2 add 1 is ...3 2 plus 1 2 and 1  2 times 4 is ...8  6 divided by 3 is ....2		<i>Un é est le teacher assistant</i>  2 minus 1 is ...1 2 take away 1 makes ...1 2 subtract 1 equals ...1  2 add 1 is ...3 2 plus 1 2 and 1  2 times 4 is ...8  6 divided by 3 is ....2		

## TRANSITIONAL ACTIVITIES : pour capter l'attention en classe

T pour Teacher ; p pour pupil ; E pour Enseignant ; é pour élève

	Cycle 2	Ecouter CO	Parler en continu EOC	Parler en interaction EOI	Lire CE	Ecrire EE
1c2	<u>So good!</u> <i>Pour congratuler</i>	T : You are so good !	S : I know ...( <i>en mettant la main sur le coeur</i> )			
2c2	<u>Fingers, Ready ?</u> <i>Pour préparer à l'écrit</i>	Teacher : Are these fingers ready ? ( <i>l'E montre ses doigts</i> ) Pupils : There were born ready ! ( <i>les é agitent leurs doigts devant eux</i> )	Teacher : Are these fingers ready ? Pupils : There were born ready !			
3c2	<u>Gently does it !</u>  Body <i>Pour détendre le corps</i>	T : Sit on the edge of your desk...and pretend dabbling your feet in the water ...( <i>tremper dans l'eau</i> ) Just bend your arms ...( <i>plier</i> ) Lean forward ...( <i>pencher en avant</i> ) Put your hands on your belly ( <i>ventre</i> )				
4c2	<u>Tap the back (or pat the back)</u> <i>Pour évaluer rapidement</i>	T : Pat your back if you are right. Pupils pat their back.				
5c2	<u>When you are ready</u>  Body <i>Pour détendre</i>	T : When you are ready and you know it : - Clap your hands - Hands on head - Cross your legs - Do good sitting - Hands on shoulders				
6c2	<u>Follow me</u>  Body <i>Pour l'attention</i>	T : Clap your hands Clap hands on knees ( <i>changer le rythme</i> ) Clap on hands in front of you	One child : Clap your hands Clap hands on knees ( <i>changer le rythme</i> ) Clap on hands in front of you			



7c2	<p><b><u>Mingle – mingle</u></b></p> <p><i>Pour l'attention Hors classe</i></p>	<p>T : Clap your fingers and your thumbs. You pretend your hands are voices. You mingle at the party with everyone.</p>	<p>Les é se déplacent , en agitant leurs mains et prononçant mingle-mingle</p>			
8c2	<p><b><u>Every week song</u></b></p> <p><i>Jours de la semaine</i></p>	<p>(tune: Are you Sleeping) Every week has 7 days, See how many you can say. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What's today?</p>				
9c2	<p><b><u>Days of the week</u></b></p> <p>Song</p> <p>CE1</p> <p><i>Jours de la semaine (Claquer des doigts)</i></p>	<p>(to the tune of "The Addams Family") Days of the week, (snap snap) Days of the week, (snap snap) Days of the week, Days of the week, Days of the week. (snap snap) There's Sunday and there's Monday, There's Tuesday and there's Wednesday, There's Thursday and there's Friday, And then there's Saturday. Days of the week, (snap snap) Days of the week, (snap snap) Days of the week, Days of the week, Days of the week. (snap snap)</p>				
10c2	<p><b><u>Days of the week</u></b></p> <p>Song</p> <p>CP</p> <p><i>Jours de la semaine</i></p>	<p>(to the tune of Frere Jacques!) These are all the da-ays of the we-ek, Sing with me, Sing with me. Sunday, Monday, Tuesday Wednesday, Thursday, Friday Saturday A day to play.</p>				

