

La salle de classe



Grades 1 and 4 Core French Model Unit

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It is important to read this page before teaching the unit!

This model unit has been designed to be used at several levels of language expertise depending on the students' experiences with the French language.

Core French is a locally determined option in the Saskatchewan school system. This means that individual boards decide if Core French will be offered and at what level they will begin the program. As a result, depending on the school division, Core French programs begin at several different grades in our province (ex. Gr.1, Gr.4, Gr.7, Gr.9...). The Saskatchewan Education Core French curriculum guides have been developed on a Grade 1 through Grade 12 continuum. In order to meet the objectives of the entire curriculum, students would begin studying French in Kindergarten/Gr. 1 and continue through to the end of Gr.12.

Due to the diversity of the starting point of Core French programs, individual teachers may have to adapt the curriculum and supporting model units to meet the needs of their students. For example, if the Core French program begins in Grade 4, the teacher would have to adapt for age appropriateness and language ability material and units for Grades 1-3 to give the students the necessary background before beginning the Grade 4 units in the curriculum guide.

In an attempt to facilitate the adaptation process for the teacher, this unit has been developed with activities targeting several levels.

Throughout the unit, activities have been developed that would be age appropriate for younger students and other activities have been developed for older students. Although two or more specific grade levels have often been targeted because of correlation to the objectives in the curriculum guide, the unit may be adapted for any grade at the elementary level depending on the students' needs and abilities.

Teachers will choose the activities throughout the unit that are age and language level appropriate for their students regardless of grade levels mentioned in the unit as these were used primarily to provide an example of how the unit might be taught.

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Suggested Vocabulary

This page is for the teacher's use and is not intended as a student handout.

Greetings

Bonjour! – hello

Salut! – hi

Au revoir!/Salut! – Good-bye!

Comment ça va? – How are you?

Ça va bien – I am fine.

Ça va comme ci comme ça – I am O.K.

Ça va mal – I am not doing well

Une fille / les filles – girl(s)

Un garçon / les garçons – boy(s)

Un ami / les amis – male friend(s)

Une amie / les amie(s) – female friend(s)

Comment t'appelles-tu? – What is your name?

Je m'appelle _____. – My name is _____.

Classroom objects

Le stylo – pen

Le crayon – pencil

La colle – glue

La porte – door

L'écran – screen

Les élèves – students

Le bureau – teacher's desk

L'enseignant, l'enseignante – teacher

Le lecteur de disques compactes – C.D.
player

La poubelle – garbage can

La craie – chalk

Le marqueur – marker

Les cahiers – notebooks

Les casiers – lockers

Le tableau – chalkboard

Les crayons de cire – crayons

Le papier – paper

Les ciseaux – scissors

Une trombone – paper clip

Le directeur/la directrice – male
principal/female principal

Le ruban adhésif – tape

Une agrafeuse – stapler

Le liquide correcteur – white out

La gomme – eraser

La brosse – chalk brush

Classroom Expressions

Comment dit-on _____ en français? – How do you say _____ in French?

Je ne peux pas voir (entendre) – I can't see (hear).

Je n'ai pas de livre (stylo, cahier) – I don't have a book (pen, notebook).

Je ne sais pas – I don't know.

Je ne comprends pas – I don't understand.

Est-ce que je peux . . . – May I . . .

emprunter un stylo (crayon)? – borrow a pen (pencil)?

boire de l'eau? – have a drink of water?

effacer le tableau? – erase the chalkboard?

retourner à ma salle de classe pour _____? – return to my classroom for _____?

aller aux toilettes? – go to the washroom?

tailler mon crayon? – sharpen my pencil?

travailler à l'ordinateur? – work on the computer?

Pardon? – pardon.

Excusez-moi – excuse me.

S'il te/vous plaît – please.

Que veut dire . . . ? – What does . . . mean?

J'ai fini – I'm finished.

Je n'ai pas fini – I'm not finished.

Merci – thank you.

De rien – you are welcome.

Je comprends – I understand.

Je ne comprends pas – I don't understand.

Quel est le mot français pour _____? – What is the French word for _____?

Voici mon travail – here is my work.

D'accord – okay.

C'est facile – it's easy.

C'est difficile – it's difficult.

C'est quand, le test? – When is the test?

Pourquoi? – Why?

Où est _____? – Where is _____?

Répétez s'il vous plaît. – Repeat that please.

Qu'est-ce qu'on fait aujourd'hui? – What are we doing today?

On peut chanter une chanson? – Can we sing a song?

C'est quand le prochain cours de français? – When is the next French class?

Nous allons lire . . . We are going to read . . .

Mets tes souliers – Put your shoes on.

Range tes affaires – Put your things away.

C'est quand, la récréation? – When is recess?

C'est la fanfare maintenant – It's time for band.

Directions

Dessinez – draw
Écrivez – write
Regardez – look
Écoutez – listen
Chantez – sing
Asseyez-vous – sit
Levez-vous – stand
Marchez – walk
Courez – run

Sautez – jump
Avancez – move forward
Reculez – move backward
Dansez – dance
Fermez – close
Ouvrez – open
Levez – raise
Baissez – lower
Répétez – repeat

Teaching Notes : To reinforce the direction words, it may be helpful to have the students act out the words as you call them out.

Prepositions

Sur – on
Sous – under
Dans – in
Devant – in front of
Derrière – behind
À gauche de – to the left of
À droite de – to the right of
À côté de – beside

Colours

Rouge – red
Bleu(e) – blue
Vert(e) – green
Rose – pink
Jaune – yellow

Blanc(he) – white
Noir(e) – black
Violet(te) – purple
Brun(e) – brown
Orange – orange

Numbers

Un – one
 Deux – two
 Trois – three
 Quatre – four
 Cinq – five
 Six – six
 Sept – seven
 Huit – eight
 Neuf – nine
 Dix – ten

Onze – eleven
 Douze – twelve
 Treize – thirteen
 Quatorze – fourteen
 Quinze – fifteen
 Seize – sixteen
 Dix-sept – seventeen
 Dix-huit – eighteen
 Dix-neuf – nineteen
 Vingt – twenty

Months

janvier – January
 février – February
 mars – March
 avril – April
 mai – May
 juin – June

juillet – July
 août – August
 septembre – September
 octobre – October
 novembre – November
 décembre – December

Days of the week

lundi – Monday
 mardi – Tuesday
 mercredi – Wednesday
 jeudi – Thursday

vendredi – Friday
 samedi – Saturday
 dimanche – Sunday

Suggested structures

- Present
 C'est _____
 Ce n'est pas _____
- Pronouns
 (je, tu, il, elle)
- Imperative
 (dessinez, coloriez)
- Negation
 Ne _____ pas
- Articles
 (definite, indefinite)

- Possessive adjectives
 (mon, ma, mes, ton, ta, tes)
- Prepositions
 (sur, sous, dans)
- Interrogative
 Qu'est-ce que c'est _____?
 De quelle couleur est _____?
 Quel temps fait-il?
 Est-ce qu'il y a _____?
 Comment t'appelles-tu?
 Comment ça va?
 Combien de _____?

Field of experience : **The Second Language Classroom**

Topic to be Developed : **La salle de classe**

Experiential Goal : **To create a reference booklet to be used throughout the year for classroom objects, expressions, questions and directions.**

Suggested Steps :

1. Establish a classroom routine.
2. Introduce greetings through various songs and activities.
3. Introduction/Revision of classroom objects and discussion of experiential goal.
4. Introduction/Revision of colours.
5. Create and present a game to the class with a partner.
6. Become familiar with classroom expressions.
7. Create a booklet of classroom expressions to be used throughout the year.
8. Reflect on the unit.

Learning Objectives :

The students will :

- participate in a variety of language activities on the topic of the Core French classroom
- identify various aspects of the Core French classroom
- implement these aspects in the classroom throughout the year
- design and organize a classroom expression booklet
- present a game incorporating classroom expressions « clique doigts »
- work individually and cooperatively on various activities
- demonstrate a positive attitude towards second language learning
- foster parental support to aid in the enhancement of the French program
- develop cooperative and presentation skills
- communicate ideas clearly (written and verbal)
- realize that learning a second language is a continual process
- participate in a reflection process at the end of unit

Field of experience : The Second Language Classroom

Topic to be Developed : La salle de classe

Experiential Goal : To create a reference booklet to be used throughout the year for classroom objects, expressions, questions and directions.

Suggested Step :

1. Establish a classroom routine.

Activities/Songs :

1.1 Begin the class with a series of warm up motivational activities concerning various themes that should be reinforced all year . This activity kit « trousse d'activités » should include songs, comptines and activities on themes such as greetings, date, months, days of the week, numbers and the alphabet.

Teaching Notes : Starting the class with a song is a very efficient way to begin a class as it gives the students the opportunity to shift their focus to the language while having fun and helps to settle the class. After singing the song, proceed with other daily activities such as the date : What is the date today? « Quelle est la date aujourd'hui? » and ask students to raise their hands if they know the answer. The teacher will then circulate through the classroom and ask other students the same question and the students repeat the answer. Repetition helps to reinforce the structures and vocabulary used in second language learning. Questions about the weather could follow as well as any activity on a theme that the teacher wants to reinforce. Number activities as well as alphabet activities should be reinforced in order to complete the French game in **Suggested Step 5**. These should be done during the warm-up activities at the start of class.

Refer to Annexes 1 to 29 for activities to establish a classroom routine and to the suggested song list for alphabet songs.

Teaching Notes

Supplementary Resources :

Greetings

- « Bonjour », *Une Salade de Fruits*, Alexandre
- « Bonjour Ma Cousine », *Flic Floc*, Suzanne Pinel
- « Au revoir », *Le Loup du Nord*, Matt Maxwell
- « Au revoir », *Une Salade de Fruits*, Alexandre
- « Comment ça va? », *Une Salade de Fruits*, Alexandre
- « Comment ça va? », *Comment ça va?*, Matt Maxwell
- « En disant 'Au revoir' », *Lunettes de Soleil*, Gregg LeRock
- « J'espère que ça va? », *Cinquante petites chansons chouettes*, Karen Barnstable

ABCs, Numbers and Colors

- « ABC », *Bravo*, Suzanne Pinel
- « Arc-en-ciel », *Une Salade de Fruits*, Alexandre
- « Bingo », *Comme moi*, Suzanne Pinel
- « Les cochons », *Comme moi*, Suzanne Pinel
- « Les Couleurs », *Cinquante petites chansons chouettes*, Karen Barnstable
- « Ma tante a perdu un poulet », *Quand tu seras grand*, Matt Maxwell
- « Oui Monsieur, oui Madame », *Une Salade de Fruits*, Alexandre
- « Un petit, deux petits », *Bravo*, Suzanne Pinel
- « Zoé », *Bravo*, Suzanne Pinel

Le Calendrier et le Temps

- « Bonhomme de neige », *Une lune*, Suzanne Pinel
- « Clown Samuel s'habille », *Noël*, Suzanne Pinel
- « Combien de jours? », *Quand tu seras grand*, Matt Maxwell
- « Flic Floc », *Flic Floc*, Suzanne Pinel
- « J'ai du soleil », *Un cadeau pour toi*, Suzanne Pinel
- « La ballade des saisons », *Je m'appelle Marie Soleil – Bonjour*, Suzanne Pinel
- « La neige tombe sur mon nez », *Une girafe à l'école*, Suzanne Pinel
- « Les jours de la semaine », *Cinquante petites chansons chouettes*, Karen Barnstable
- « Les Quatre saisons », *Cinquante petites chansons chouettes*, Karen Barnstable
- « Lunettes de Soleil », *Lunettes de Soleil*, Gregg LeRock

Teaching Notes

« Quel temps fait-il? », *Une Salade de Fruits*,
Alexandre
« Soleil », Suzanne Pinel, *Bravo*

- Le Calendrier
- Core French, A Curriculum and Resource Guide for the Elementary Level
- Au Manitoba, on s’amuse en français, Maternelle et la 1re année
- Acti-Vie 1 – Découvrons Notre École
- Le Français Sans Souci
- A Bit of Everything Games, Activities and Cue Cards for Introducing French to Young Children
- Prêt à commencer, Jocelyn Drozda-Daunheimer
- Jacquot : On Change On Bouge, Videocassette
- Carte Blanche, Addison – Wesley

1.2 Teaching Notes :

- Set up the classroom with reference charts for the students to use all year long and include a calendar with visuals for the days of the week « les jours de la semaine » and the months of the year « les mois de l’année ». Students are encouraged to speak in French « parlez en français » as much as possible and can use the self-monitoring checklist provided in **Annexe 30** to record when they have used French in the classroom during an activity, song, or to ask a question. As an incentive to use French more often, the students could hand in their sheets once they are complete for a draw « tirage » for a prize such as a music gift certificate in December and in June.
- Student evaluation is done on a continual basis and should consist of a combination of oral, written, participation and attitude marks. The students are required to participate orally in the majority of activities and to exhibit a positive attitude. Students will also be required to complete written exercises as well. Both oral and written activities should be done. For example : What is this? « Qu’est-ce que c’est? »; It is blue. « C’est bleu. »

Teaching Notes

- Using pictures as a visual clue next to French words is a good way for students to learn vocabulary. Putting the French word with a picture next to it encourages the child to use decoding and deciphering skills.

