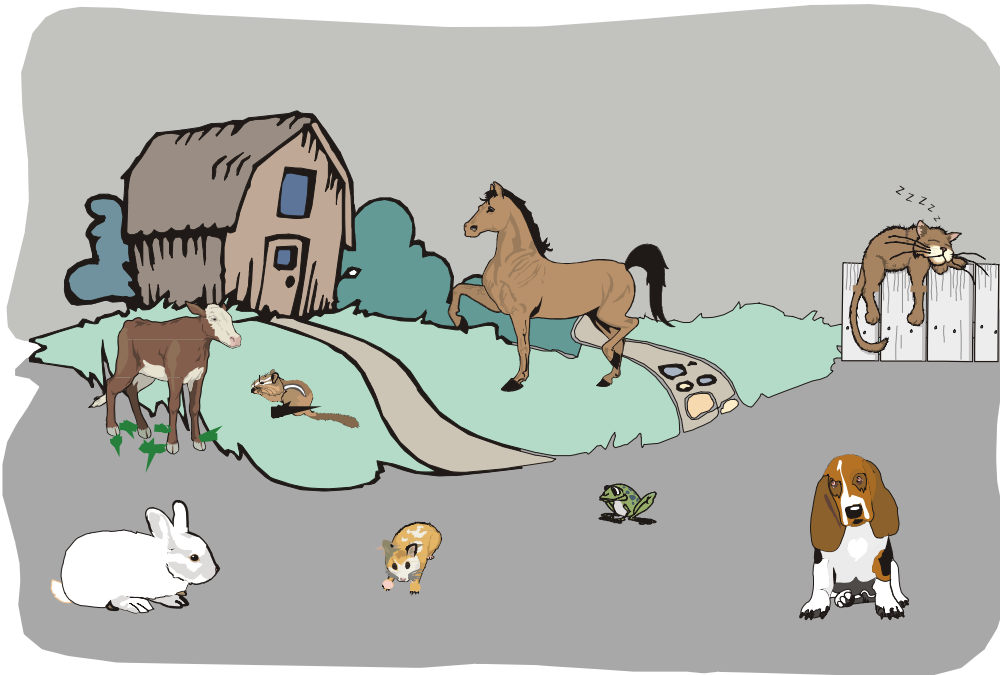


PETS



**Core French Model Unit
Grade 4 and 5**



Ministère
de l'Éducation
de la Saskatchewan

**1999
E102.3**

**TEACHING MATERIALS
from the
STEWART RESOURCES CENTRE**



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Unité 4 et 5

Field of Experience: Les animaux

Topic to be developed: Pets

Experiential Goal: Students will present their own or desired favorite pet.

Functions

- asking for and giving information
- describing
- gathering information
- identifying and recognizing
- identifying likes and dislikes
- making comparisons
- stating criteria

Suggested Structures

- Qu'est-ce que c'est ?
- C'est un/une...
- Est-ce que tu as un/une..
- J'ai un/une...
- Est-ce que tu aimes... ?
- J'aime...
- Je n'aime pas...
- Je déteste
- Comment est-il/elle ?
- Il/Elle est...
- Il/Elle aime...
- Il/Elle n'aime pas...
- Il/Elle déteste...
- Il/Elle + verbe
Il court.

GUIDE

Field of Experience: Animaux

Topic to be developed: Pets

Experiential Goal: Students will present their own or desired pet.

Learning Objectives

The student will:

- participate in a variety of language activities on the topic of pets.
- describe characteristics of pets
- discover the likes and dislikes of fellow classmates about pets
- find similarities and differences between pets.
- use resources and prior knowledge about pets to create and present one's pet
- foster parental support to aid in enhancement of the French program.

Suggested steps

1. Become familiar with pets.
2. Discuss the experiential goal and the possible steps to achieve the goal.
3. Create and participate in a class survey to determine favorite pets.
4. Identify and describe pets.
5. Create a «*Qu'est-ce que c'est ?*» riddle.
6. Present and discuss riddle.
7. Become familiar with individual pet preferences through class interviews.
8. Create and present pet presentation.
9. Reflect on the unit.

The Experiential Goal

The following vocabulary and linguistic content is included throughout the unit. The teacher and the students should decide what elements will be included in the experiential goal.

- descriptions of pets
- singing and reading about pets
- finding out pet likes and dislikes of fellow classmates
- finding out about classmates own or desired pets
- presentation of own or desired pet

Teaching Notes

- Students need to be tolerant of the likes and dislikes of others.
- For students who do not have a pet or are unable to bring their pet to school, they may do the same project with the aid of a photograph or drawing.
- ☒ To avoid disrupting other classes by having pets in the school, ensure that pets are brought to school just prior to the scheduled class and returned home immediately after the presentations. Parental notes are included in the annexes.



This unit was developed following the curriculum guidelines by:

Laurie Bradley, teacher
Moosomin School Division No. 9

Suggested Vocabulary

un animal de compagnie – pet
un chat – cat
un cheval – horse
un chien – dog
un cobaye – guinea pig
un furet – ferret
une gerbille – gerbil
une grenouille – frog
un hamster – hamster
un lapin – rabbit
un oiseau – bird
un perroquet – parrot
une perruche – budgie
un poisson – fish
un serpent – snake
une souris – mouse
une tortue – turtle

Les verbes

aimer – to like
courir – to run
détester – to dislike
dormir – to sleep
grimper – to climb
jouer – to play
manger – to eat
marcher – to walk
nager – to swim
sauter – to jump
voler – to fly

Les adjectives

adorable – adorable
beau, belle – beautiful
chouette – cute
doux, douce – gentle
drôle – funny
énergique – energetic
extraordinaire – extraordinary
féroce – ferocious
formidable – great
fort(e) – strong
grand(e) – tall
gros(se) – big
horrible – horrible
intelligent(e) – smart
paresseux, paresseuse – lazy
petit(e) – small
sensass – sensational
serviable – helpful
super – super



Field of Experience: Animaux

Topic to be developed: Pets

Experiential Goal: Students will present their own or desired favorite pet.

Suggested steps:

1. BECOME FAMILIAR WITH PETS.

ACTIVITIES

- 1.1 Using a photograph of a pet, tell the class about this animal.

J'ai un animal de compagnie. Voilà Sandy. C'est un chien.

Il est brun. Il est chouette, énergique, intelligent, et super !

Il aime jouer avec les ballons.

- 1.2 Survey the class about their pets and create a list on the blackboard.

*Qui a un animal de compagnie Qu'est-ce que c'est?
Comment s'appelle-t-il(elle)? Quelle couleur est-il(elle) ? Comment est-il(elle)?*

- 1.3 **Teaching note:** An excellent evaluation technique is to reward students for speaking French. Using **annexe 1**, students color in a square for each time that they have spoken in French. They are not to color at free will and only if the teacher has told them to do so «*Colorez un cas !*». At the completion of 25 colored squares, the student may enter his or her name in the lottery box. A name is selected for a reward of the teacher's choice. This could be done every two weeks. The teacher may assign marks to the completion of squares.

- 1.4 The students may sing a song about pets. See **Resources** at the end of the unit for related songs.

- 1.5 Using flashcards, students play «*Répétez !*» Write *Moi* and *La classe* on the board. Hold up a flashcard **annexe 2** and say a name of an animal. If the correct name is said, the students repeat it and earn a point for themselves. If an incorrect name is said, the students

Teaching Notes

earn a point by remaining silent. The teacher receives the point if the incorrect name is repeated. If even one student starts to say the incorrect name, the teacher receives the point. To aid in fair play, a point can be awarded to the teacher if a student blames another student for making a mistake.

1.6 Supplementary Resource:

Visages 1A : Les animaux de compagnie

2. DISCUSS THE EXPERIENTIAL GOAL AND THE POSSIBLE STEPS TO ACHIEVE THIS GOAL.

ACTIVITIES

2.1 Students brainstorm information that would be required in their pet presentations. Incorporate vocabulary and conversational activities from **1.2** and **1.3**.

2.2 Hand out and discuss the letter to parents. A model is provided in **annexe 3**.

3. CREATE AND PARTICIPATE IN A CLASS SURVEY TO DETERMINE FAVORITE PETS.

ACTIVITIES

3.1 As a motivational set, play «*La boîte de surprise ?*». Place one of the flashcards **annexe 2** inside a decorated box, students will sing the following:

*“Qu’est-ce qu’il y a dans la boîte de surprise ? (3 fois)
Il y a ……”*

(Tune: Ten Little Indians)

The students will try to guess which pet flashcard is inside the box. The student may receive a reward or may come to the front of the class to select the next flashcard.

3.2 Supplementary Resource:

Visages 1 : Les animaux de compagnie

3.3 Using **annexe 4**, the students question their fellow classmates to complete “*le sondage*.”

Teaching Notes

3.4 Discuss the *sondage* as a group.

Qui a un/une...?
Sylvie a un/une....
Est-ce que Sylvie a un/une...?
Oui, elle a un/une...
Non, elle n'a pas de/d'...

Using the results of the *sondage*, the students make a graph indicating which pets the students have and want. This could be done using a bar graph format with two colours. One colour for the pets that the students actually have and another colour for the pets that the students would like to have.

