

## **Ideas for the classroom**

### **Match!**

Write a numbered list of 10 words on the board in French/German/Spanish

Read out the definition of 8 of them in random order: pupils note the numbers of the words they hear and get credit for any correct numbers OR pupils write the numbers of the words they hear in the correct order to be credited OR pupils write the words correctly in the target language

Which two are left?

### **Disappearing text**

Copy a text onto a slide to read aloud with pupils. Copy that text 4 times over a series of slides taking away more and more words until pupils are 'reading' the text from memory.

## **Listening and speaking using YouTube**

Choose a children's story book in the target language, with the words written on the screen which the children can listen to and repeat. One of my favourites in French is Va t'en Grand Monstre Vert (<https://www.youtube.com/watch?v=oHrZ1Zq14bc>).

I would ask them to listen to the story a couple of times before joining in. They could start with just repeating the colours. Some may feel confident copying the whole sentence. They could also make a voice recording of themselves.

You could then ask them to make a list of the colours in the book and maybe draw and label something of that colour they can find at home. Or you could send a gap fill of the story for them to complete using the video.

Another story I like is 'Une Histoire Sombre' (<https://www.youtube.com/watch?v=uSiliJKBBoo&t=25s>). The phrase '*sombre, très sombre*' is repeated throughout the story and is good for practising the nasal vowel 'o' and the rolling 'r'.

I have to admit I have struggled to find similar in Spanish – I have learnt that capital letters are often used for simple repetitive books, or the background has music in Spanish stories much more than French ones and this is very distracting.

This is a nice version of The Very Hungry Caterpillar in Spanish: <https://www.youtube.com/watch?v=0Xji5krOhTI>

The Spanish is more complicated than the French in the stories above but as it is a familiar story, children could be asked to identify and repeat the days of the week and/or the foods. They could then draw the food and label in Spanish and even add the day of the week with the correct food.

## Class Collaboration – making a book

Here is a nice idea which involved the class collaborating to make a book which, in this case, focusses on verbs:

<http://mledecker.blogspot.com/2021/05/abc-books.html>

From the same blog is this idea for writing a simple poem which can be developed alongside using dictionary skills: <http://mledecker.blogspot.com/2020/05/je-suis-i-am-poems.html>



a practical activity to help pupils use language creatively and independently:

1. Prepare labels (could be sticky or on card if you want to reuse them) in the target language for 30 (class size) different but portable objects which you have in your classroom - these can be things which are always there, new objects which you have brought for the task or a mix.
2. Give out the labels and ask pupils to find their object and label it. Ask pupils to say their object out loud in the target language and hold it up to the class to check they have both correct pronunciation and the correct object.
3. Pupils can now return to their desks with the object and the next task is to use the noun in a sentence. You may want to discuss which verbs they could use through questioning or you may want to direct them to use certain verbs (e.g. j'ai / j'aime). You may want them to use the first person or you may want to extend some pupils and expect them to give a sentence in the third person to talk about an object someone else has. You may want to use the objects to practise forming questions or to use adjectives to describe the objects - there are many possibilities depending on your learning objective.
4. You can of course progress from speaking to writing or redistribute the labels for pupils to have a second object to talk and then write about with the extra challenge that they must use a different verb or different adjectives.

### **Starter activity – numbers**

Display a picture of a product, have a price you will accept as correct.

Ask students to say how much they think it costs in euros, in the TL. You could differentiate by encouraging some pupils to use a verb as well, e.g quinze euros, je pense. You could reward the pupil who is closest to the actual price.

### **Think of a word**

Choose a random letter and challenge pupils (individually, in pairs or as a small group) to come up with as many words in the TL as they can beginning with that letter. These could be topic-related or random to encourage students to use prior knowledge.

### **5 a day fitness en français / en español!**

[https://www.youtube.com/playlist?list=PL1rA50lZMnaNX6MpNJVgU\\_PUX1AxJMv0I](https://www.youtube.com/playlist?list=PL1rA50lZMnaNX6MpNJVgU_PUX1AxJMv0I)

For **French speaking culture**, this site has some nice materials:

<https://www.scilt.org.uk/portals/24/passeport2/educationscotland/passeportfrancophone/links/index.html>

### **Lightbulb Languages**

An excellent site for all things primary languages

<https://www.lightbulblanguages.co.uk/resources-pr-sp.htm>

### **Primary Language Network YouTube Channel**

[youtube.com/c/PrimaryLanguagesNetwork](https://www.youtube.com/c/PrimaryLanguagesNetwork)

A weblink to the **BBC Super Movers Modern Foreign Language videos**:

<https://www.bbc.co.uk/teach/supermovers/modern-foreign-language-collection/zhbky9q>

### **Showcasing children's writing**

If you've not seen Write Away from Lightbulb languages, a publication which showcases children's writing with vocab and even puzzles there are some lovely ideas. I'm attaching issue 11 June 2022 and a link to the page is below. You may also want to submit your own children's writing for a future edition - I'm sure they would love to see themselves published! Please let me know if you do!

<https://www.lightbulblanguages.co.uk/writeaway.htm>

## Dictionary ideas

<https://primarylanguages.network/jlnblog/2022/4/21/11-ways-to-include-dictionary-skills-in-primary-languages>

## Wimbledon fortnight

French

[https://youtu.be/BpoINt7\\_4OM](https://youtu.be/BpoINt7_4OM)

Spanish

[https://youtu.be/fnT\\_j4bSaoA](https://youtu.be/fnT_j4bSaoA)

English

<https://youtu.be/Dnv1xOcAHoo>

## Creative Writing

A nice creative activity from The Primary Languages Network.

Use any blank suitcase outline or you could adapt the more sophisticated version found on Pinterest:



Then simply use any vocab you are working on (e.g. your favourite foods to take on a picnic, a set of (toy!) animals) or give it a holiday theme incorporating clothes or maybe do some dictionary work.

Here are some ideas for exploiting the language:

Reading and understanding:

1. Look at the model (above or one you have made to the shape you have chosen) and separate out the words - teacher could write the sentence on the board or children could do this on mini white boards.
2. identify the types of word and underline in different colours eg red for nouns, green for adjectives, yellow for verbs, blue for articles
3. Discuss how you would substitute different words and whether you would need to think about changing anything else if you did.

Preparing to write:

1. Make the list of nouns
2. Add an adjective for each one (gender and agreement)
3. Read your list aloud (phonics, pronunciation)
4. Compile your calligram