Sending out a letter at the beginning of the school year is an excellent way to establish communication with the parents and to promote the Core French program. An example is included in **Annexe 31**.



When arranging a seating plan, use small sticky notes with student's names on them, arranged in a file folder in the corresponding spot for each student and for each class. If a student is moved, all the teacher has to do is rearrange the sticky notes.

Suggested Step :

2. Introduce greetings through various songs and activities.

- 2.1 Songs « Bonjour Mes Amis » and « Comment ça va? » in *Une Salade de Fruits* by Alexandre.

Teaching Notes :

- Play the songs and do the actions and encourage the students to join in when they feel comfortable
- Play the songs a second time and encourage all students to participate (do the actions : bonjour mes amis = wave arm , ça va bien = thumb up, ça va mal = thumb down, etc.)

Supplementary Resources :

- « Bonjour mes amis »
 - Au Manitoba, on s'amuse bien, Maternelle et la 1re année
- 2.2 **Annexe 32.** Survey the students to see how many of "It's going well" « ça va bien », "It's going badly" « ça va mal », "It's going so-so" « ça va comme ci comme ça » comparing the girls « les filles » and the boys « les garçons » and have them answer the following questions : "How many girls answered it's going well? " « Combien de filles ont répondu ça va bien? » etc. Responses could be recorded on a graph or chart.

Teaching Notes

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- 2.3 Reflection activity about the survey. Students are questioned about the survey and are asked to graph the answers.

Teaching Notes : **Annexe 33**. The teacher could put this sheet up on the overhead and fill it in along with the students who would also have a copy of the sheet or do this activity orally with no written component.

- 2.4 **Jeu des noms** (The Name Game)

Teaching Notes : Toss a soft ball or bean bag to a student and say Hello. My name is _____. What is your name? « Bonjour, je m'appelle _____. Comment t'appelles-tu? » The student responds by saying Hello. My name is _____. « Bonjour, je m'appelle _____. » and *gently* tosses the ball back to the teacher and the game continues. Gradually more information could be added to this dialogue such as students' age, favorite colours, food, sports, television programs.

Supplementary Resources :

- Le français sans souci, pp. 1-10

Suggested Step :

3. **Introduction/Revision of classroom objects and discussion of experiential goal.**

- 3.1 Discuss experiential goal with the students and explain that all of the activities they are going to be doing will help them successfully achieve the goal.

Teaching Notes : It is important for the students to understand that they will be evaluated continually throughout the unit.

Supplementary Activity :

- 3.2 Begin with a song such as « Dans ma salle de classe » in *Une salade de fruits* by Alexandre. The students listen for objects and make a list as a class activity.

Teaching Notes

Teaching Notes :

- This list may be done in the student's notebook and the teacher could write a master list on the overhead or on chart paper to be used as a reference for later.
- A list of classroom objects is provided in the **Suggested Vocabulary** section.

Suggested Instructions : Now we will listen to the song and make a list of objects found in a classroom. « Maintenant, on va écouter la chanson « *Dans ma salle de classe* » et on va faire une liste des objets dans la salle de classe ». Write the title Objects in a Classroom « Les objets dans la salle de classe » and the students copy it into their notebooks « cahiers ».

Supplementary Resources :

- Song « *La salle de classe* » in *Chez moi* by Étienne.

Supplementary Activity :

- 3.3 A classroom song by Jacquot « *Qu'est-ce que c'est? C'est incroyable.* ». Using the flashcards « cartes éclair » provided in **Annexes 34-43**, hold up the appropriate classroom object card as you hear the object mentioned in the song. Once the students have practiced the song, the teacher could distribute the cards to the students and have them hold them up at the appropriate time during the song.

Teaching Notes : An easy way to select students to hold the cards is to hold them up individually and ask the students What is this? « Qu'est-ce que c'est ? » and have them respond It is a/an _____. « C'est un/une _____. » If the student responds correctly , he/she is given a card to be held up at the appropriate time during the song.



Photocopy flashcards onto coloured construction paper using the same colour for each theme or have classroom helpers colour each card and mount it on coloured construction paper using one colour per theme. The cards could then be laminated.

If the teacher wants the words on the back of the flashcards, make a double-sided copy as the word order corresponds with the visual order as well.

Teaching Notes

3.4 **Annexes 44-45.** Concentration games linking written words with pictures of classroom objects.

Teaching Notes : To assemble a concentration board, you will need :

- a) a piece of bristol board;
- b) adhesive pockets used inside library books (ask your librarian for 16 pockets);
- c) coloured markers;
- d) coloured construction paper cut into various shapes to decorate your game board (optional).

Method : Number the pockets from 1 to 16 with numbers large enough for the students to see from the back of the room and place the pockets randomly on the bristol board and decorate the board with coloured shapes. You may wish to laminate the game board and use an exacto knife to slit open the pockets. This will help lengthen the life of the gameboard.

Photocopy the pictures as well as the corresponding word cards from **Annexes 44-45**. Select 8 pairs of cards (word and visual) and place them randomly in the pockets with the picture/word facing inward. The students are divided into teams and take turns trying to find a pair by using the following structure: Is this number 1 and 16? « Est-ce que c'est numéro un et numéro seize? ». The teacher turns over the cards and says what they are. Once the students are more familiar with the vocabulary they may also be required to say the words in French.

If a student finds a pair, his/her team receives a point and that team continues to guess « devinez » until they are unable to find a pair and then the other team has a turn. If the student is required to say the word for his/her pair and cannot, his/her teammates may help. If the team is unable to say the correct word then the opposing team has a chance to steal the point « volez le point ».

Teaching Notes : Number vocabulary activities are provided in vocabulary lists and number activities are provided in **Annexes 16-25**.

Teaching Notes

3.5 **Jeu.** What is in your backpack? « **Qu est-ce qu' il y a dans ton sac à dos?** »

Teaching Notes : Using the classroom object reference list developed previously, have each student select three objects and write them on the back of the game sheet (**Annexe 46**). The students work with a partner and sit back to back and try to guess « devinez » what object their partner put in their backpack by asking the question using the appropriate structure:

- Is there a/an _____ in the backpack?
- « Est-ce ce qu'il y a un/une _____ dans le sac à dos? »Yes, there is a/an _____ in my backpack.« Oui, il y a un/une _____ dans mon sac à dos. » or
- No, there is not a/an _____ in my backpack.
« Non, il n'a pas de _____ dans mon sac à dos ».

Annexes 46-48. If the student guesses correctly, his/her partner checks the item off the list. Once all three items are checked, the game is over and the process can be repeated using a different partner and selecting different items. The students could also colour and design the front of this activity and the teacher could use the completed sheet as an evaluation tool, as well as completing observational checklists while circulating around the classroom as the students are participating in the activity.

3.6 Preparation for **Le jeu LOTTO**. Using the LOTTO cards in **Annexe 44**, students are asked to colour, « coloriez », label « écrivez » and cut « coupez » their cards in preparation for the activities. Students are encouraged to use the reference sheets in the classroom to assist them in completing this activity. While the students are completing this activity, ask them to think about the words they are writing on the back of their game pieces and what is different about them.

Color the card, turn it face down and write the name of the picture. « Coloriez les cartes puis tournez les cartes à la face et écrivez le mot qui correspond avec l'image ».

Teaching Notes

Use the reference sheets to help you with this task. When you are finished, cut the card and attach it to your notebook with a paperclip. « Utilisez les fiches de références pour vous aider à compléter cette tâche. Quand vous avez fini, coupez les cartes et attachez-les avec une trombone, puis mettez-les dans vos cahiers ».

When the students are finished, they cut out the cards and fasten them with a paper clip in their books.



It is helpful to use a ziploc bag for the game pieces and to fasten the pieces with a paper clip «une trombone ». These pieces can be stored in the students' binders in the plastic bag «un sac de plastique ».

Follow-up Activity :

- 3.7 Ask the students what they noticed about the words they were writing in French. Explain to them that nouns in the French language are either masculine or feminine and have the articles *une/la* for feminine words and articles *un/le* for masculine words and the article *les* for words that are plural. Orally, have the students select objects that are feminine, masculine or plural from the reference list for practice.

Annexe 49. Students are asked to complete a written classification sheet on articles using classroom objects and using the reference guide included on the sheet.

- 3.8 **Jeu LOTTO.** Students are asked to select five of their LOTTO cards and place them face up on their desks while the teacher randomly calls out the objects. Pick five LOTTO cards and place them on your desk. « Choisissez cinq cartes de LOTTO et mettez-les sur vos pupitres ». Listen for the clue. « Écoutez les indices ». Turn over the pencil card. « Tournez la carte du crayon » etc. The first student to turn « tournez » all five cards over calls LOTTO and then becomes the caller for the next game.

Teaching Notes : The teacher randomly calls out objects as he/she pulls out a game card.

- 3.9 **Jeu 7 Haut** (7up). Using flashcards « cartes éclair », seven students are given classroom object flashcards and circulate in the classroom to touch seven people « touchez sept personnes ». When the students stand up « levez », they must use the appropriate structure to guess who touched them. Structure : Is this the board? « Est-ce que c'est le tableau? » and the student must use the appropriate structure to respond Yes, that's correct. « Oui, c'est correct » or No, that is not correct. « Non, ce n'est pas correct ». Yes, that is the _____. « Oui, c'est le/la _____ » or No, that is not the _____. « Non, ce n'est pas le/la _____. »

Suggested Step :

4. Introduction/Revision of colours.

Supplementary Activity :

- 4.1 Song « Les Couleurs » in *On chante et on bouge* by Jacquot or « La danse des Couleurs » in *La danse des couleurs* by Alexandre. Have students listen to the song and hold up coloured crayons when they hear certain colours in the songs.

Teaching Notes : **Annexes 26-29**. Colour activities from *Au Manitoba, on s'amuse bien, Maternelle et 1re année*.

- 4.2 **Jeu Quatre Coins** (four corners) :

Teaching Notes : Place coloured markers or construction paper in each corner and have students walk around the classroom in a square while the music is playing. When the music stops the students stop while the teacher tries to guess who is in a certain corner. Teacher should not watch while students walk around the classroom. Is it the color red? « Est-ce que c'est la couleur rouge? » and any student who is in that corner must sit down. This game is played until only one student is remaining.



To review numbers, the person who is guessing could count out loud instead of playing the music. Students who are out of the game could also count aloud.

Teaching Notes

- 4.3 **Jeu Touchez!** (Touch game). Students are instructed to touch something in the classroom that is a certain colour and the last student to touch that colour must sit down. The game is played until there is only one student remaining. Touch the color green « Touchez la couleur verte » etc. The students would touch something green like the chalkboard.

Supplementary Activity :

- 4.4 **Annexe 50.** Colour Wheel. Students color « coloriez » the wheels using predetermined colours and label the back of the wheel with the appropriate colour word.

Once the colouring is complete, the student is given a spinning arrow to be fastened at the center of the wheel with a butterfly clip. With a partner, each student takes a turn spinning the arrow and asking a question using the appropriate structure : What color is this? « C'est quelle couleur? » and the other student responds with the structure It's blue. « C'est bleu » etc. **Annexe 51.** The teacher could circulate in the classroom and complete oral/anecdotal evaluations during the activity.

- 4.5 **Annexes 52-54.** Listening activity for classroom objects. Students will listen to a dialogue on CD called *I've lost my backpack* « J'ai perdu mon sac à dos » and listen for specific information to complete the activity sheet.