- 3.5 Play «*Trois consécutivement*». Draw a grid on the board. Divide the class into two teams (X and O). Show a flashcard **annexe 2** to one team and if the student correctly names the card or answers the structure, he/she earns an X or an O for the team. The goal of this is to have three X's or O's in a row. (Four X's in a row equals 2 points, five X's equals 3 points, etc.) Repeat for the next team. This game is fast-paced as the teacher keeps going while the student is on his/her way up to the board to mark an X or an O.

3.6 **Supplementary Resource:**

Visages 1 : Les animaux de compagnie.

EVALUATION

- 3.7 The teacher may use evaluation tools: **annexe 15**, **annexe 16**, **annexe 17**, and **annexe 18**.

4. IDENTIFY AND DESCRIBE PETS.

ACTIVITIES

- 4.1 Play a warm-up game such as «*Le carré secret*». Make a grid on the board with flashcards **annexe 2** on one side and structures on the other. Select one of the squares. The student will name one of the structures along with one of the flashcards. The object is to guess which square is the «*carré secret*».

J'aime + les chiens.
J'ai + un cobaye.

4.2 **Supplementary Resource:**

Visages 1 : Les animaux de compagnie

Teaching Notes

Teaching Notes

4.3 **Annexe 5** Work in small groups to complete «*Les animaux de compagnie !*» The teacher may model the activity if the students are unfamiliar with this activity. Students will need time to review and practice the structures. This is done at home before the next class or longer if needed. Initiate the game by calling «*Coco Le Chat, venez ici ! Vous êtes le/la prochain(e) concurrent(e) sur «Les animaux de compagnie !»*». The class will yell «*Les animaux de compagnie*» along with the teacher. The student comes to the front of the class and sits on the “hot seat”. The other students raise their hands and ask questions from the sheet. The contestant answers five questions from five different students. The answers must be in complete sentences. Each student will have asked five questions and been on the hot seat once by the end of the game.

EVALUATION

4.4 This game is excellent for oral evaluation. The oral mark is out of 30. The student receives 1 mark for each question asked (a total of 5 marks) and 5 marks for each question answered (a total of 25 marks). To determine the marks for answers, an example would be 0 for no answer and 5 for a completely correct answer.

*Est-ce que tu as un animal de compagnie ?
Oui, chien.*

This answer might receive 2 or 3 marks.

This game may be played in its entirety or one or two students may participate per class as a motivating classroom activity.

4.5 Using modeling clay, students work in partners to create a pet either real or fantasy. Students will present their “pet” to the class.

Voilà Henri. C’est un chachien. Il est rouge et violet. Il est paresseux et chouette. Il saute et vole. Il aime les enfants.

EVALUATION

4.6 The teacher may use evaluation tools **annexe 15**, **annexe 16**, **annexe 17**, and **annexe 18**.

Teaching Notes

5. CREATE A «QU'EST-CE QUE C'EST ?» RIDDLE.

ACTIVITIES

- 5.1 Using a teacher-prepared riddle, present your pet to the class (**annexe 6**).
- 5.2 Students prepare their own pet riddle.
- 5.3 Review structures through a song or story see **Resources** at the end of the unit.

EVALUATION

- 5.4 The teacher may use evaluation tools **annexe 15**, **annexe 16**, **annexe 17**, and **annexe 18**.

6. PRESENT AND DISCUSS RIDDLES.

ACTIVITIES

- 6.1 Students present their pet riddles to the class. They conceal the last box so as to keep their pet secret. The student says «*Qu'est-ce que c'est ?*» and the others try to guess which pet is being described «*C'est un/une...*». The student who guesses correctly will then come to the front of the class to present his/her pet.

- 6.2 Review riddles with the class to ensure students remain on task.

Est-ce que Julie dessine un/une...?

Oui, Julie dessine un/une...

Non, Julie dessine un/une...

Comment est le chien de Robert ?

Il est...

- 6.3 **Annexe 7** In a group, create four sentences that describe pets from the students' riddles. Divide the sentences into four columns. Choose one word or phrase from each of the columns to create a secret phrase. The other students try to guess the «*la phrase secrète*». This could be done in partners or as a group.

EVALUATION

- 6.4 The teacher may use evaluation tools **annexe 15**, **annexe 16**, **annexe 17**, and **annexe 18**.

7. become familiar with individual pet preferences through class interviews.

Teaching Notes

ACTIVITIES

7.1 To quickly review structures or vocabulary, play a warm-up game of «*Le ballon silent*». Have students sit on their desks. Students toss a ball to each other. As each student catches the ball, they must say a structure or vocabulary word from the unit. The object of the game is that only the student holding the ball may speak. If anyone else speaks, that student must sit down in his/her desk and is out of the game. If the student is unable to say a structure or vocabulary word or if the student misses the ball, the student sits down. However, if the student throwing the ball does so in a manner that is too difficult to catch, then that student must sit down. The game continues until only one student remains sitting on his/her desk or the teacher decides to end the game. To speed up play, allow a time limit such as three seconds from the time a student catches the ball until it is thrown.

7.2 Using **annexe 8**, students interview a partner about their likes and dislikes in pets. Discuss the results as an oral follow-up activity.

Est-ce que Marie aime les...?

Oui, elle aime les...

Non, elle déteste les...

7.3 Review structures with the game «*Touche*». Divide the class into two lines (teams) facing the board. All the flashcards **annexe 2** have been placed along the chalkboard.

7.4 Supplementary Resource:

Visages 1 : Les animaux de compagnie

The teacher calls out a vocabulary word or structure and the first student from each row runs and touches the correct card. The student that touches the correct card first will receive a point.

EVALUATION

7.5 The teacher may use evaluation tools **annexe 15**, **annexe 16**, **annexe 17**, and **annexe 18**.

8. CREATE AND PRESENT PET PRESENTATIONS.

ACTIVITIES

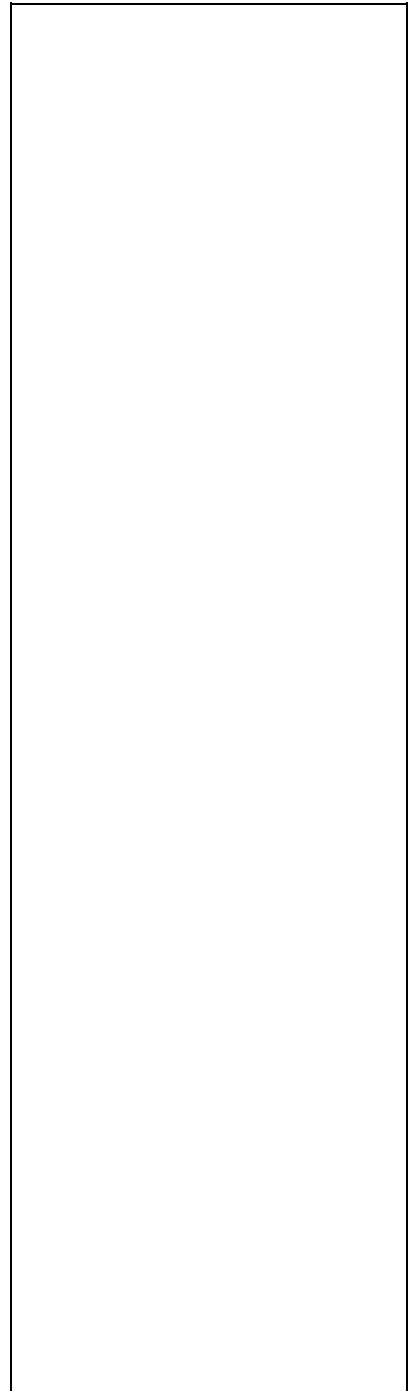
Teaching Notes

-
- 8.1 Prior to this step, send home a note to parents to specify the times and date of the presentations. This permits time for parents or supervisors to make the necessary arrangements (**annexe 9**).
 - 8.2 Discuss the components and necessary dialogue needed for the presentation. The teacher may model a pet presentation. The format will be similar to activity 1.1. The specifics of the presentation are to the teacher's discretion.
 - 8.3 Discuss the evaluation formats with the students. These include both teacher and peer evaluation: **annexe 10** for the teacher and **annexe 11** for the student.
 - 8.4 Students prepare their oral presentation.
 - 8.5 Students present their presentations to their peers and parents/supervisors.
 - 8.6 Distribute "Thank-you Note" to parents as they depart. The teacher may have completed these ahead of time by asking the student their pet's name (**annexe 12**).

9. REFLECT ON THE UNIT.

ACTIVITIES

- 9.1 Discuss various aspects of the unit. What did the students learn about pets? What did they learn about their peers' pets? What did they learn about individual pet preferences? What French did they learn?
- 9.2 Have students complete a self-evaluation to end the unit (**annexe 13** and **annexe 14**).



ANNEXES

ANNEXE 1 - COMBIEN DE FOIS EST-CE QUE J'AI PARLÉ ?

Combien de fois est-ce que j'ai parlé ?
(posé une question, répondu à une question,...)

