Counting cards and points for groups

Multiple intelligences:

verbal-linguistic, kinesthetic, spatial, interpersonal

Language skills:

speaking, listening

Have you said, "Pardon?" when not everyone in the class is participating, and continued to do so until everyone is participating with lots of enthusiasm?

(Depending on the size of your class, this may take the whole class, including IPG work time.)

Gesture and the whole class says together the following words in italics:

- *Aujourd'hui, tout le monde s'assoit dans un grand cercle et on passe les cartes. Pourquoi est-ce qu'on passe les cartes? Parce qu'on compte les cartes aujourd'hui. C'est fantastique!! Maintenant je prends la boîte avec les cartes. J'enlève les cartes. Qui veut passer les cartes? Tout le monde dit: "Je veux passer les cartes."* (Name of student) *peut passer les cartes. (*Name of student) *peut passer les cartes aussi et (*name of student) *peut passer les cartes aussi…*

Choose about five students per class of 25 to pass out *les cartes*.

As each student hands out cards, for each card with the student name they should say:

- *Où est (*name of student)*?* and hand the cards to chosen students, who say:

- *Je suis ici.*

Ensure that this routine is followed by all students who are handing out the cards and receiving the cards. All students therefore become active listeners and language producers in this process, as they practise the above structures.

Once all students are seated in the circle with their cards, you take the class list and start from the top, the bottom, the middle, or wherever you wish, and say and gesture, having students say with you as well:

- *Maintenant, tout le monde compte les cartes. Tout le monde dit: "Compte."* Point to the poster with numbers from one to 20, then 30, 40 and 50.

Say and gesture (pointing to the number poster), encouraging students to follow with you:

- *Tout le monde compte avec moi: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Encore: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, trente, quarante, cinquante.*

Point to the numbers as you count. Name each child one by one as you gesture and the class says:

- *Tout le monde compte les cartes. Tout le monde dit: "Combien de cartes est-ce que tu as, (*name of student)*?"*
- *Tout le monde compte avec (*name of student)*.*

The whole class looks at the student's cards on the floor, as the student touches them, all students count. Gesture and the whole class says together:

- *Un, deux, trois, quatre, etc.*

Once they are all counted, say and gesture:

- (Name of student) *a* (number) *cartes. Elle/Il dit: "J'ai* (number) *cartes."*

Repeat this process, starting with:

- *Combien de cartes est-ce que tu as,* (name of student)?

for every child in the class. A whole class period is allotted in the activity time for this, including the IPG time, as this is usually necessary, especially for larger classes. The process of distributing cards, counting them, and asking and saying how many cards each student has, is key to the development of fluency, just as are all language routines, and repeated practice of vocabulary and structures in this program through gesture and play/song related activities. Record the number of cards received by each student in your book, or on a chart, if you want to post it, so that students can monitor their progress.

Once all cards are counted, gesture and the students say:

- *Qui veut ramasser les cartes? Tout le monde dit: "Je veux ramasser les cartes."*

Choose a few students, as you gesture:

- (Name of student) *peut ramasser les cartes et tu mets les cartes dans la boîte. Si on parle en français tout le temps, on a plus de chances de gagner le prix. Alors, maintenant, je choisis trois cartes.*

Choose three cards. Gesture for the whole class to say together:

- (Name of student) *a gagné!* (Name of student) *a gagné!* (Name of student) *a gagné!*

Please refer to the overview of card counting routines, and ideas

for the collection of rewards in the Program Guide. Gesture and the whole class says together:

- *Ça, c'est un prix/*prize*/prix. Ça, c'est un autre prix. Il y a beaucoup de prix ici (dans la boîte, sur la table, etc.)*
- *Alors, tout le monde qui a gagné, choisit un prix.*

Counting group points

Make the final tally of points that each group has earned since the groups were established at the last tally. Gesture for the whole class to say together:

- *Maintenant, on compte les points pour les groupes. Combien de points est-ce que le groupe* (name) *a maintenant?*

The whole class should respond as always when asked this question:

- *Le groupe* (name) *a* (number) *points.*

(Hopefully, this question has been asked two or three times a week, as the academic purpose of this system is to review numbers and number identification on an ongoing basis through the three years of the program.)

Once the totals are made, you gesture (and say new words):

- *Excellent! Le groupe* (name) *a gagné!*
- *Ça, c'est le prix/*prize*/prix. Tout le monde dit: "Ça, c'est le prix." Je donne un petit prix à tout le monde dans le groupe* (name)**.**

Prior to this class, make sure that you create new groups for points. You may wish do this on a rotational basis, so that you ensure that groups don't repeat, by using the order of the students on the class list as a guideline. Gesture:

- *J'ai changé les groupes.*
- *Voici les nouveaux groupes maintenant!*

You may need to assign new names to the groups as well. You could give names yourself, or ask the students, by gesturing:

- *Comment s'appelle le groupe de* (name of student)*?*

and let the students come up with suggestions.
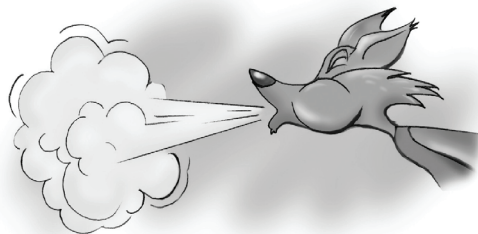
Scroll down for suggested answers

Activity Exploration: AIM Systems

Suggested answers

1. Students need a lot of repetition to learn new language. This routine is another example of pleasant repetition. As well, the students will get practice using the verb "avoir" in context.

2. In my room we might make a double-circle. The students on the inside will sit on the flour and the others will sit on chairs around them. I don't have a large budget, so I will ask some of my parents if they may be able to donate old toys. I will keep track of which students win prizes each time and make sure everyone gets something by the end of the year. I think I would like to give out prizes to about one-third of each class each time. I will try and get enough prizes for that.

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