- 4.6 **Annexes 55-56. Enrichment activity.** Using the website www.caslt.org :

- Click on « For L₂ Teachers » (menu on left-hand side of the page), then
- Click on « FSL Learning Activities »
- Choose « Où est Sophie? » in the scroll down menu under « par ordre alphabétique », then
- Click on « allez » to the right of the menu box. Students will complete the activity *Where is Sophie?* « Où est Sophie? » and try to find Sophie while answering questions.

Teaching Notes :

Suggested Step :

5. Create and present a game to the class with a partner.

5.1 **Annexe 57.** Clickers « Les Cliques Doigts ». This game consolidates the review of colours, numbers and classroom objects. Material required : one 8.5" x 11" sheet of plain white paper cut into an even square. Give these instructions to the students in French « en français ». Fold the paper like this and cut the paper. Watch me fold the paper. « Pliez le papier comme ça, puis coupez le papier. Regardez-moi, pliez le papier encore » etc.

5.2 **Written activity.** Students could play the following game with a parent at home. Have parents send a note to confirm that their child has played the game.

Once the clickers « clique doigts » are constructed, the students will place colours of their choice on the outside and label in French. On the inside, the student will place numbers from 1 to 10 and under the numbers, classroom objects labelled in French. Students are to follow the model on the overhead or chart paper. Structure :

A : Choose a color « Choisissez une couleur »

B : Blue « Bleu »

A : Spell out the color « B. L. E. U. » (The clicker is moved vertically and horizontally for each letter called out.)

B : Choose a number « Choisissez un numero »

A : Four « Quatre »

B : « Un. Deux. Trois. Quatre ».

The student then looks under number 4 and asks the question What is it? « Qu'est-ce que c'est? » and the other student looks at the object and responds It is a notebook « C'est un cahier. » For extra challenge, have the student make a sentence using the information. Example : There are four blue notebooks « Il y a quatre cahiers bleus. »

5.3 **Oral activity.** Students practice the game with a partner. This activity is a pair activity and the teacher can use it for evaluation purposes.

Teaching Notes

-
- 5.4 **Presentation. Annexe 58.** For written work, visual appearance and oral presentation. Evaluation sheets are provided for this purpose.

Teaching Notes : Consult song reference list. It may be helpful to review the alphabet during daily warm-up activities.

Suggested Step :

6. Become familiar with classroom expressions.

- 6.1 Brainstorm a list of classroom expressions with the students. The teacher may choose to use the overhead for this activity and simply record the ideas as the students offer them. Encourage students to use French whenever possible.

Teaching Notes : Refer to vocabulary list for suggestions

- 6.2 Activities to reinforce the vocabulary
Written. Students should copy the list and make visual clues to help them remember expressions. Link each expression with appropriate picture.

- 6.3 **Oral. Quatre coins** (four corners). See Activity 4.2 for detailed instructions. Play using flashcards.
Annexes 59-71. Make flashcards « cartes éclair » with classroom expressions.

- 6.4 Have students play LOTTO using mini cards.

Concentration. Doubles of cards are randomly placed in pockets arranged creatively on a sheet of bristol board. The librarian should have pocket inserts from library books that you could use for this activity.

Use 16 pockets for this activity and 8 pairs of cards. Each library pocket has a number on it (use numbers you are reviewing with the students). The class could be divided into two teams « équipe » and give each team a name like The peanuts « Les arachides » against The pickles « Les cornichons ». Using the correct questioning format the students will try to guess which two pockets contain a pair.

Teaching Notes

Teaching Notes

Is it number 4 and 10? « Est-ce que c'est le numéro 4 et le numéro 10? ». Yes, that's correct. « Oui, c'est correct » or No, that's not correct. « Non, ce n'est pas correct ».

If the student guesses correctly, his/her team has a chance to guess again « devinez encore » and if the student guesses incorrectly, the other team has a turn.

6.5 **Cartes mystères** (mystery cards). Several flashcards are hidden in separate envelopes with question marks on them and are set out along the chalkboard ledge while the teacher has another set of flashcards and holds them up. The student who correctly reads out the card tries to match it with the mystery card « la carte mystère » at the front of the class. The game is played until all cards are matched.

6.6 **La Phrase magique** (the magic phrase). As a class, create three sentences to compliment the theme :

le cahier est	dans	la salle de classe
le crayon est	sous	le pupitre
la chaise est	sur	la table

Annexe 72. The teacher selects the magic phrase « la phrase magique » by choosing a component from each of the three columns.

Example : The pencil is in the desk. « Le crayon est dans le pupitre. » The students take turns trying to guess the sentence. The teacher uses check marks and x's beside the choices to indicate which parts of the sentence are correct or incorrect. The student who guesses the correct form of the sentence has a chance to create his/her own magic phrase « phrase magique » with a new set of sentences that are brainstormed by the class.

Teaching Notes : If the students require some reinforcement of the prepositions, have them use their hands to mime the preposition. Example : The student would put one hand inside the other for the preposition « dans ».

Supplementary Activities :

Song « Préposition » in *Cinquante Petites Chansons Chouettes* by Karen Barnstable.

- 6.7 **Hot Potato.** Flashcards are placed in a bag and music related to the theme is played. Students pass the bag up and down the rows (or circle) until the music stops. The student who has the bag selects one of the cards and tries to say what is on the card orally and the game continues until all of the flashcards are gone.
- 6.8 **Tic Tac Toe.** Can be played on the overhead using the visuals on a grid and mini X's and O's cut out of overhead plastic. **Annexe 73.** The class is divided into teams and the student who correctly names a certain square may place an X or an O on that picture. The game continues until one of the teams has a row of X's or O's.
- 6.9 **Secret Square.** Using the same overhead, the teacher selects a secret square « carré secret » and the students try to guess « devinez » by using the proper structure : Is it _____ ? « Est-ce que c'est _____ ? » and the teacher responds Yes it is _____. « Oui, c'est _____. » or No it is not _____. « Non, ce n'est pas _____ ». The student who guesses correctly goes to the front and selects a secret square « carré secret ».

Teaching Notes : The games and activities in this unit can be adapted for any theme throughout the year.

Suggested Step :

7. **Create a booklet of classroom expressions to be used throughout the year.**
- 7.1 **Experiential Goal/Final Project.** Students are divided into four groups and are given a specific heading such as objects, questions, expressions or directions. Using the chart of classroom expressions already developed as a reference, the students will record the appropriate expressions under their specific headings and present them to the class. Peer editing of the work will help determine whether

Teaching Notes

or not the expressions have been placed under the appropriate headings.

Teaching Notes : The teacher can do oral evaluations during this step by asking each student in the group to present part of the list.

Students will create their own booklet « livret » of classroom expressions using the categories objects, questions, expressions and directions. This booklet will serve as a student resource throughout the year and should be kept in their binder where new expressions may be added on an ongoing basis.

Teaching Notes :

- A wall display with all of the expressions should be created in the classroom for student reference as well. **Annexes 84-87** have suggested visual aids for this display as well as visuals from **Annexes 59-71**.
- A blank spaceship is included in order for teachers to select specific vocabulary they want to include for their own classroom. The visuals from **Annexes 59-71** may be inserted into the spaceship to complete the wall display.

7.2 **Activity using the classroom directions list as a reference.** Divide the students into four groups and have them develop a rap or chant with actions to demonstrate the meaning of the direction. These rap charts will be presented to the class. Example : Draw « De-ssi-nez », Look « Re-gar-dez » or Jump « Sau-tez ». The students would mime the action as they say each direction. Oral evaluation sheets are included in **Annexe 58**.

7.3 **Annexe 74.** Students are given a checklist of criteria to include in their reference booklets. Brainstorm ideas about how they can make these booklets. Options could include printing by hand, using the computer, drawing pictures by hand or by computer or using visuals from magazines. The teacher may choose a shape for booklet pages. Example : spaceship shape. A suggested evaluation format for the final project is included in **Annexes 75-77**.

Teaching Notes

Teaching Notes : Using colored paper for booklet will make it easier to see and access throughout the year.

- 7.4 Students are asked to share their booklet with a parent as part of the project. A letter for this purpose is included in **Annexe 78**.

Annexes 79-81 can be used for students to self-evaluate their booklets and the unit.

Teaching Notes : Students could also present their booklets to a reading buddy for extra practice and the senior student could assist student with program.

Supplementary Activity :

For an added challenge, students could be required to use the website www.puzzlemaker.com to create a word puzzle using some of the vocabulary in their booklet and include the puzzle as part of the booklet. Teachers may also include colour, number, month, days of the week or weather references as they are studied.

Suggested Step :

8. Reflect on the unit.

- 8.1 Class will discuss what they learned during the unit and the teacher could record their ideas on the overhead or on chart paper for future reference.
- 8.2 **Annexe 82.** Students complete a unit reflection sheet.
- 8.3 **Annexe 83.** The teacher completes a reflection sheet.

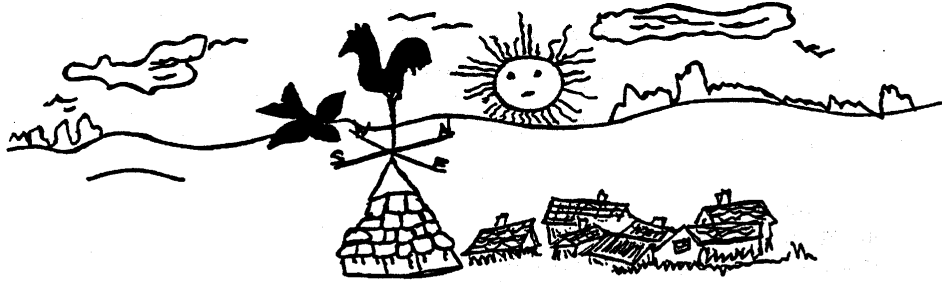
Teaching Notes

Annexes

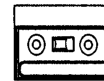
Teaching Note : Please note that the activities from Annexes 1 to 29 are adapted from *Au Manitoba, on s’amuse en français, M et 1re année – septembre, Ministère de l’Éducation du Manitoba, 2000*. Audio cassettes are available for these activities and teachers can obtain them by purchasing the complete Manitoba kit from the Learning Resources Distribution Centre : (306) 787-5987, Catalogue # 2988 at a cost of \$51.65

Annexe 1

Welcome/Accueil



Chansons



1. Bonjour mes amis

Bon - jour mes a-mis bon jour. Bon-jour mes a-mis bon

jour. Bonjour mes a-mis bon jour mesa-mis bon jour mes a-mis bon

jour. Bon jour.

Bonjour, mes amis,
 Bonjour, mes amis,
 Bonjour, mes amis,
 Bonjour!
 Bonjour.

As the students enter the classroom/or to start off the lesson, the teacher should greet the students by singing « Bonjour, mes amis ». The students are encouraged to sing this song every day as the French class begins. As the students leave, either of the two following variations may be used:

- Last line**
1. Au revoir, mes amis, au revoir !
 Au revoir, à bientôt/à demain.
- ou**
2. Bonsoir, mes amis, bonsoir !
 Bonsoir, à bientôt/à demain !

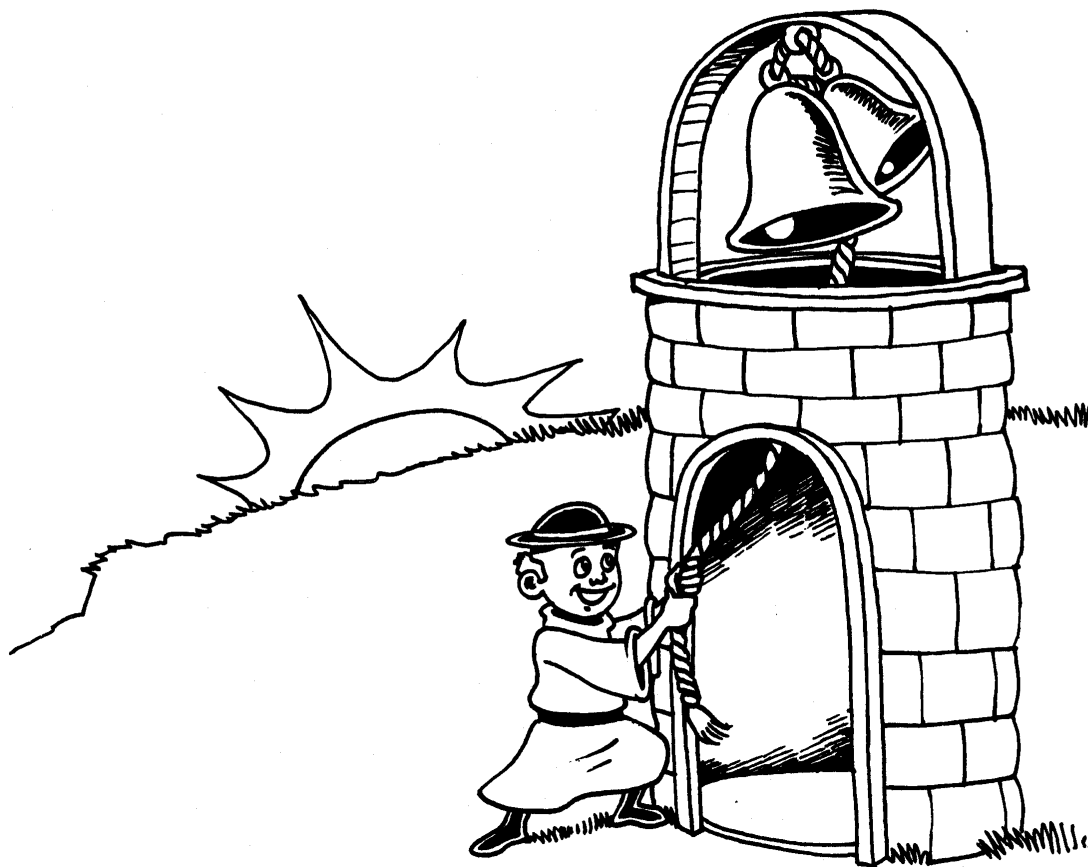
Annexe 2

Welcome/Accueil - Chansons

This is the most well known song in the French culture.