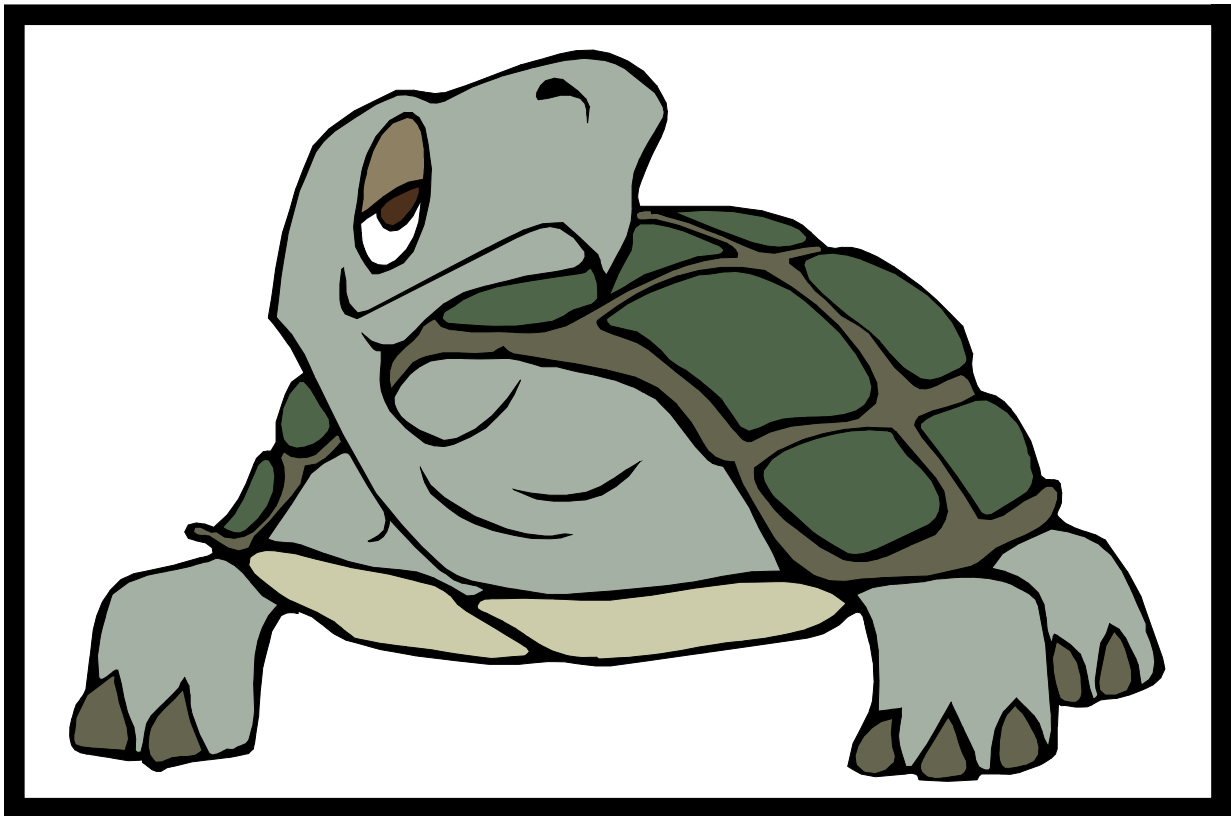
Nom de l'élève : _____

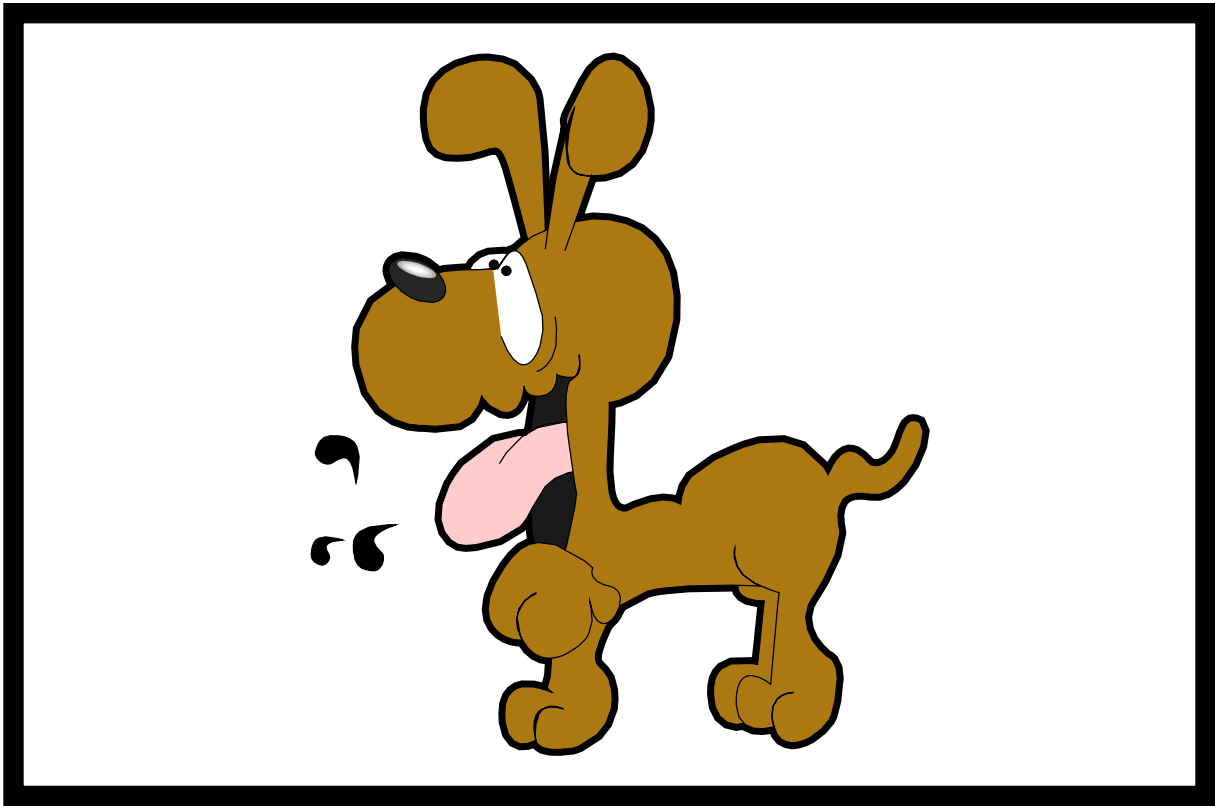
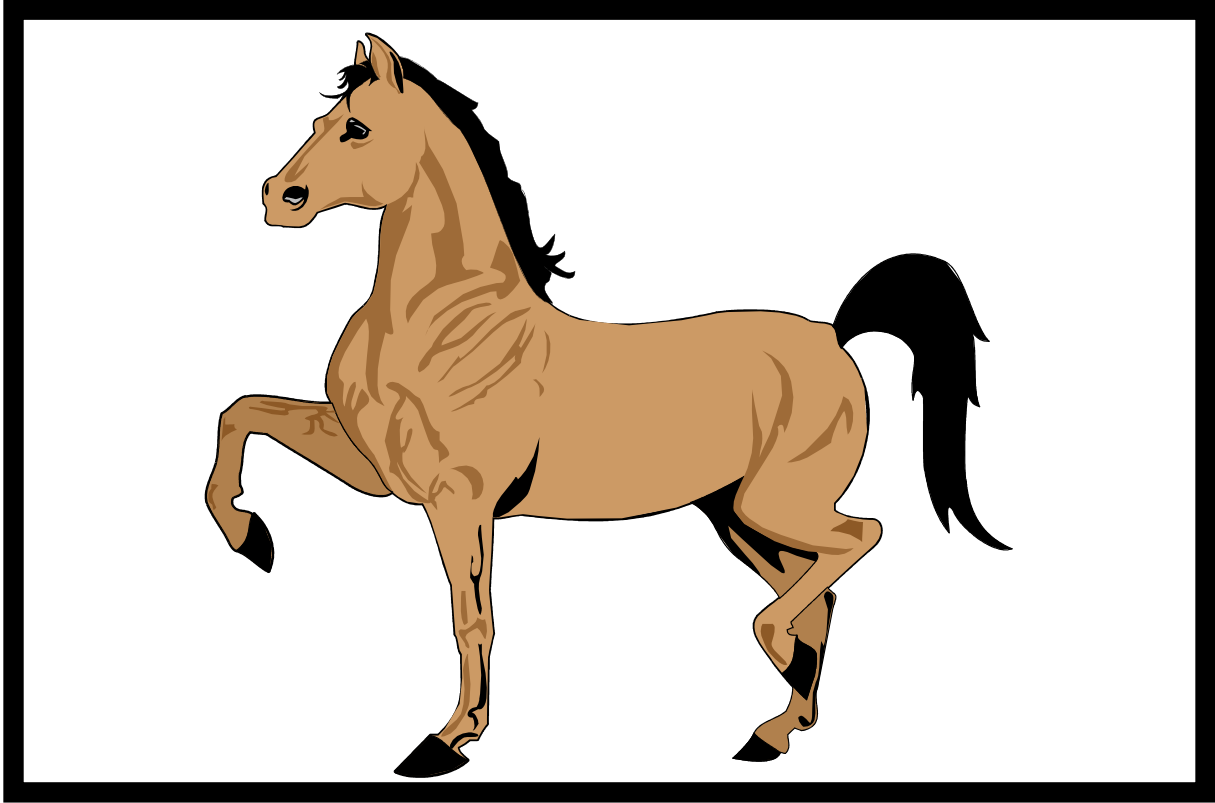
Teaching notes:

- Have students colour in a square for each time that they have spoken in French. This can be as simple as greetings, dates, asking and responding to questions, oral presentations, etc.
- Students may only color in a square after the teacher has given them permission to do so «*Colorez un cas*».
- At the completion of 25 colored squares, the student may enter their name in the lottery box. A name is selected for a “reward” of the teacher’s discretion.
- This could be done every two weeks to stop students from continually coming to the teacher with a completed box. Establish a routine to keep this activity simpler for the teacher.
- This is an excellent evaluation tool for the teacher. The format of this activity fosters oral participation of most students in a risk free environment.