<b>11c2</b>	<b><u>Guess who ?</u></b>  2 teams Animals	T :  Moo, moo Squeak, squeak Woof, woof Oink, oink Cluck, cluck Buzz, buzz Meow, meow Cock-a-doodle-doo Baa baa		P suggest :  Cow, Mouse Dog Pig Hen Bee Cat Rooster Sheep		
<b>12c2</b>	<b><u>Gently does it ! (doucement)</u></b> Body <i>Pour détendre le corps</i>	T : Sit on the edge of your desk...and pretend dabbling your feet in the water ...(trempier dans l'eau) Just bend your arms ...(plier) Lean forward ...(pencher en avant) Put your hands on your belly (ventre)				
<b>13c2</b>	<b><u>Hands up</u></b>  <i>Pour préparer l'écrit</i>	T : Hands up Wriggle around ( <i>gigoter</i> ) Can you do this ? - <i>Les mains sont jointes, les doigts se tapotent les uns les autres.</i> - <i>Une main tourne sur l'estomac et l'autre tapote la tête</i> - <i>Les doigts font des mouvements symétriques</i>				
<b>14c2</b>	<b><u>Hot and cold</u></b> <i>Pour réviser les mots appris (Objets en plastique)</i>	<i>Un é sort ; les é cachent un objet. Il rentre. L'E demande : " Do you know where is the lion ?"</i>	<i>L'é se déplace dans la classe, les é disent : cold, mild, hot, selon qu'il s'éloigne ou se rapproche de l'objet caché.</i>			
<b>15c2</b>	<b><u>Before leaving</u></b> Alphabet <i>Pour se quitter</i>	T : If your name begins with a M you can go		Marie can go		
<b>16c2</b>	<b><u>Drama activity</u></b> <i>Album A la fin de la journée</i>	T finishes the afternoon with a fun story for the pupils to act out e.g "The enormous turnip", with props, ( <i>accessoires</i> ) puppets etc. in		Pupils act it out as T reads.		

	<b>Cycle 3</b>	<b>Ecouter CO</b>	<b>Parler en continu EOC</b>	<b>Parler en interaction EOI</b>	<b>Lire CE</b>	<b>Ecrire EE</b>
<b>1c3</b>	<b><u>So good !</u></b>	T : You are so good !	P : I know ...( <i>en mettant la main sur le coeur</i> )			
<b>2c3</b>	<b><u>Ready ?</u></b>  <i>Pour la question, le ton s'élève en fin de phrase,</i>  <i>Pour la réponse, le ton baisse en fin de phrase</i>  Voir : <a href="http://www.cambridge.org/elt/resources/skills/interactive/pron_animations/index.htm">http://www.cambridge.org/elt/resources/skills/interactive/pron_animations/index.htm</a>	T : Are you ready ?  <i>Chuchoter</i> (whisper) <i>Crier</i> (shout) With a posh accent <i>Excédé</i> (furious) <i>Fatigué</i> (tired) <i>Excité</i> (excited)	P : We are born ready !  <i>Les é répondent sur le même ton Collectivement ou à leur demande, individuellement.</i>			
<b>3c3</b>	<b><u>Days of the week</u></b>  CE2	<b>(to the tune of Frere Jacques)</b>  Tuesday, Tuesday, Tuesday, Tuesday, All day long, all day long, Yesterday was Monday, tomorrow will be Wednesday, Oh, what fun! Oh, what fun!				(To the tune of "Frere Jacques")  Today is _____. Today is _____. All day long, all day long. Yesterday was _____. Tomorrow will be _____. Oh what fun! Oh what fun!
<b>5c3</b>	<b><u>Months of the year</u></b>  CE2	(To the Tune of "Three Blind Mice") January, February, March, April, May, June. July, August, September, October, November, December. These are the twelve months of the year. Now sing them together so we can all hear. How many months are there in a year? Twelve months in a year.		<i>A chanter en écho</i> (To the Tune of "Three Blind Mice") January, February, March, April, May, June. July, August, September, October, November, December. These are the twelve months of the year. Now sing them together so we can all hear. How many months are there in a year? Twelve months in a year.		