2. **Frère Jacques**

Frère Jacques, Frère Jacques
Dormez-vous ? Dormez-vous ?
Sonnez les matines, sonnez les matines
Ding, ding, dong ! Ding, ding, dong !



Reminder

Display this sheet under the section « Chansons » on the bulletin board for visual identification by the students.

Annexe 3

Welcome/Accueil - Activités

Objective: To introduce simple practical vocabulary of greeting in context.

Material: Paper 4" X 11½ "

Method: As the words or expressions of greeting are introduced in the following activities, the teacher prints them on ½ a sheet of paper and shows them at the same time. To verify comprehension, the teacher distributes the sheets to one or two students and asks them to mime the action so that the rest of the class can guess the expression. As the new vocabulary is presented, the teacher may wish to display it on the bulletin board or in a particular section of the room, so as to help the learner acquire the new skills. Laminating the following expressions will assure their longevity as they are used from year to year.

Bonjour

Comment t'appelles-tu ?

Comment ça va?

Ça va mal. ☹️

Qui est-ce?

Mademoiselle

Madame

Excusez-moi.

Au revoir

Je m'appelle _____.

Ça va bien. 😊

Très bien, merci. 😊

C'est _____.

Monsieur

S'il vous plaît.

Qu'est-ce que c'est ?

Tip

To be used in context according to the needs and abilities of the children.
The above expressions are NOT to be learned in rote fashion out of context.

Annexe 4

Welcome/Accueil - Activités

Objective: To learn the expressions of greeting: « Bonjour, je m'appelle... Et toi ? Comment t'appelles-tu ? »

Material: None, or a cloth puppet (see variation)

Method : On the board, the teacher writes: « Bonjour, je m'appelle _____ . » (name, pointing to self). He then asks: « Et toi ? (pointing) Comment t'appelles-tu ? » (pointing again to the student). This exercise is repeated around the class. The students will soon "discover" what these two expressions mean and when to correctly use them without a translation.

At a later date, the teacher can start using: « Comment s'appelle-t-il ? » (pointing to a boy), « Comment s'appelle-t-elle ? » (pointing to a girl).

Page 14 may be used in conjunction with « il » and « elle » as flashcards.

Variation

A teacher may use a cloth puppet and pretend to be the puppet, asking the same questions. The teacher then hands the puppet to a child and he or she becomes the puppet: « Bonjour, je m'appelle KiKi. Et toi ? Comment t'appelles-tu ? » The puppet is handed around the entire class.

3. C'est...?

Objective: To learn the expression « C'est... »

Material: None

Method: A student comes to the front of the classroom and with her back to the class. The teacher points to another pupil who disguises his voice and says: « Bonjour ». The student at the front has three guesses to identify the speaker. If she fails, the student who disguised his voice takes her place.

Pattern:	« Bonjour, Jean. »	(the disguiser)
	« C'est Paul ? »	(the guesser)
	« Non. »	(the disguiser)
<u>or</u>	« Oui, c'est Paul ». »	(the class)

Annexe 5

Welcome/Accueil – Cartes éclair

Variation

These drawings may be used as flashcards throughout the year as needed:

Structures used:

Comment s'appelle-t-elle ?

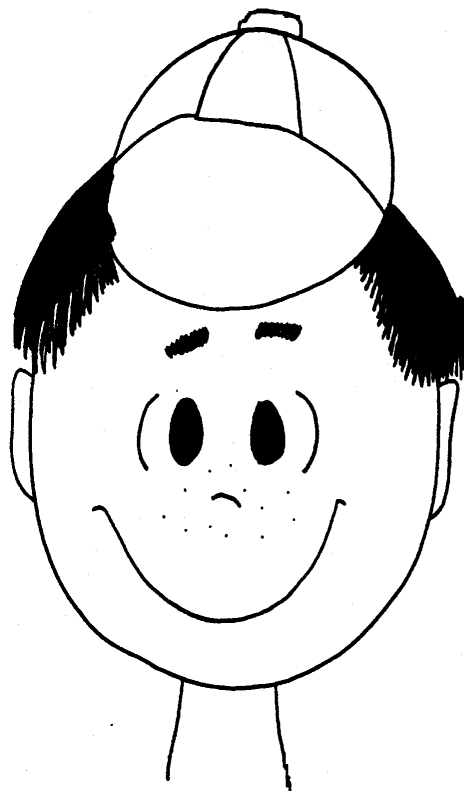
Elle s'appelle _____.

Comment s'appelle-t-il ?

Il s'appelle _____.



elle



il

Annexe 6

Calendar/Le calendrier - Affichage

Objective : To be used throughout the year to introduce and practice the months of the year, days of the week, numbers and weather as they arise and are needed.

Material : A display calendar
File folders

Method : The activity calendar should be an integral part of the French classroom at the elementary level. It has multiple purposes as a learning center : the display calendar should reflect the various monthly themes. To keep the drawings of monthly



Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 78

Annexe 7

Calendar/Le calendrier - Affichage

Objective: To be used as a display throughout the year to indicate the students' birthdays as they occur during the month.

Material: Bristol board, coloured paper

Method: The month is indicated on the top of the cake and the students' names at the bottom part of the cake according to the month.



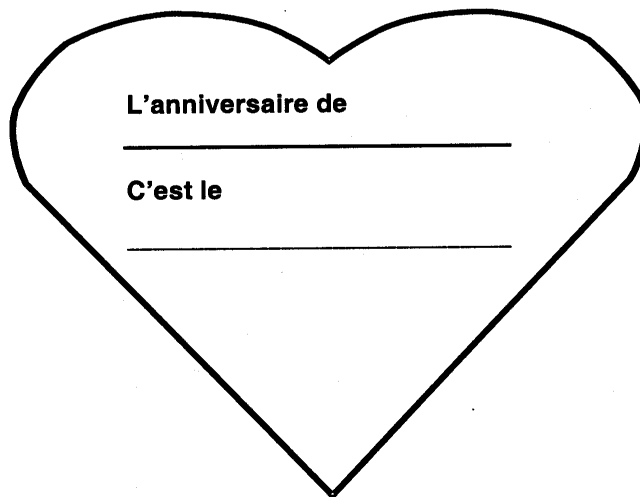
After laminating the names of the students and the months, they may be housed in an envelope attached to the back of the bristol board.

Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 79

Annexe 8 Calendar/Le calendrier

Variations

For listing the students' birthdays by month.



In a multi-level classroom, different birthday images may be used for different levels.

Annexe 9

Calendar/Le calendrier - Chansons

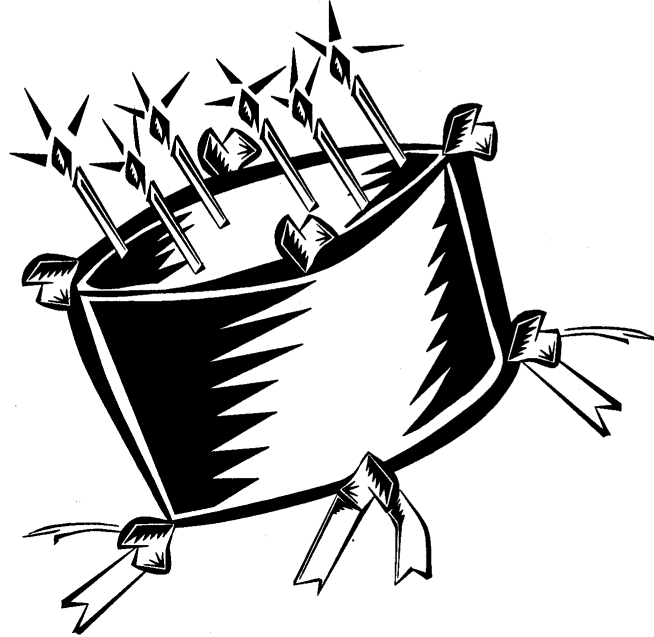
1. **J'ai cinq ans** (Tune: London Bridge)

J'ai cinq ans et
Je suis grand(e) (three times)
J'ai cinq ans et
Je suis grand (e)
Je vais à l'école.

** Change the age to suit the child.

2. **Bonne Fête**

Bonne fête à toi
Bonne fête à toi
Bonne fête
Bonne fête
Bonne fête à _____ (name).



Add these two songs to the « chansons » section on the board.

Adapted from *Au Manitoba, on s'amuse en français, M et Ire année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 82

Annexe 10

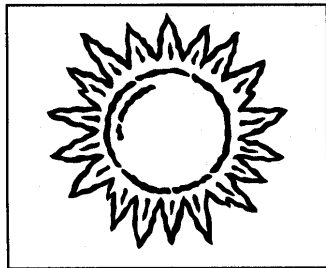
Weather/La météo – Cartes éclair

Objective: To introduce the weather expressions to the students.

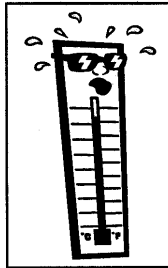
Material: Flashcards

Method: The teacher enlarges pictures and makes flashcards. He uses them according to the weather of the day throughout the year.

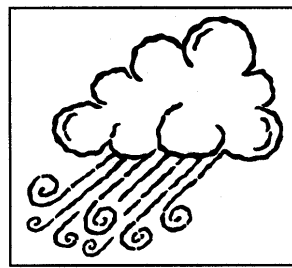
Teacher: « Quel temps fait-il ? »



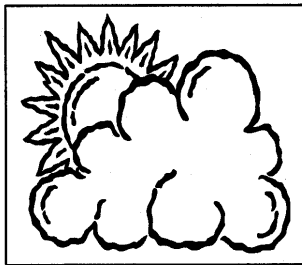
Il fait soleil



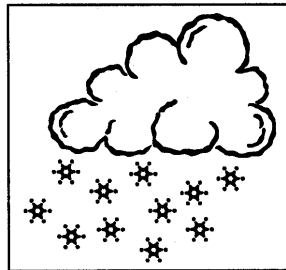
Il fait chaud



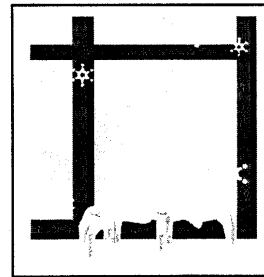
Il fait du vent



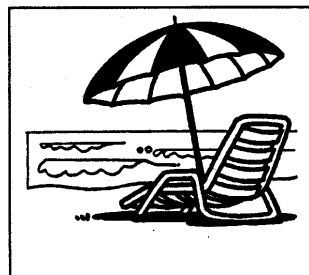
C'est nuageux



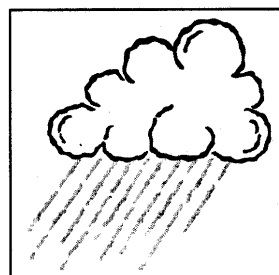
Il neige



Il fait froid



Il fait beau



Il pleut



They can also be used in conjunction with the calendar.