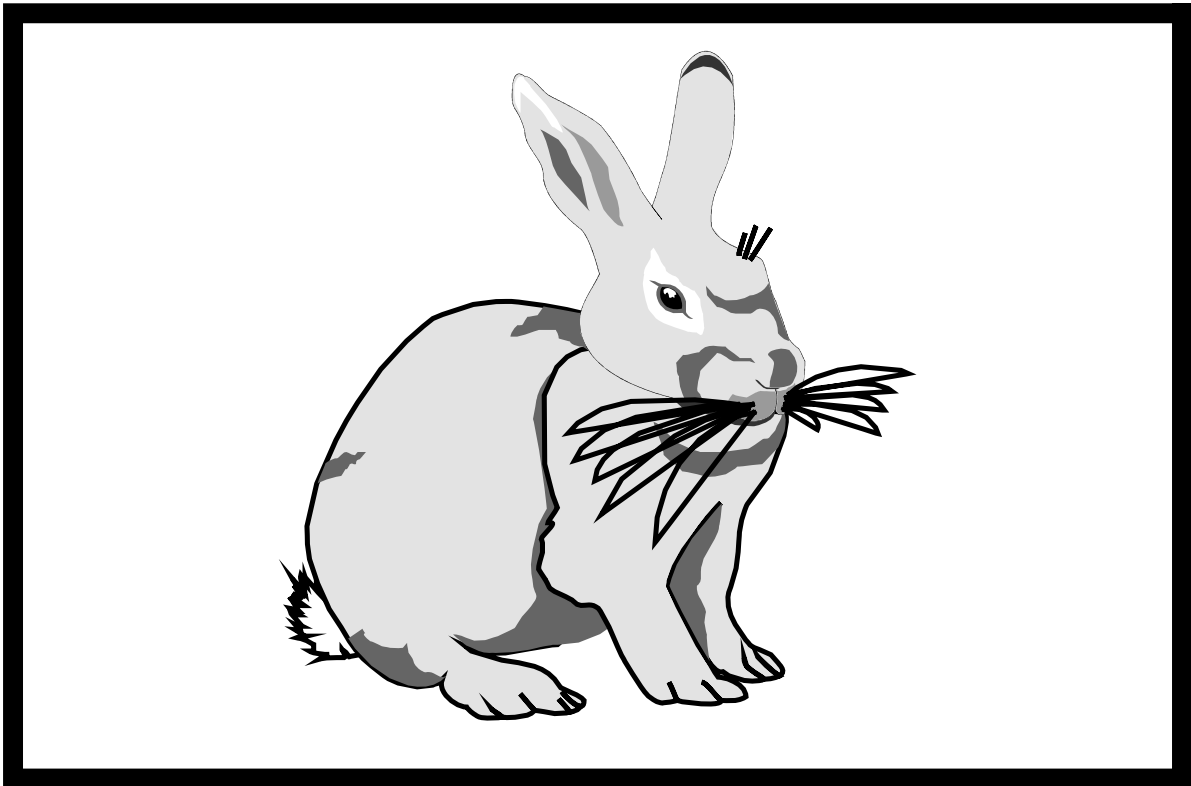
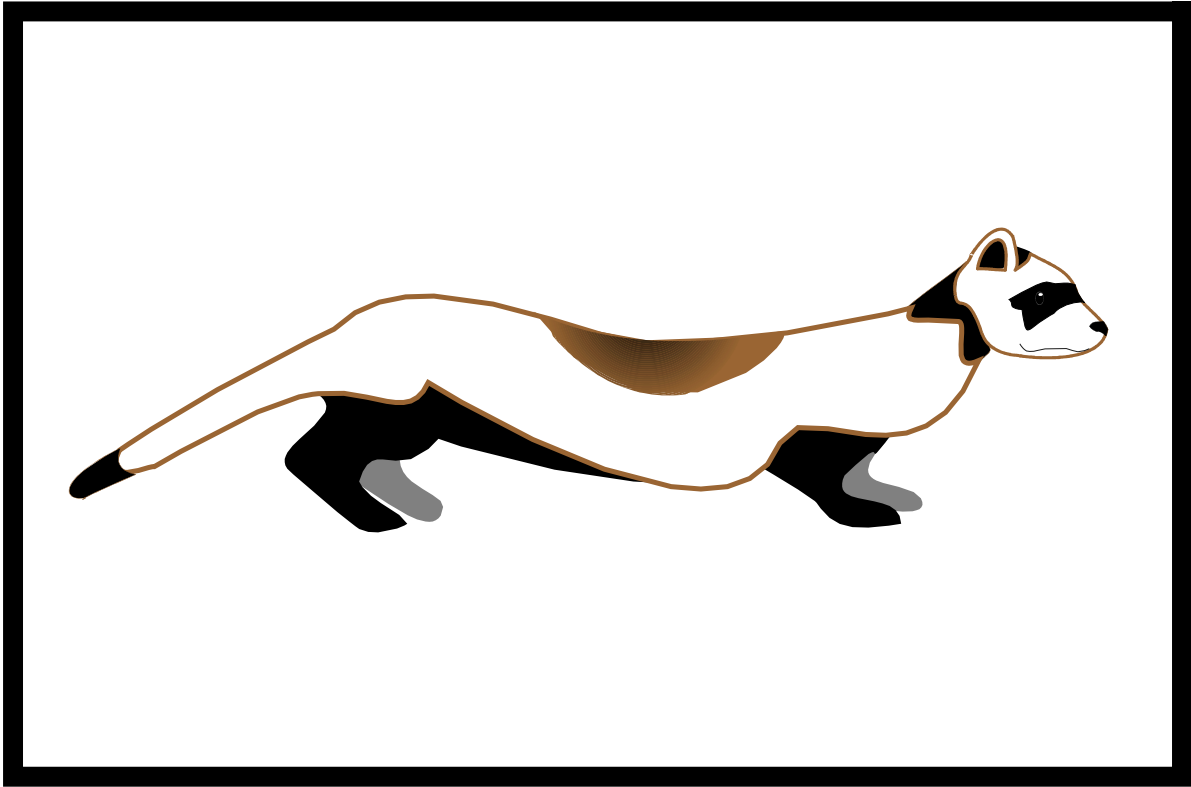
Teaching Note:

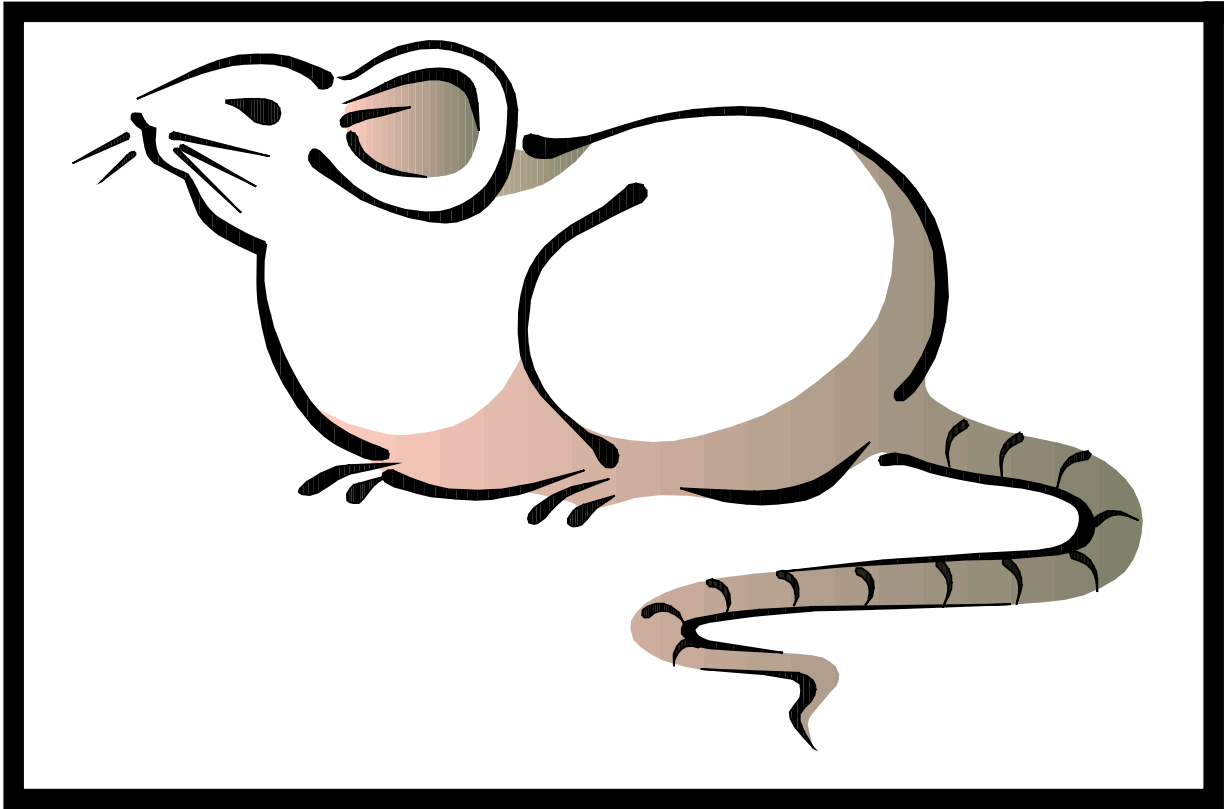
1. The following visuals can be used as flashcards to enhance teaching activities.
2. **Supplementary Resource:** *Visages 1 : Les animaux de compagnie*