6c3	<p><u>Calendar song</u></p> <p>CM1</p>	<p>(To the tune of "Twinkle, Twinkle")          When we do the calendar          We learn the month the date the year.          Every week day has a name          There are lots of numbers that look          the same.          So let's begin to show you how          We do the calendar right now.</p>				
7c3	<p><u>Gently does it</u></p>	<p>T :          Sit on the edge of your desk...and          pretend dabbling your feet in the          water ...(<i>tremper dans l'eau</i>)          Just bend your arms ...(<i>plier</i>)          Lean forward ...(<i>pencher en avant</i>)          Put your hands on your belly (<i>ventre</i>)</p>	<p>P :  <i>Proposent une suite d'injonctions          concernant le corps</i></p>	<p><i>Par paires          P : Proposent une suite          d'injonctions concernant le corps</i></p>		
8c3	<p><u>5 Little ducks went          swimming one day</u></p> <p>Numbers</p> <p>CE2</p>	<p>T: Over the hill and far away          His mother duck said          Quack quack quack quack          And 4 little ducks came swimming          back</p> <p>Over the hill and far away          His mother duck said          Quack quack quack          And 3 little ducks came swimming          back</p> <p>Over the hill and far away          His mother duck said          Quack quack          And 2 little ducks came swimming          back</p> <p>Over the hill and far away          His mother said          Quack          And 1 little duck came swimming          back</p>	<p>P: Over the hill and far away          His mother duck said          Quack quack quack quack          And 4 little ducks came swimming back</p> <p>Over the hill and far away          His mother duck said          Quack quack quack          And 3 little ducks came swimming back</p> <p>Over the hill and far away          His mother duck said          Quack quack          And 2 little ducks came swimming back</p> <p>Over the hill and far away          His mother said          Quack          And 1 little duck came swimming back</p>			

<b>9c3</b>	<b><u>Cognates</u></b>	<i>Devant un texte écrit, consigne systématique :</i> Collect all words similar to our French words. They are called “cognates”			<i>Devant un texte écrit, consigne systématique :</i> Collect all words similar to our French words.	
<b>10c3</b>	<b><u>Hot and cold</u></b> CE2 <i>Pour réviser les objets de la classe.</i>	<i>Un é sort ; les é cachent un objet. Il rentre. L'E demande : “ Do you know the whereabouts of my ruler ?”</i>	<i>L'é se déplace dans la classe, les é disent : cold, mild, hot selon qu'il s'éloigne ou se rapproche de l'objet caché.</i>			
<b>11c3</b>	<b><u>Move !</u></b>	<p>If you are boys, move !  If you are wearing a skirt, move !  If you are wearing a t-shirt, move !  ...  <i>Les élèves se déplacent et changent de chaise, et l'E (ou un é) compte à rebours pour faire accélérer le mouvement : Five, four, three, two...</i></p> <p>Tell your neighbour something you did really fun (in French)  Tell your neighbour how the weather is like.  Tell your neighbour your favourite food  Tell your neighbour your favourite ...</p> <p>I want you to go and sit next to your friend ; one of you would be number 1, the other number two. Number one is going to find a new place.</p> <p>Number 1 is going to tell number 2 what's going to be fantastic in this class. (in French)</p>				

		<p>Number 2 stand up and tell us what number 1 told him.</p> <p>Number 2 tell what you are looking forward to.</p> <p>Number 1, stand up please.</p> <p>Elizabeth, tell us.</p> <p><i>L'E aide à la compréhension, sans traduire, par des mimes et en insistant sur les mots dits "transparents"(eg fantastic)</i></p>				
<b>12c3</b>	<b><u>Practise and enjoy reading in a loud voice</u></b>	<p>Choose one extract from your exercise book and practise reading it expressively to your partner.</p> <p>Read with an awareness of the different punctuation.</p>			<p>Does your partner deserve a ...?</p> <p><i>Les é envoient un signe magique en direction de leur camarade.</i></p>	
<b>13c3</b>	<b><u>Before leaving</u></b> Alphabet  And identity card  CM2	<p>T :</p> <p>If your name (prénom) begins with a k you can go</p> <p>If your Christian name (prénom)</p> <p>If your surname (Nom de famille)</p> <p>If your first name (prénom)</p> <p>If your fore name... (prénom)</p>				