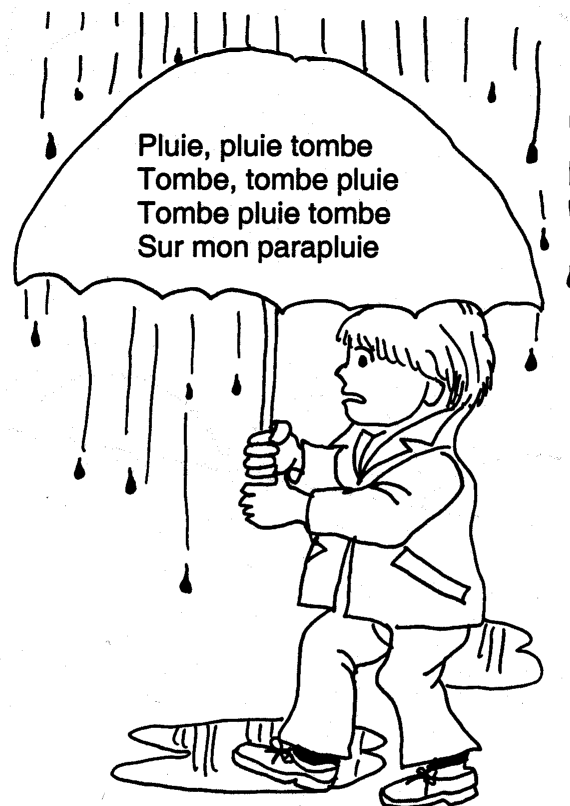
Teaching Notes:

Weather website www.weatheroffice.com. Students could search this website for information regarding weather. A worksheet could be designed with questions pertaining to weather in various parts of the country.

Annexe 11

Weather/La météo - Chansons

1. **La Pluie** (Tune: Baa Baa Black Sheep)



2. **Quel temps fait-il ?** (Tune: Here We Go Round The Mulberry Bush)

Quel temps fait-il ?
Quel temps fait-il ?
Quel temps fait-il ?
Quel temps fait-il ?
Quel temps fait-il ?
Quel temps fait-il ?
Aujourd'hui.

Adapted from *Au Manitoba, on s'amuse en français, M et Ire année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 85

Annexe 12

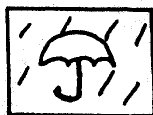
Weather/La météo - Activités

Objective: To review the weather vocabulary.

Material: Paper bag containing flashcards of the weather

Method: As the children are clapping their hands and reciting or singing to the tune "This is the way we wash our clothes." « Quel temps fait-il ? » (5 times) « Quel temps fait-il, aujourd'hui ? », a student with his eyes closed pulls out a flashcard from the bag and answers accordingly to what is on the flashcard,

For example:



« Il pleut. »

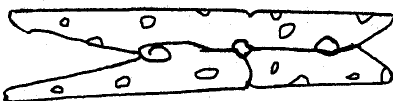
3. « Quel temps fait-il ? » Circle

Objective: To practice weather expressions.

Material: Bristol board, butterfly pin or clothes pin (See following page)

Method: Enlarge the circle onto a sheet of bristol board, colour and laminate. The teacher may wish to draw the circle using the large side of a classroom wastepaper basket as the pattern. Attach the arrow to the center with the butterfly pin. Choose a student to come up and spin the arrow. The teacher holds the weather circle facing the class. As the student is approaching, the class sings « Quel temps fait-il? » to the tune of "Here we go round the mulberry bush". « Quel temps fait-il ? (six times) Aujourd'hui ? ».

By the time the class sings « Aujourd'hui » the student should be ready to spin the arrow. He then says the expression that corresponds to where the arrow is pointing.



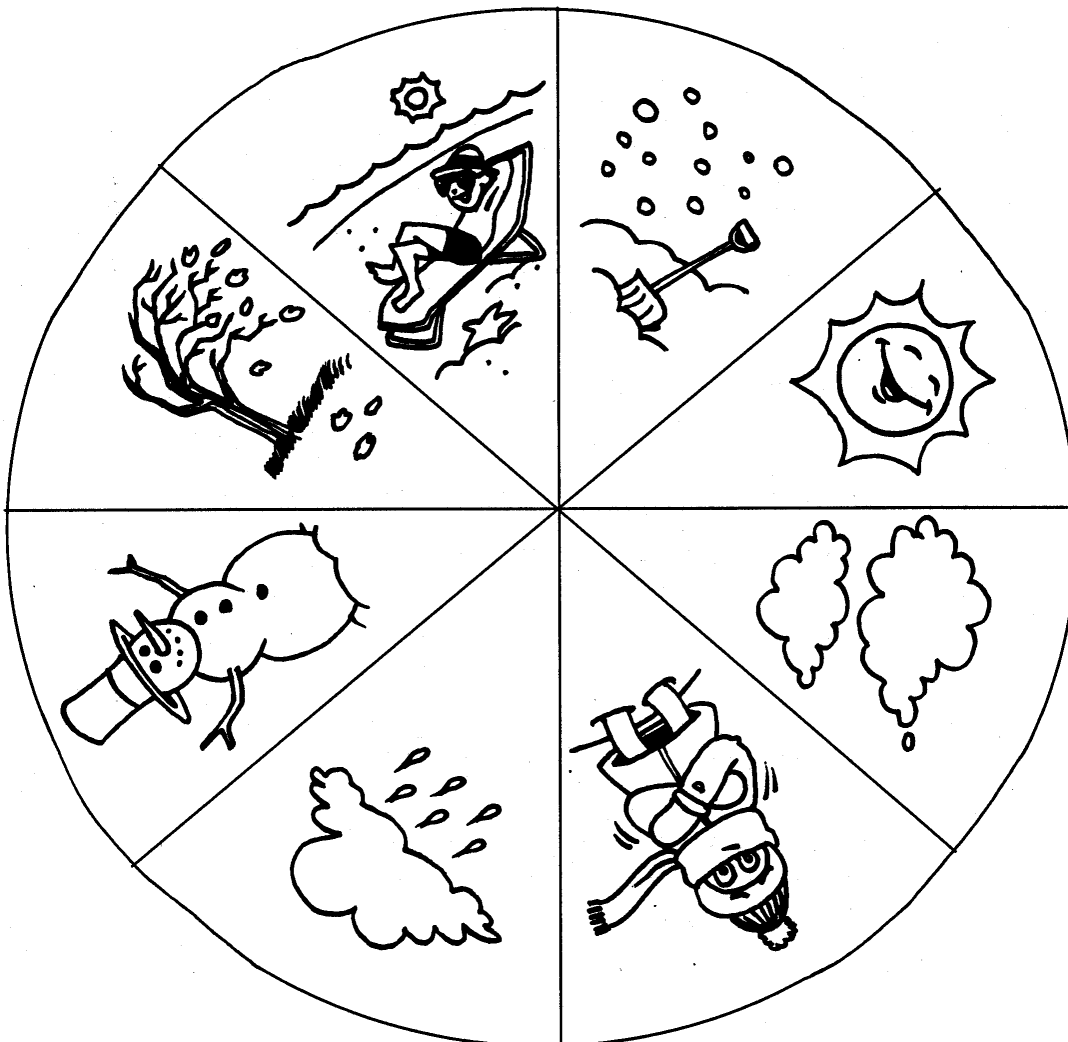
Variation

Instead of an arrow, the teacher uses a colourful clothes pin. He holds the weather circle facing away from the class. A student is handed a clothes pin and as the class sings, he comes up and pins an area. The teacher turns the weather circle around and now the student says the correct expression according to what he has "pinned".

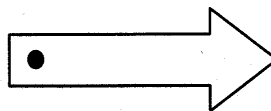
Annexe 13

Weather/La météo - Activités

Quel temps fait-il ? Circle (See preceding page for instructions)



Arrow (enlarge as needed)



Adapted from *Au Manitoba, on s'amuse en français, M et Ire année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 90

Annexe 14

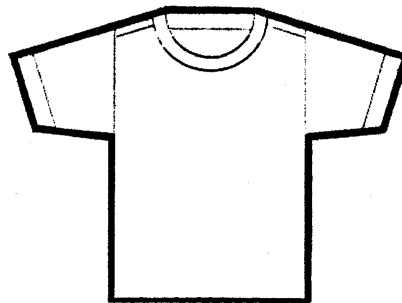
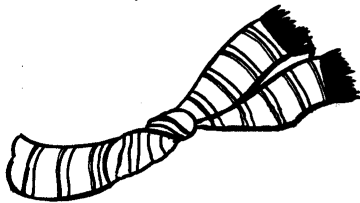
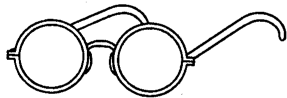
Weather/La météo - Jeu

1. Weather detective

Objective: To review weather expressions.

Material: Box or bag filled with props
Example: mittens, a tuque, sunglasses, an umbrella, etc.

Method: This is a multi-purpose game. It is excellent for the introduction of the theme with the teacher using the props and the children repeating. The teacher pulls a prop out (i.e. a scarf) of the bag and puts it on. Then he asks: « Quel temps fait-il ? ». The students reply: « Il fait froid. » Later the students and teacher change places.



After a number of weather expressions have been learned, for variety the teacher may walk into class wearing one of the props and ask: « Quel temps fait-il ? ».

Annexe 15

Weather/La météo - Pantomime

1. Pantomime avec la météo

Objective: To practice structures that describe the weather.

Material: Your hands

Method: After everyone has learned these gestures, one student can stand in front of the class and do the gestures. The rest of the class may call out what he is doing or they may be the ones to tell him what gestures to make.



« Il pleut » ...wiggle fingers downward and look sad.



« Il fait soleil » ...with both arms, make a big circle.



« Il fait froid » ...hug yourself and shiver.



« Il fait chaud » ...wipe your forehead.



« Il neige » ...smile and wiggle your fingers.

Annexe 16

Numbers/Les numéros - Comptines

1. **1, 2, 3 Violette**

1, 2, 3, 4, 5, 6, 7,
Violette, Violette
1, 2, 3, 4, 5, 6, 7,
Violette à bicyclette.



Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 41

Annexe 17

Numbers/Les numéros - Chansons

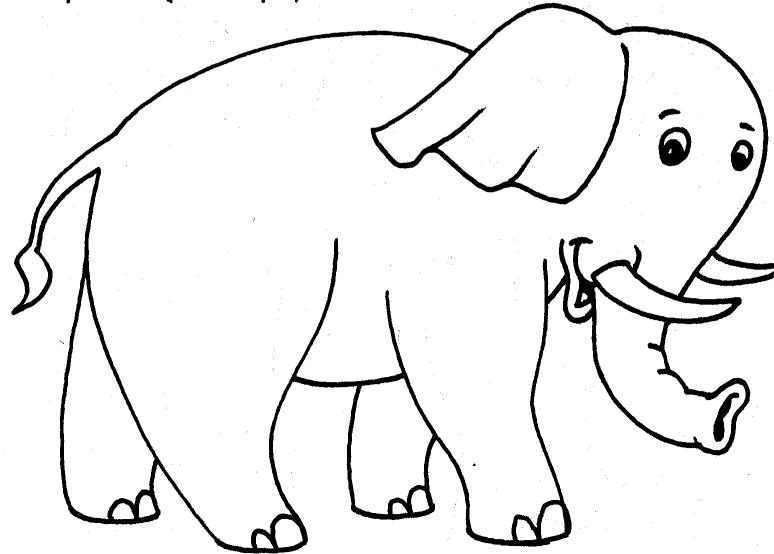
1. **Les numéros** (Tune: Frère Jacques)

1, 2, 3, 4,
1, 2, 3, 4,
5, 6, 7,
5, 6, 7,
8, 9 et 10
8, 9 et 10
11 et 12
11 et 12

2. **Un éléphant**

*Un éléphant ça trompe, ça trompe
Un éléphant ça trompe énormément*

Deux éléphants ça trompe, etc.