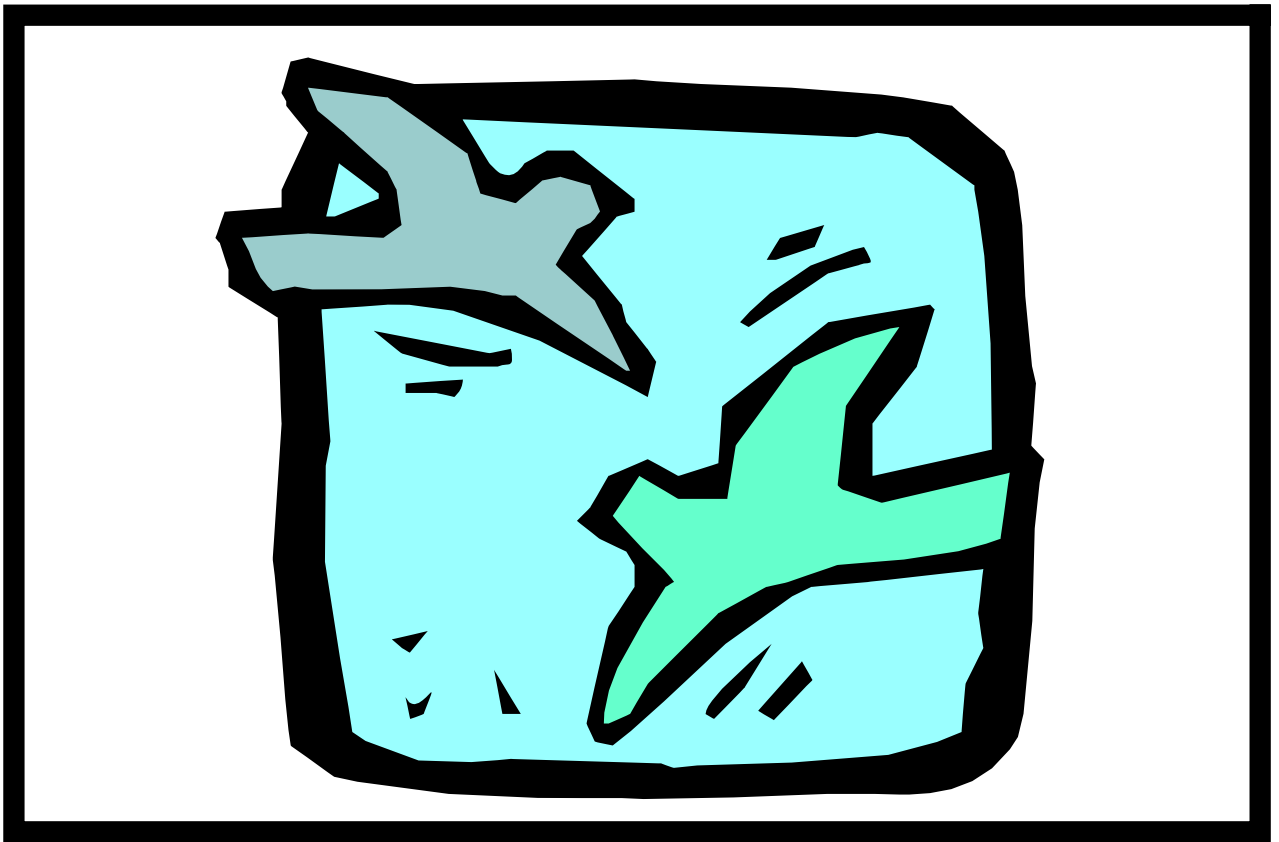


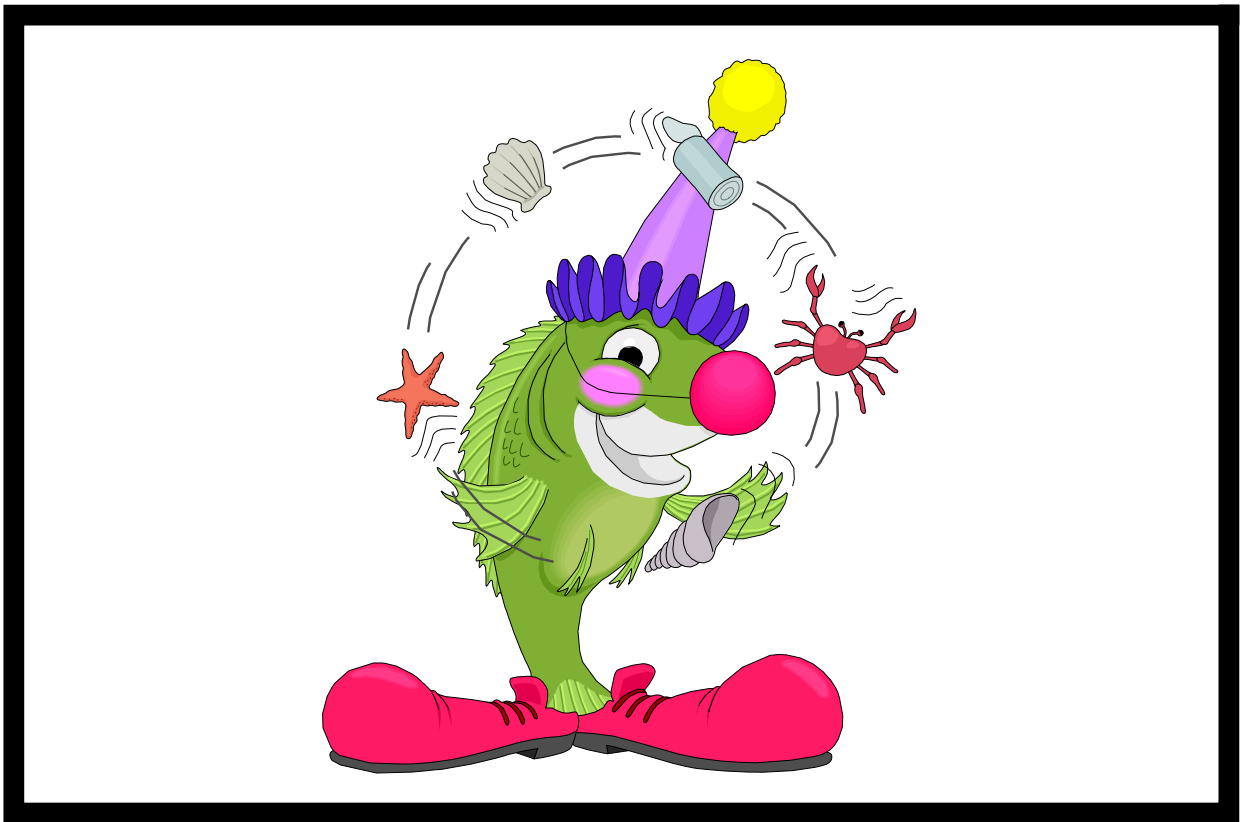
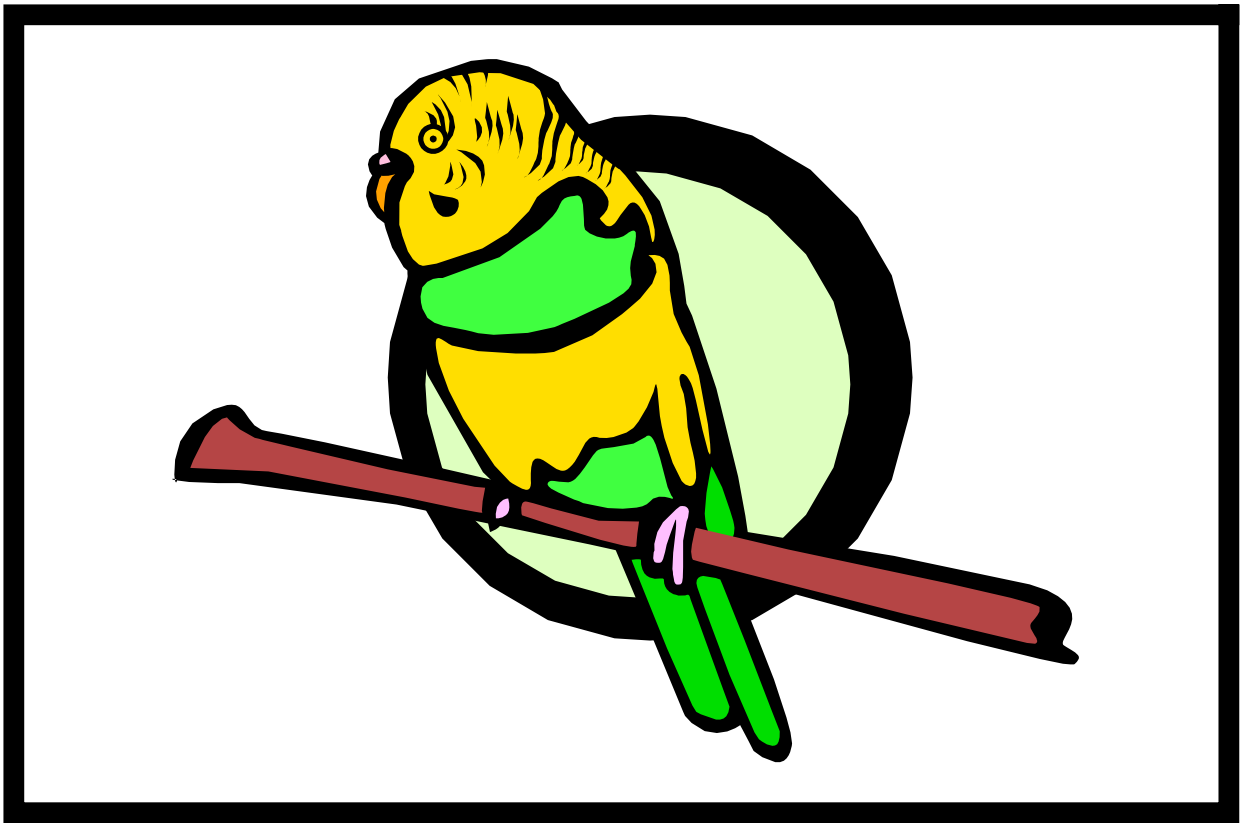


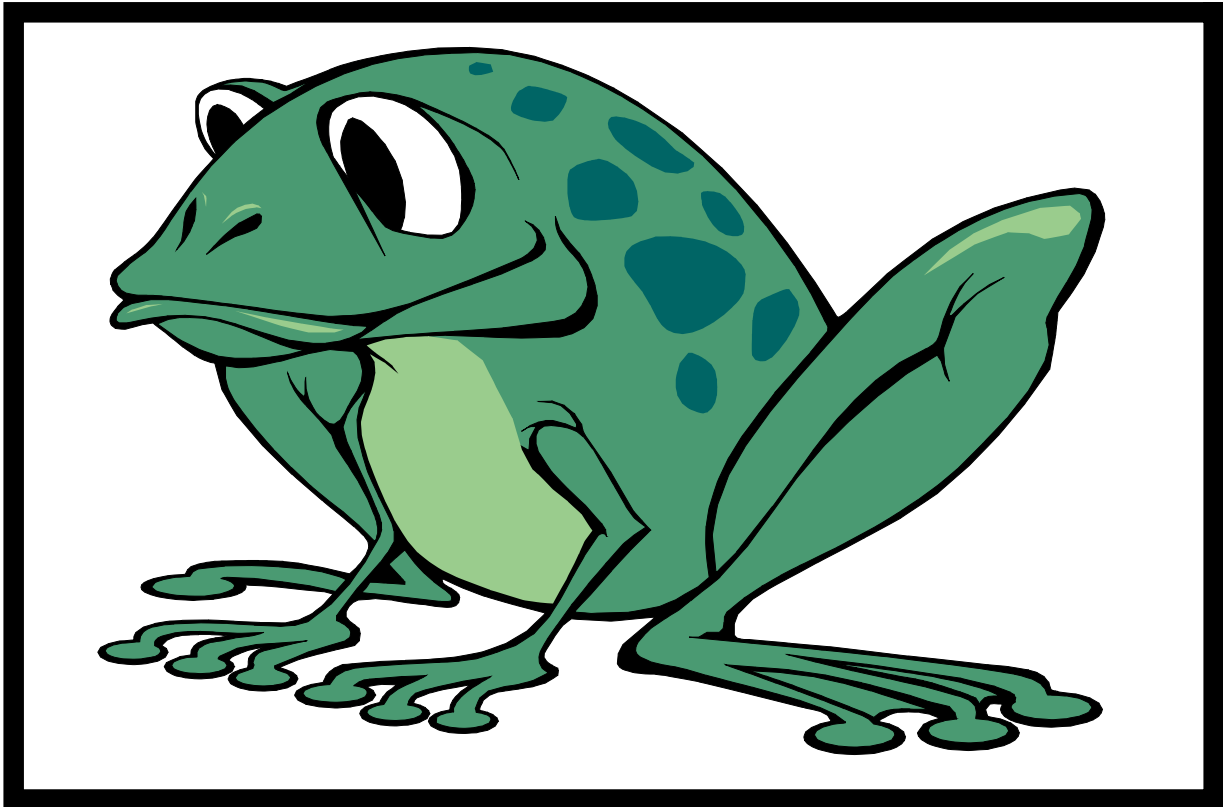
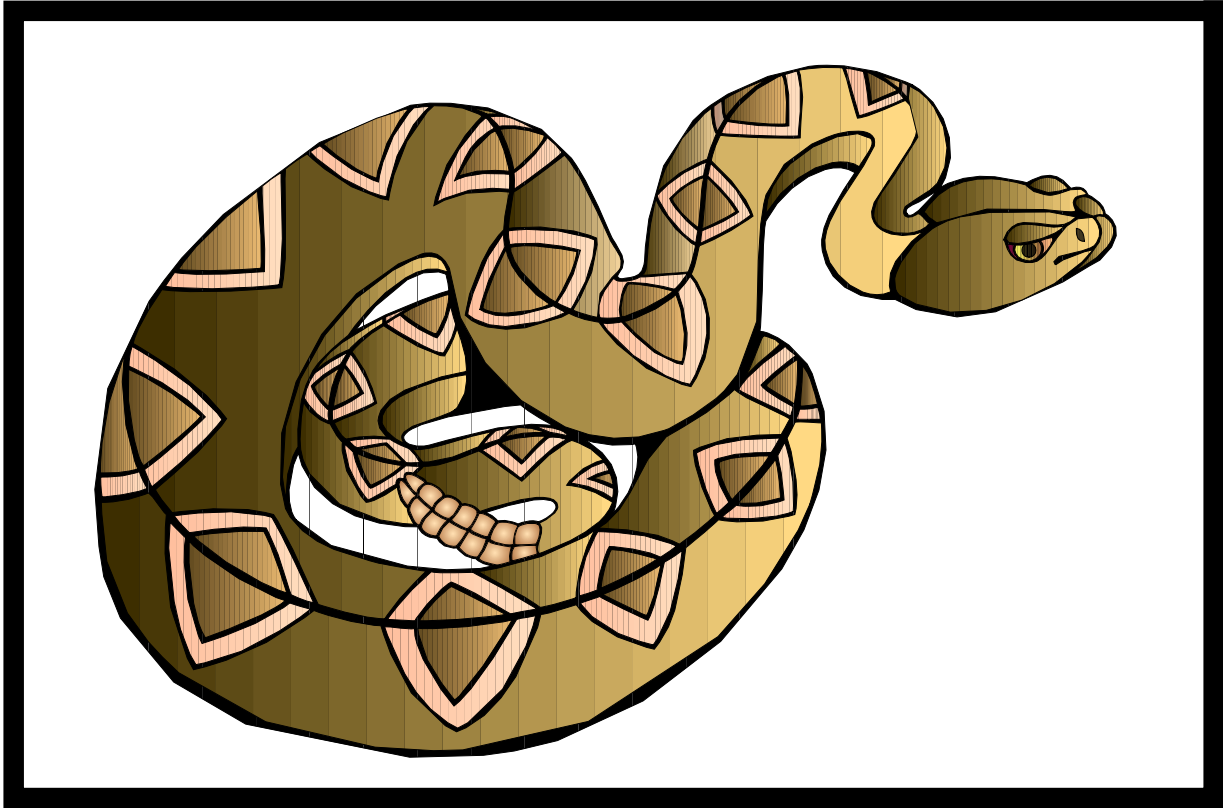












BONJOUR !!

«*Les animaux de compagnie*» (pets) is the current theme that is being taught in French. The students will be working towards their experiential goal: an oral presentation with their pets. All pets must be of a smaller size that are easy to transport and bring into the classroom.

In order to make this run smoothly, times will be slotted for these presentations. A parent or supervisor is responsible for bringing their child's pet to school as well as returning it home immediately following the class. The presentations will take place in about two to three weeks with a specific schedule to follow. This presentation will take about thirty minutes of your time. Please complete the following consent form and return it by _____.

As there are some students who do not have pets, there are two options: firstly, your child may bring a pet from a relative or a friend if they have the owner's consent; secondly, your child may do their presentation on a pet that they would like to have.

On a final note, if it is not possible for your family pet to be brought to school, your child may bring a drawing or a photograph for their presentation.

If there are any questions or concerns, please call.

Thank you and I look forward to meeting your pets!!

A bientôt,

I _____ am able/am not able to bring a pet to and from school.

Signature of Parent/Guardian

Pose des questions aux autres élèves.



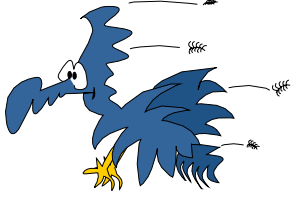






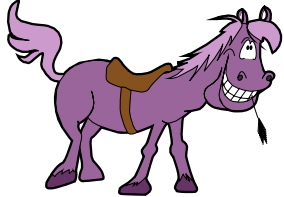
Écris leurs noms dans les cas.