Reminder

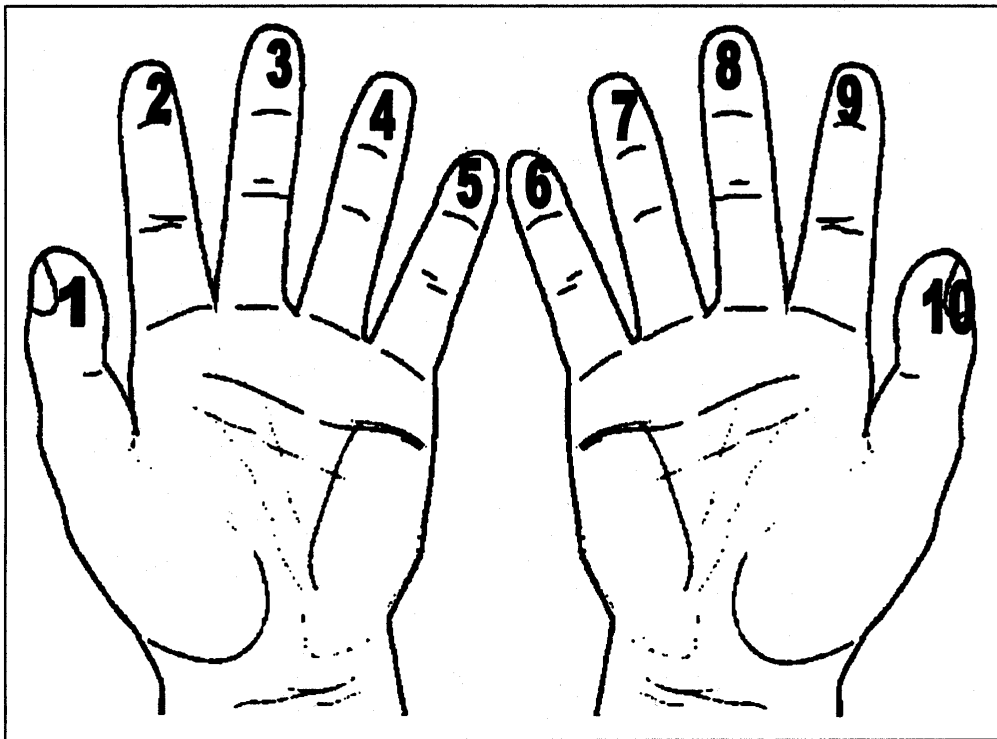
Add these songs to the « chanson » section on the board.

Annexe 18

Numbers/Les numéros - Comptines

3. 1-2-3-4-5-6-7-8-9-10

1-2-3-4-5-6-7-8-9-10	(count the 10 fingers)
J'ai dix petits doigts.	(hold out the 2 hands)
Ils sont tous à moi.	(point to yourself)
Je les ouvre.	(open the hands)
Je les ferme.	(close the hands)
Je les mets ensemble.	(place hands together)
Je les cache !	(hide the hands behind back)
Je les fais sauter bien haut.	(place hands above head)
Je les fais sauter bien bas.	(place hands down)
Puis, je les croise.	(cross the fingers)



Excellent activity to create a peaceful atmosphere – to end the French class.

Adapted from *Au Manitoba, on s'amuse en français, M et Ire année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 43


Annexe 19

Numbers/Les numéros – Activités

Objective: To learn and practice the numbers 1 to 12 by creating a number booklet.

Material: ½ pages of newsprint

Method: The teacher staples 13 pages for each student (one for the cover and 12 for the numbers). « Les numéros » as well as the student's name are on the title page. The children create their own booklet of numbers 1 to 12 using circles, as shown in the flashcards, or create their own designs.

	<h1>Les numéros</h1>
	Nom : _____

Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 45

Annexe 20

Numbers/Les numéros - Jeux

1. Magic number

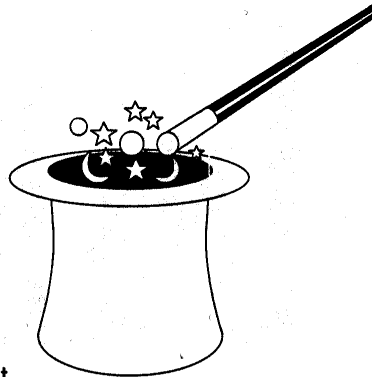
Objective: To review numbers 1 to 12.

Material: Three small cards of each number from 1 to 12, a paper bag

Method: The teacher has a paper bag containing at least 36 number cards. These cards each have a number on them. The numbers range from one to twelve. Therefore, each number would appear three times. Each student, when it is his turn, says a number between 1 and 12. The student, now with eyes shut, picks a card from the bag and says the number on the card. If his number matches the one he guessed, he may keep it. The game continues and at the end the child with the most cards is the champion. When a student guesses correctly, the class says: « Bravo ». When he guesses incorrectly, the class says: « Dommage ».



To proceed more quickly, the class may be divided in 2 and while the teacher does one half of the class, a student is doing the same with the other half of the class.



2. Scramble

Objective: To review numbers 1 to 12

Material: A number card for each student

Method: The teacher has the class (or part of the class) form a circle with one pupil in the centre. Everyone in the circle is given a card with a number on it. The person in the centre calls two numbers. The pupils with those numbers exchange places while the centre pupil tries to steal a place.

Annexe 21

Numbers/Les numéros - Jeux

5. Concentration

Objective: To increase recognition of numbers and improve visual memory skills.

Material: A pocket chart and a set of two cards for each number

Method: Select up to 12 numbers and review them with the class. Place two of the same cards randomly face down in the pocket chart. Divide the class into two teams if desired. A student points to two squares and turns them over. If they match, the student keeps them and has another turn. If they don't match, they are put back in their original spot. Encourage the students to read the numbers aloud. The class responds: « Bravo » or « Dommage » according to the situation.

CONCENTRATION			
10	7	12	10
7	12	8	8
6	11	6	11



A concentration board with 24 pockets may be used as the children learn more numbers.

Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 48

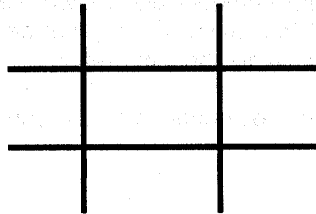
Annexe 22

Numbers/Les numéros - Jeux

Objective: To refine listening skills and improve students' ability to recognize and write numbers 1 to 12.

Material: Paper and pencil
Numbers 1 to 12 on the blackboard (or use flashcards)

Method: Each student draws a Tic Tac Toe grid on his paper, chooses nine numbers from the blackboard or flashcards and writes his nine numbers randomly into the nine squares on his grid.



The teacher randomly chooses a number. When the number called matches the student's number, the student crosses it out. The first student to have three numbers crossed out in a row (vertically, horizontally or diagonally) is the winner.

Tip

This game can be used for several other themes.

7. **Read a number**

Objective: To review numbers 1 to 12

Material: Board

Method: The teacher divides the class in two teams and writes the numbers 1 to 12, twice randomly on the board. Each team takes turns choosing and reading numbers. If the number is correct the student circles the number and counts one point for his team. Other members of that team can no longer select the circled number. The team with the most correct answers wins.

Variation

The students take turns erasing numbers from the board.

Annexe 23

Numbers/Les numéros - Jeux

8. Dominoes

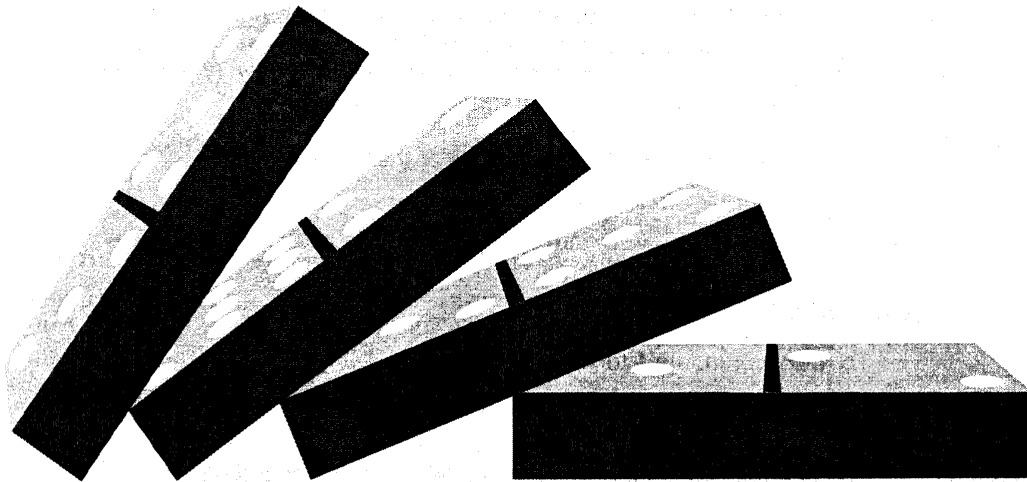
Objective: To memorize and/or review numbers 1 to 12

Material: Per child

- 1 (recycled) envelope
- 1 sheet with numbers
- 1 sheet with dots

Method: The teacher cuts all the numbers and the dots/squares and places them in an envelope for each child. The students are to make a vertical row of the numbers and match that row with the dot that corresponds with the number. As the teacher circulates he asks each child to say his numbers in French.

Teacher: « Répète les numéros en français. »



To speed up the cutting of all the squares, the teacher should ask some students to help.

Annexe 24

Numbers/Les numéros

To be used with the game « Dominoes ».

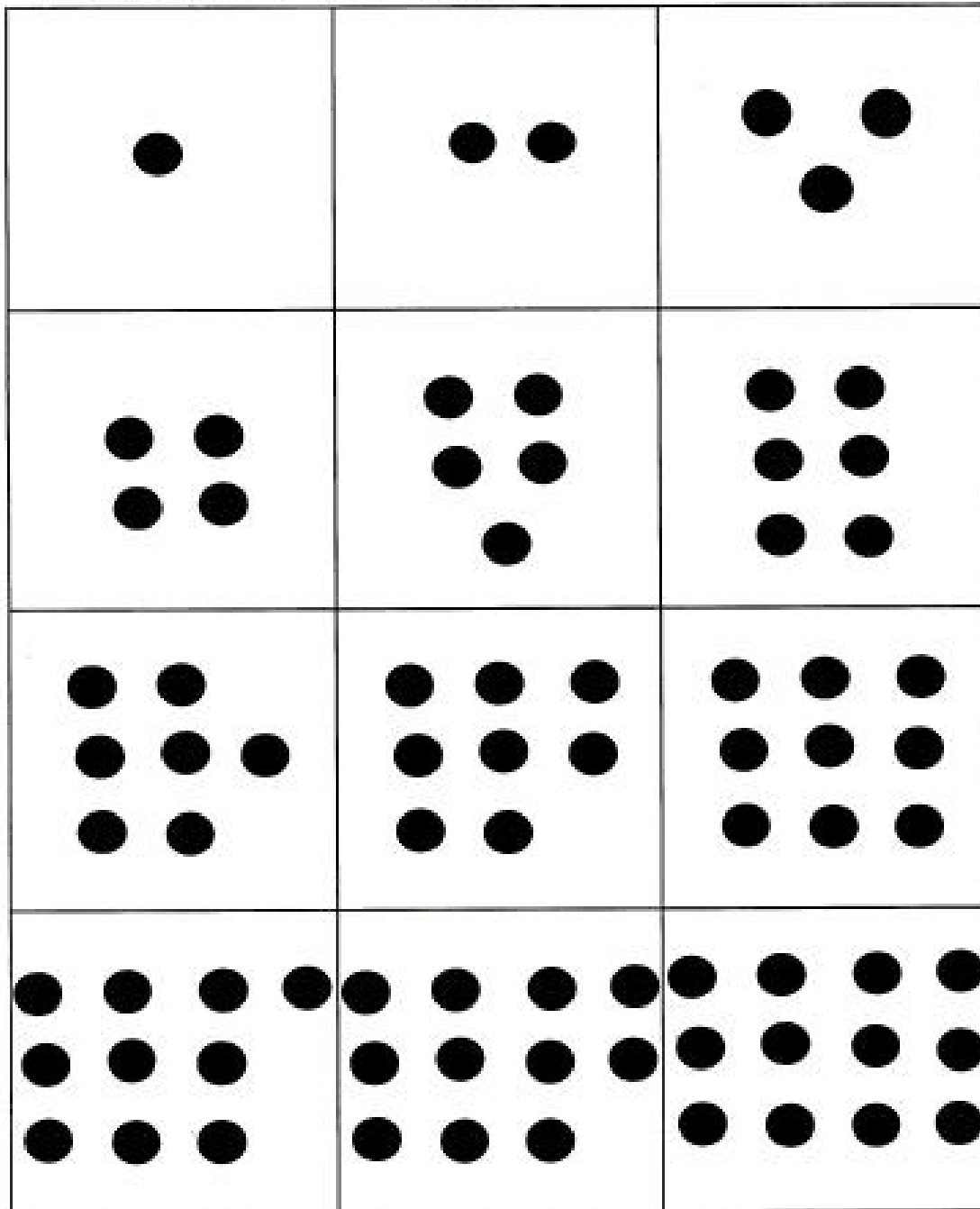
1	2	3
4	5	6
7	8	9
10	11	12

Adapted from *Au Manitoba, on s'amuse en français, M et 1re année* – septembre, Ministère de l'Éducation du Manitoba, 2000, page 51

Annexe 25

Numbers/Les numéros

To be used with the game « Dominoes ».