Est-ce que tu as un animal de compagnie ?

- *Oui, j'ai un/une...*
- *Non, je n'ai pas d'animal de compagnie.*

Est-ce que tu veux un animal de compagnie ?

- *Oui, je veux un/une...*

<p>un lapin</p>  <p>_____</p>	<p>un hamster</p>  <p>_____</p>	<p>un oiseau</p>  <p>_____</p>
<p>un chien</p>  <p>_____</p>	<p>un serpent</p>  <p>_____</p>	<p>un poisson</p>  <p>_____</p>
<p>un chat</p>  <p>_____</p>	<p>un cobaye</p>  <p>_____</p>	<p>une tortue</p>  <p>_____</p>
<p>_____</p>	<p>_____</p>	<p>un cheval</p>  <p>_____</p>

LES ANIMAUX DE COMPAGNIE

1. Est-ce que tu aimes les animaux de compagnie ?

2. Quel est ton animal de compagnie favori ?

3. a. Est-ce que tu as un animal de compagnie ?

b. Comment s'appelle-t-il(elle) ?

c. Quelle couleur est-il(elle) ?

d. Comment est-il(elle) ?

4. Quel animal de compagnie est-ce que tu détestes ? Pourquoi ?

5. Quel animal de compagnie est-ce que tu veux ? Pourquoi ?

Teaching Notes

- Students complete and correct the question sheet.
- Students will need time to review and practice the structures. This is done at home before the next class or longer if needed.
- Initiate the game by calling «*Coco LeChat, venez ici ! Vous êtes le/la prochain(e) concurrent(e) sur «Les animaux de compagnie !»*» The student comes to the front of the class and sits on the “hot seat.”
- The other students raise their hands and ask questions from the sheet. The contestant answers five questions from five different students. The answers must be in complete sentences from memory.
- Each student will have asked five questions and been on the hot seat once by the end of the game.
- This game is excellent for oral evaluation. The oral mark is out of 30. The student receives 1 mark for each question asked (a total of 5 marks) and 5 marks for each question answered (a total of 25 marks). To determine the marks for answers, an example would be 0 for no answer and 5 for a completely correct answer.
- *Est-ce que tu as un animal de compagnie ?*
 - *Oui, chien.*
- This answer might receive 2 or 3 marks.
- This game may be played in its entirety or one or two students may participate per class as a motivating classroom activity.

ANNEXE 6 - QU'EST-CE QUE C'EST ?**QU'EST-CE QUE C'EST ?**

Il/elle est _____	Il/Elle mange _____	Il/Elle _____
Il/Elle est _____	Il/Elle habite dans _____	C'est un/une _____

Teaching Note:

- This could be done in a booklet format.
- Students complete the sentences and draw corresponding pictures to illustrate the phrases.
- Students present their pet to the class. They conceal the last box so as to keep their pet secret.
- The student says «*Qu'est-ce que c'est ?*» and the others try to guess what pet is being described «*C'est un/une...*».
- The student who guesses correctly will then come to the front of the class to present his/her pet.

ANNEXE 7 - PHRASE SECRÈTE

Qu'est-ce que les élèves dessinent ? Voici des exemples. Suis l'exemple pour créer 4 phrases qui décrivent les animaux de compagnie des autres élèves. Ensuite, choisis un mot de chaque colonne pour faire une phrase secrète. Demande à ton partenaire de deviner ta phrase.

Monique	dessine	un chat	chouette.
Paul	dessine	un cheval	doux.
Mark	dessine	un serpent	horrible.
Yvonne	dessine	un lapin	drôle.

(Ex. Phrase secrète : Mark dessine un chat drôle.)

Qu'est-ce qu'on dessine ?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teaching Notes:

- This activity could be put on an overhead and done as a motivating activity or an on-going game.
- Animals of the feminine gender could be included. Discuss gender agreement and placement of adjectives.

ANNEXE 8 - NOS AMIS, LES ANIMAUX !!

Nos amis, les animaux !!

Écris les noms des élèves.
Pose des questions aux autres élèves.
Coche les bonnes cases avec un ✓ ou un X.

Est-ce que tu aimes les...?
Oui, j'aime les...
Non, je déteste les...

les chats	les chiens	les serpents	les grenouilles	les lapins	les hamsters	les poissons

Teaching Notes:

- The different forms of questioning may be applied: *Aimes-tu...*
Tu aimes...
- Students need to be tolerant of the likes and dislikes of others.

SALUT !

Thank you for your prompt response regarding «*Les animaux de compagnie*». The presentations will take place on _____. The class time and presentation order are listed below. Please have your child's pet at school no sooner than five minutes prior to the class. This will ensure minimal disruptions of other classes within the school. Please be on time as the schedule is very tight. You are invited to watch the other presentations or if you have other commitments, you may leave immediately following your child's project.

The schedule is as follows: (*Insert class time*)

1. _____
2. _____
3. _____
- . _____
- . _____
- . _____

If you any questions or concerns, please call as soon as possible.

Thank you for your cooperation. Everything is set for a "***Purrr-fect Day!***"

Un gros merci,

ANNEXE 10 - EVALUATION DE LA TÂCHE FINALE

EVALUATION FOR THE TEACHER

NOM : _____

Le message	5	4	3	2	1	0
La grammaire	5	4	3	2	1	0
La prononciation	5	4	3	2	1	0
La clarté	5	4	3	2	1	0
L'effort/La participation	5	4	3	2	1	0

/25

Commentaires : _____

EVALUATION DE LA TACHE FINALE

NOM : _____

Le message	5	4	3	2	1	0
La grammaire	5	4	3	2	1	0
La prononciation	5	4	3	2	1	0
La clarté	5	4	3	2	1	0
L'effort/La participation	5	4	3	2	1	0

/25

Commentaires : _____

ANNEXE 11 - LES ANIMAUX DE COMPAGNIE : LES PROJETS

EVALUATION - FOR THE STUDENT

Nom : _____

Écoute les présentations.

Complète les cas pour neuf élèves différentes.

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève _____
L'animal de compagnie _____
Le nom _____
La couleur _____
Les adjectifs _____
L'activité _____

Nom de l'élève

L'animal de compagnie

Le nom

La couleur

Les adjectifs

L'activité

Nom de l'élève

L'animal de compagnie

Le nom

La couleur

Les adjectifs

L'activité

Nom de l'élève

L'animal de compagnie

Le nom

La couleur

Les adjectifs

L'activité

DE MON BUREAU

Bonjour !!

Thank you very much for bringing _____ to visit our French class.

_____ did an excellent presentation and your help was greatly appreciated.

_____ est super et chouette !!!

Merci beaucoup,

DE MON BUREAU

Bonjour !!

Thank you very much for bringing _____ to visit our French class.

_____ did an excellent presentation and your help was greatly appreciated.









































_____ est super et chouette !!!

Merci beaucoup,

LES ANIMAUX DE COMPAGNIE

La date : _____

Nom : _____

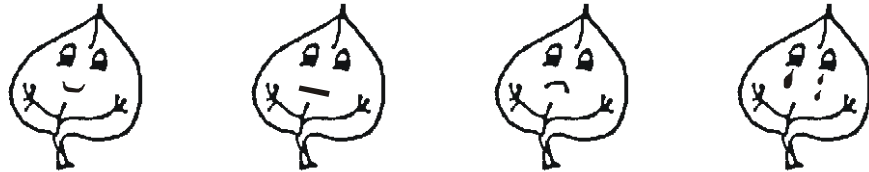
	toujours	souvent	assez souvent	quelquefois	rarement
1. J'aime le français.					
2. Je participe et je coopère aux activités de mon groupe.					
3. Je parle français.					
4. Je peux nommer des animaux de compagnie.					
5. Je peux décrire des animaux de compagnie.					
6. Je chante des chansons sur des animaux de compagnie.					
7. Je peux donner de l'information sur des animaux de compagnie.					
8. Je participe et je coopère aux activités de la classe.					

ANNEXE 14 - ÉCHELLE D'APPRÉCIATION

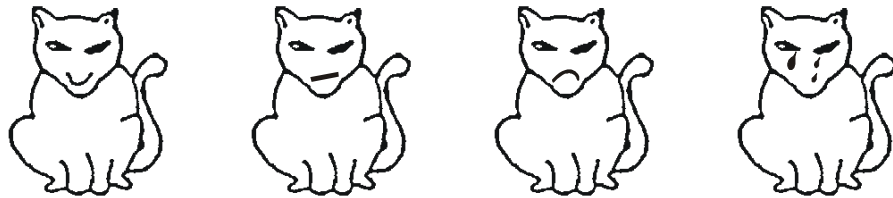
Échelle d'appréciation pour l'auto-évaluation¹

Nom de l'élève : _____ Date : _____

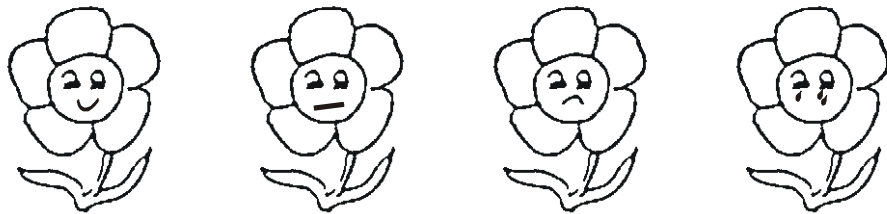
1. J'ai appris de nouvelles choses.