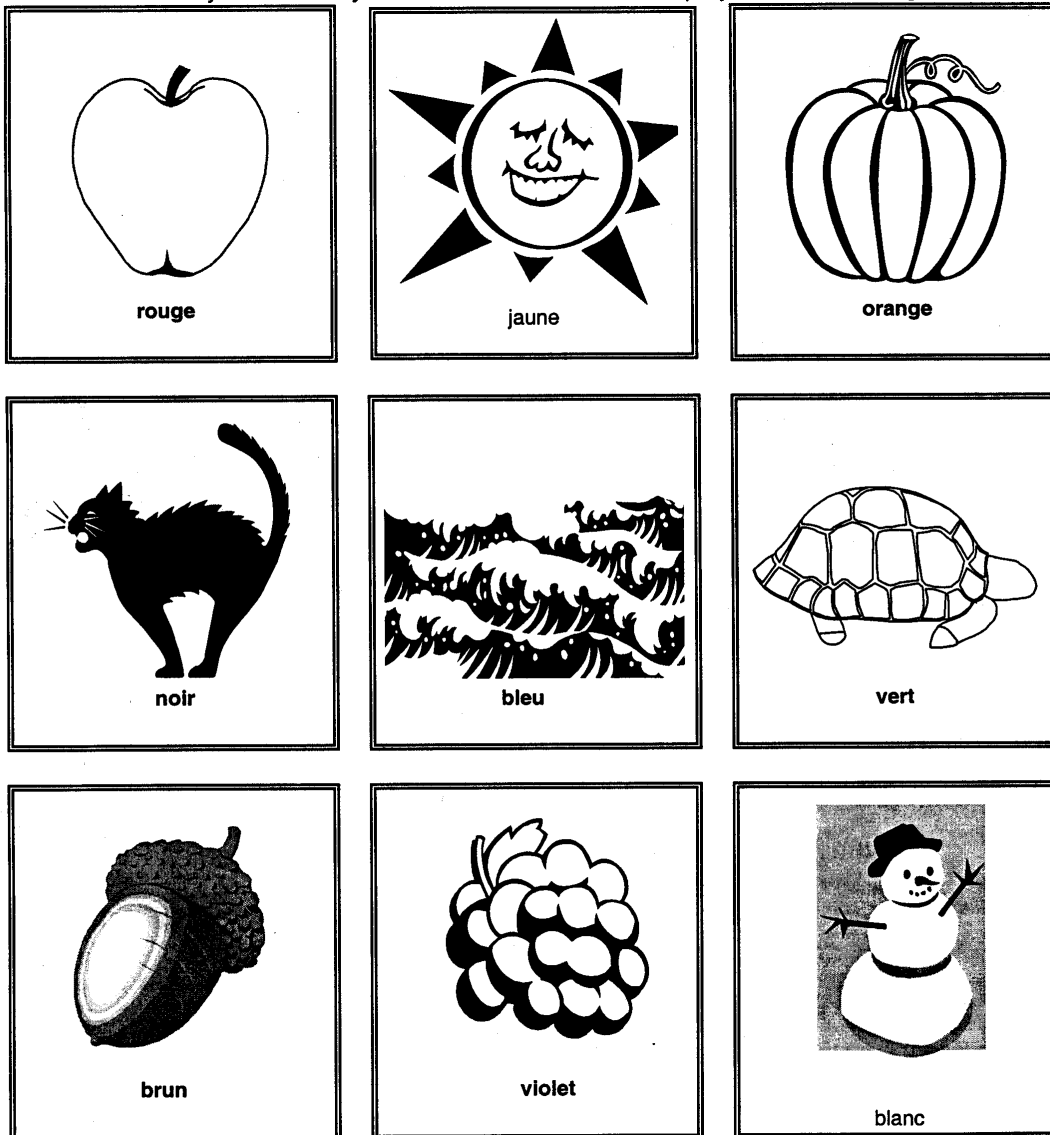


Adapted from *Au Manitoba, on s’amuse en français, M et 1re année* – septembre, Ministère de l’Éducation du Manitoba, 2000, page 52

Annexe 26

Colours/Les couleurs – Cartes éclair

Monthly themes may be used as flashcards to display the colours taught.



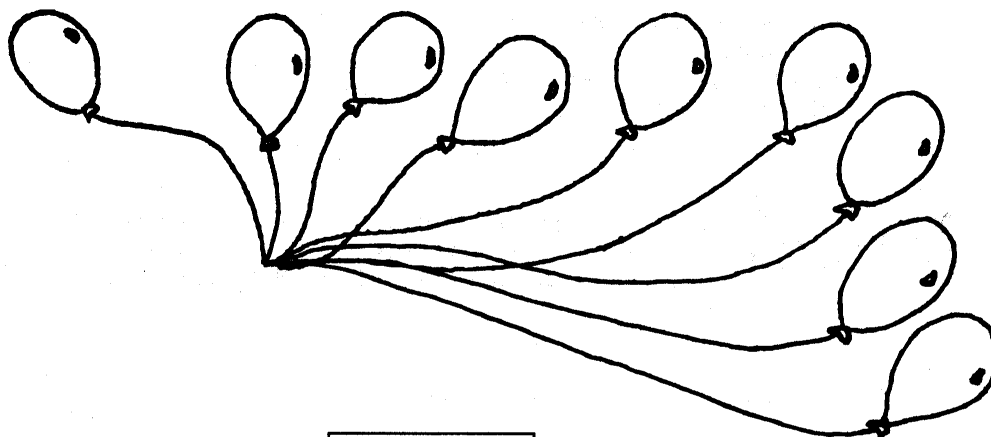
In lieu of the above flashcards, **Variations 1 & 2** on the next page may be used.

Annexe 27

Colours/Les couleurs

Variation 1

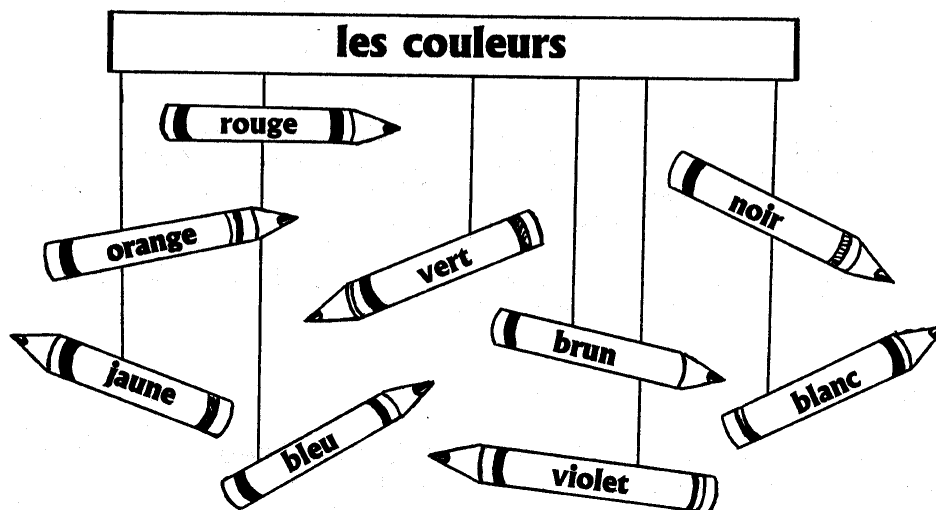
Coloured circles attached to a string can be used to display colours.
Attach a clown or a picture of your choice to hold the strings.



Mobile

Variation 2

A mobile can also be used and left hanging so that the students can verify the colours used in their activities.



Annexe 28

Colours/Les couleurs - Chansons

1. **Les cinq couleurs** (Tune: London Bridge)

Bleu, orange, brun, vert et rouge
Vert et rouge, vert et rouge
Bleu, orange, brun, vert et rouge
Voilà cinq couleurs.

Suggestion

Construction paper of five colours may be distributed to the entire class, one sheet per student. As the colour is mentioned, those students holding that coloured sheet stand up.

2. **Les couleurs** (Tune: Mary had a little lamb)

Si tu portes du bleu, bleu, bleu
Bleu, bleu, bleu
Bleu, bleu, bleu,
Si tu portes du bleu, bleu, bleu
Viens ici, vite, vite. *

Si tu portes du rouge, rouge, rouge...
Si tu portes du jaune, jaune, jaune..., etc.

Suggestion

The students wearing that colour are to join the teacher at the front of the class as their colour is called. With each new colour, more students join the teacher and the others at the front until no one is left seated.

* To seat everyone by colour, substitute « Viens ici, vite, vite. » with « Va t'asseoir, vite, vite. »

Tip

The teacher has the colours in the song displayed on the board ledge in construction paper or coloured objects.

Annexe 29

Colours/Les couleurs - Activités

Objective: To learn and/or reinforce the colours.

Material: Catalogues, magazines, scissors, glue, poster board for each team

Method: The teacher creates as many groups of students as the number of colours that the teacher wants to present. The children find pictures that relate to their colour, cut them neatly and run up and paste one object at a time to their poster board. The team to get the most in X minutes wins! All the students state their colour and count their objects in French.

2.a) **Ma couleur préférée**

Objective: To learn and/or review colours.

Materials: Board, coloured construction paper of the nine colours

Method: The teacher has written the nine colours (jaune, orange, rouge, vert, bleu, brun, noir, blanc, violet) across the board and has placed the corresponding coloured construction paper on the board ledge.

Teacher: « Qui aime le rouge ? » (Pointing to the word « rouge » and then the construction paper.)

Students: « J'aime le rouge. » (Raise their hand if that is their preferred colour.)

The teacher then writes the names of those students under « rouge » They continue until all the colours have been called.

2.b)

Follow up activity

Objective: To practice and/or review colours by creating booklets.

Materials: A sheet of paper for each student with the heading « Ma couleur préférée est... »

Method: On his sheet of paper, according to the colour he had chosen in the above activity, the student draws whatever object he wishes in that colour. The teacher groups the students' drawings and makes several albums of colours. On the cover of each booklet the teacher writes the appropriate word for the colour.

Annexe 30

Combien de fois est-ce que j'ai parlé en français?

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

Nom de l'élève : _____

Teaching Notes

Student self monitoring checklist for using French in classroom

Annexe 31

Letter to parents

September 2000

Cher parents/guardians,

Bonjour! My name is (Teacher Name) and I will be teaching your child Grade Four Core French this year. Based upon the 1995 K-5 Saskatchewan Core French Curriculum and using the *Visages 1* and *Acti-Vie 1* programs, your child will be studying the following units this school year : Introduction, Numbers, Colours, School, Physical Activity, Halloween, Clowns, Christmas, Environment, Clothing, Animals, Easter, Food and Travel. Please note the number, the order, as well as the units taught may be changed in order to meet the student's needs and interests.

In each unit, the students work through a number of steps to achieve a specific goal. The goal may include an oral presentation, a collage or booklet, a class album, a music video, etc. Each unit will be taught using the communicative/experiential approach that encourages the students to communicate in French about experiences that are relevant and are of interest to them. Grammar concepts are incorporated into each unit of study in order to develop a whole language approach. The experiential approach encourages the students to develop an understanding and an appreciation of French-Canadian language and culture.

Students will be evaluated throughout the units on their performance, their achievement, their participation, their attitude and their behavior.

If you have any questions, please feel free to call me at school at (School Phone Number). I look forward to meeting you at parent information night!







À bientôt!

Core French Teacher
School Name



Annexe 32

Comment ça va aujourd'hui?

	Ça va très bien 	Ça va bien 	Ça va comme ci comme ça 	Ça va mal 
Les filles 				
Les garçons 				
Total de la classe				

Teaching Notes :

Make an overhead of the survey « Sondage » and begin by asking How is it going today? « Comment ça va aujourd'hui? ». Show me « Montrez-moi ». Teacher should use gestures such as a thumbs up for It's going good « Ça va bien » or thumbs down for It's going so-so « Ça va comme ci comme ça », etc. Now, raise your hand if it's going very well « Maintenant, levez la main si ça va très bien. » Count « Comptez ». One, two, three « Un, deux, trois... » etc. Have students could with you and record number. Now, for how many girls is it going very well? « Maintenant, combien de filles ça va très bien? » and repeat the process.