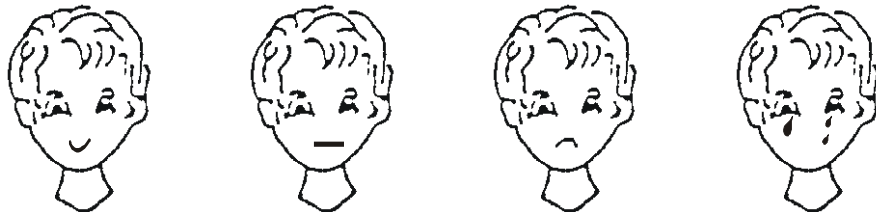
2. J'ai fait un effort pour travailler proprement.



3. J'ai terminé l'activité.



4. J'ai écouté quand les autres parlaient.



5. J'aimerais faire une autre activité semblable.



¹ Adapté de *L'écologie printanière*, Saskatchewan Education, 1987.

Grille d'observation pour le travail individuel

DATE :	CRITÈRES À OBSERVER :				
Nom des élèves :	suit les directives	reste à la tâche	complète le travail	fournit le meilleur effort	est bien organisé.e

Grille d'observation Le travail coopératif

DATE :	CRITÈRES À OBSERVER :			
Nom des élèves :	suit les directives	collabore avec son(sa) partenaire	complète le travail	communiquent en français

ANNEXE 17 - FEUILLE D'ÉVALUATION

Période de l'évaluation : _____

Activité :

	Étapes de l'activité					Commentaires

Teaching Notes:

- This evaluation tool could be used as is or adapted to teacher criteria.
- This grid can be adapted to incorporate dates in place of steps. An evaluation checklist can be used during various activities(individual, partner, groups).

Fiche anecdotique

Activité : _____ Date : _____

Nom de l'élève : _____

Fiche anecdotique

Activité : _____ Date : _____

Nom de l'élève : _____

Resources:

The following resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the «Core French Discussion Area» on the Sask Education (Official Minority Language Office) website (www.sasked.gov.sk.ca/bmlo).

RESOURCES:

- | | |
|---|---|
| <input type="checkbox"/> Core French: A Curriculum and Resource Guide for the Elementary Level. September, 1994 | <input type="checkbox"/> Invitation à la lecture 2
<i>Lisons</i> |
| <input type="checkbox"/> Grumpy Bear Books | <input type="checkbox"/> <i>Pour nos petits manitobains</i> |
| <input type="checkbox"/> Images | <input type="checkbox"/> Prêt-commencer |
| <input type="checkbox"/> Invitation à la lecture 2
<i>Découvrons les sons 3</i> | <input type="checkbox"/> <i>Visages 1</i> |

SONGS:

- | | |
|---|---|
| <input type="checkbox"/> «Au bord de la baie»
Jacquot
<i>C'est incroyable !</i> | <input type="checkbox"/> «Mes chers amis»
<i>Visages 1</i>
Les animaux de compagnie |
| <input type="checkbox"/> «Bravo, les animaux !»
<i>Acti-Vie 1</i>
Logos-Animaux | <input type="checkbox"/> «Mon merle»
Jacquot
<i>On chante et on bouge</i> |
| <input type="checkbox"/> «Cinq petits singes»
Jacquot
<i>C'est incroyable !</i> | <input type="checkbox"/> «Mon père m'envoie au marché»
Carmen Campagne
<i>Une voix pour les enfants</i> |
| <input type="checkbox"/> «Est-ce que tu as un écureuil ?»
Suzanne Pinel
<i>Une lune</i> | <input type="checkbox"/> «Mon petit hamster»
Suzanne Pinel
<i>Flic Floc</i> |
| <input type="checkbox"/> «L'arbre est dans ses feuilles»
Matt Maxwell
<i>Quand tu seras grand ?</i> | <input type="checkbox"/> «Qu'est-ce que c'est ?»
<i>Visages 1</i>
Les animaux de compagnie |

«L'arch de Noé»
☒ Suzanne Pinel
Une lune

«Un bon chocolat chaud»
☒ Carmen Campagne
Une voix pour les enfants

«Le café crocodile»
☒ Matt Maxwell
Le loup du nord

«Viens»
☒ Jacquot
On chante et on bouge

«Le chat angora»
☒ Matt Maxwell
Comment ça va ?

STORIES:

«Jazz au zoo»
☒ *Images*
Collection imagination F

«Le gros lion»
☒ *Pour nos petits manitobains*
Grade 3, pp. 385

«La belle pieuvre»
☒ Grumpy Bear Books

«Le lion et la souris»
☒ *Pour nos petits manitobains*
Grade 3, pp. 518-527

«La surprise de Marie-Lou»
☒ Invitation à la lecture 2
Lisons

«Si tu regardes»
☒ *Images*
Collection Imagination E

«Le clown Flipon»
☒ Invitation à la lecture 2
Découvrons 3

«Un cadeau pour mon grand-père»
☒ *Images*
Collection Imagination D

PRINTED MATERIALS:

Acti-Vie 1
☒ Collectif. (Collection Acti-Vie)
Scarborough: Prentice-Hall Ginn. 1997.
(PRN)

Invitation à la lecture
☒ Claudine Courtel
Marie-Antoinette Mantione
Mississauga: Copp Clark Pitman, 1980
(ADD)

Assessment Instruments for French as
☒ a Second Language: Beginner Level.
1998. (CASLT)

Pour nos petits manitobains ; K-1
☒ *Manitoba : Bureau de l'éducation
française, 1987. ISBN 005-94001*
(MTB)

Collection Imagination
☒ Karen Krasney
Don Mills: Addison-Wesley Publishers
Ltd., 1991. (ADD)

Pour nos petits manitobains ; 2
☒ *Manitoba : Bureau de l'éducation
française, 1987*
ISBN 005-94006 (MTB)

☒ *Guide for the Elementary Level*
September, 1994. (LRDC)

Grumpy Bear Books
☒ (GBB)

Images
☒ Debeau
Don Mills: Addison-Wesley Publishers
Ltd., 1991. (ADD)

☒ *Manitoba : Bureau de l'éducation
française, 1987.* ISBN 005-940011
(MTB)

Prêt-à-commencer
☒ Jocelyn Drozda
White City: First Step Resources, 1997
ISBN 0-9681886-2-1. (FSR)

Visages 1
☒ Don Mills: Addison Wesley publishers
Ltd., 1994. (ADD)

AUDIO-CASSETTES:

C'est incroyable
☒ Jacquot
(MEJ) (TRALCO)

Comment ça va ?
☒ Matt Maxwell
(AAT)

Flic Floc
☒ Suzanne Pinel
(BGL)

Le loup de nord
☒ Matt Maxwell
(AAT)

On chante et on bouge
☒ Jacquot
(MEJ)

Quand tu seras grand ?
☒ Matt Maxwell
(AAT)

Une lune
☒ Suzanne Pinel
(BGL)

Une voix pour les enfants
☒ Carmen Campagne
Les entreprises folles avoine, 1990.
(BGL)

LIST OF DISTRIBUTORS

AAT And All That Tel: (905) 820-6160
 P.O. Box 52614 Fax: (905) 820-6409
 1801 Lakeshore Road W.
 Mississauga, ON L5J 4S6

ADD Addison-Wesley Longman Publishers Ltd. Tel: (416) 447-1779
 26 Prince Andrew Place 1-800-387-8028
 P.O. Box 580 Fax: 1-800-465-0536
 Don Mills, ON M3C 2T8

BGL	Bouquinerie Gravel C.P. 176 Gravelbourg, SK S0H 1X0	Tel: (306) 648-3532 1-800-505-2665
CASLT	Canadian Association of Second Language Teachers 176 Gloucester St., Suite 310 Ottawa, ON K2P 0A6	Tel: (613) 234-6567 Fax: (613) 230-5940
FSR	First Step Resources Box 547 White City, SK S0G 5B0	Tel: (306) 584-1507
GBB	Grumpy Bear Books Main Post Office Box 4085 Vancouver, BC V6B 3Z6	Tel: (604) 667-4075
LRDC	Learning Resources Distribution Centre 1500 4 th Av. Regina, SK S4R 8C8	Tel: (306) 787-5987 Fax: (306) 787-9747
MEJ	Musique Éditions Jacquot C.P. Box 64 Clarksburg, ON N0H 1J0	Tel: (416) 536-3436
MTB	Manitoba Textbook Bureau C.P. 910 Souris, MB R0K 2C0	Tel: (204) 483-4040 Fax: (204) 483-3441
PRN	Prentice-Hall Ginn Canada 1870 Birchmount Road Scarborough, ON M1P 2J7	Tel: (416) 293-3621 Fax: (416) 299-2529 www.phcanada.com/phg
RES	The Resource Centre P.O. Box 190 Waterloo, ON N2J 3Z9	Tel: (519) 885-0826 Fax: (519) 747-5629
TRALCO	Tralco Educational Services Box 20341 Hamilton, ON L9C 7M8	Tel: (905) 575-5717 Tel: 1-888-4-Tralco Fax: (905) 575-1783