Repeat this process until all sections are complete. Note students must all vote once. This may be verified by counting the total of the class at the bottom.

Annexe 33

Comment ça va aujourd'hui?

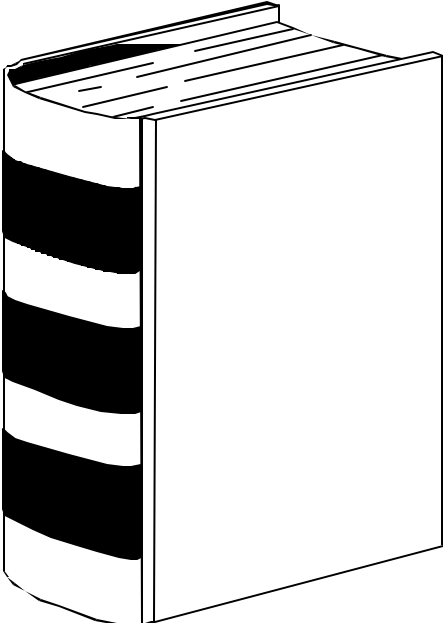
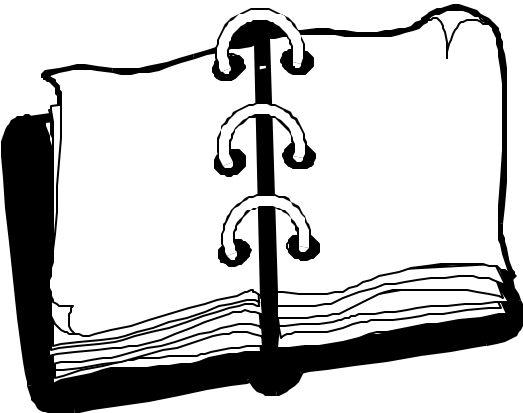
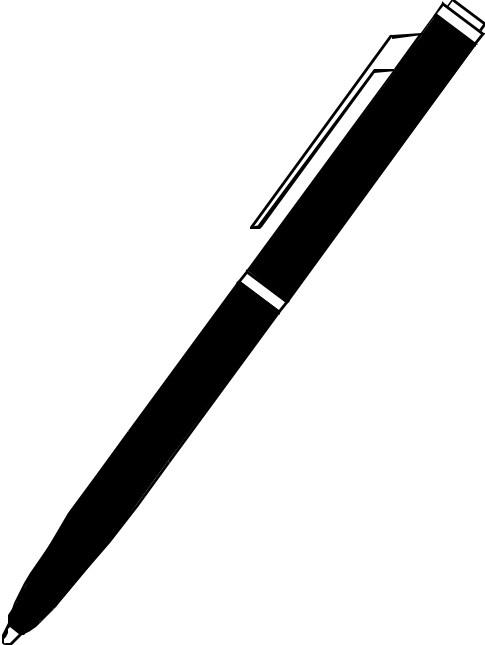
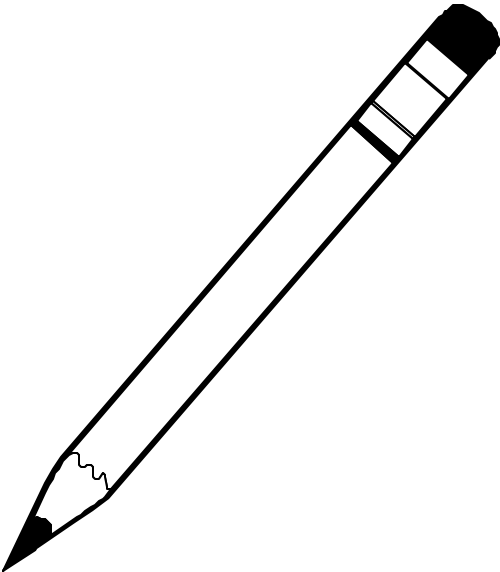
1. Ça va très bien pour combien de filles? _____
2. Ça va très bien pour combien de garçons? _____
3. Ça va bien pour combien de filles? _____
4. Ça va bien pour combien de garçons? _____
5. Ça va comme ci comme ça pour combien de filles? _____
6. Ça va comme ci comme ça pour combien de garçons? _____
7. Ça va mal pour combien de filles? _____
8. Ça va mal pour combien de garçons? _____
9. Qui sont plus heureux, heureuses? Les garçons ou les filles?
Les _____ sont plus heureux, heureuses.

Annexe 33 (continued)

Graphing Results

Nombre d'élèves	Filles				Garçons			
	Ça va très bien	Ça va bien	Ça va comme ci comme ça	Ça va mal	Ça va très bien	Ça va bien	Ça va comme ci comme ça	Ça va mal
30								
29								
28								
27								
26								
25								
24								
23								
22								
21								
20								
19								
18								
17								
16								
15								
14								
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8								
7								
6								
5								
4								
3								
2								
1								

Annexe 34



Annexe 35

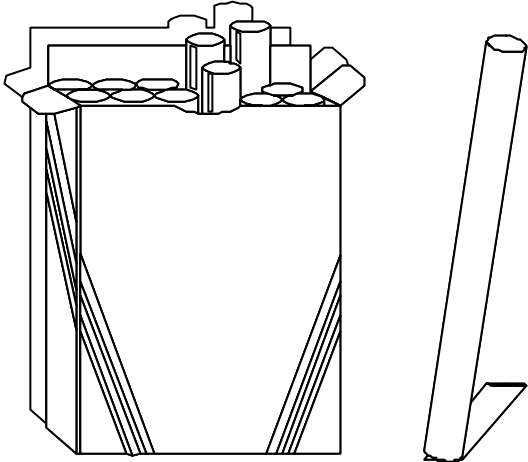
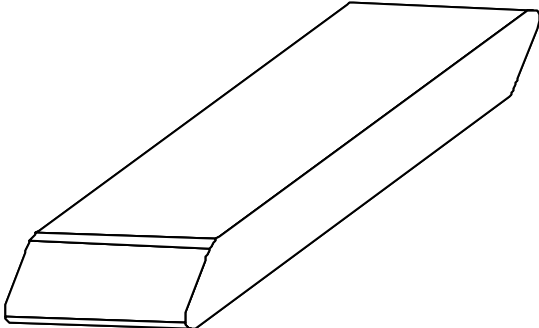
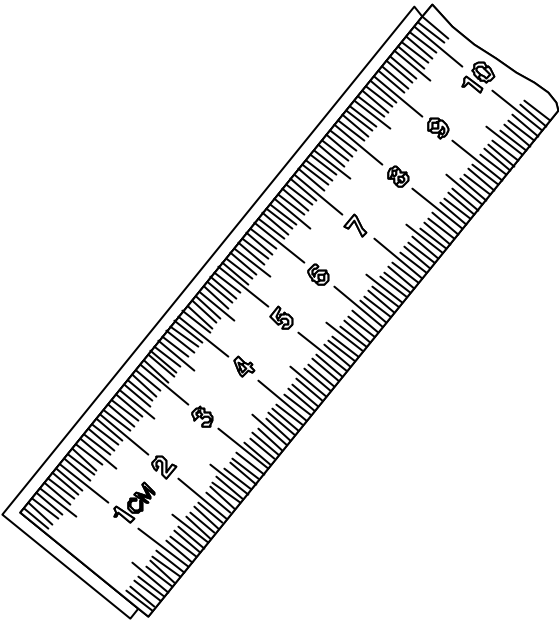
**un
stylo**

**un
crayon**

**un
livre**

**un
cahier**

Annexe 36



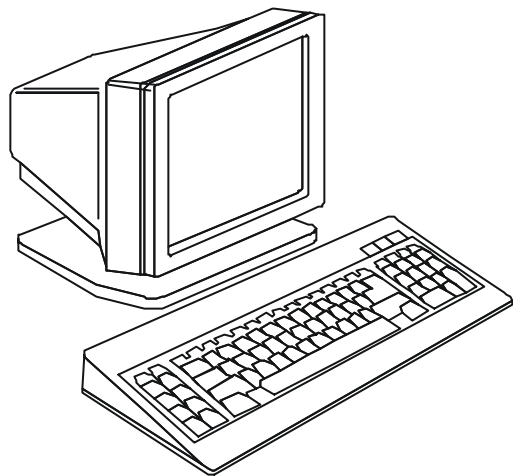
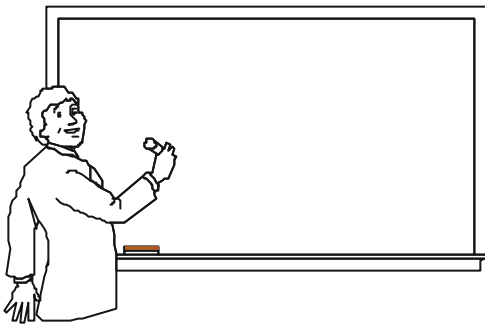
**une
gomme**

**une
règle**

**une
craie**

**une
chaise**

Annexe 38



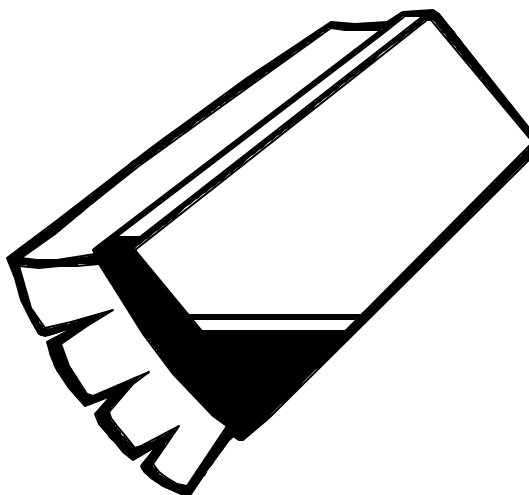
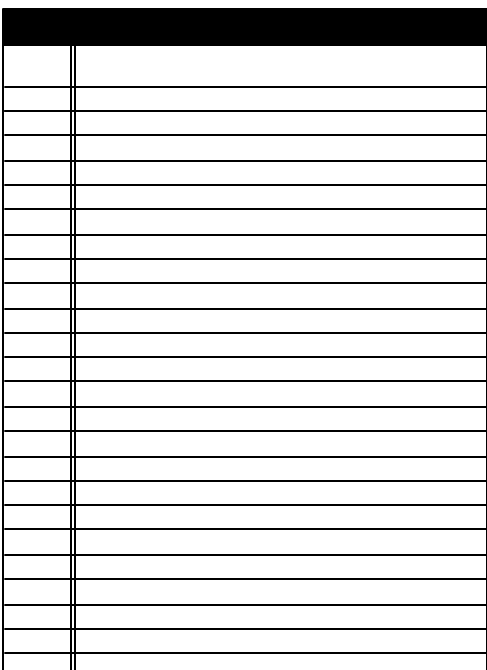
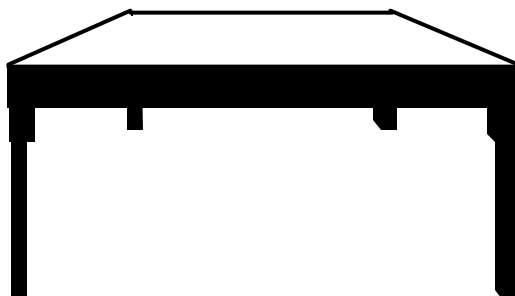
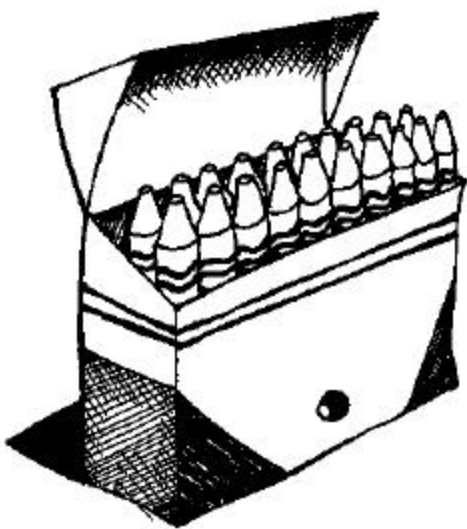
**un
pupitre**

**un
bureau**

**un
ordinateur**

**un
tableau**

Annexe 40



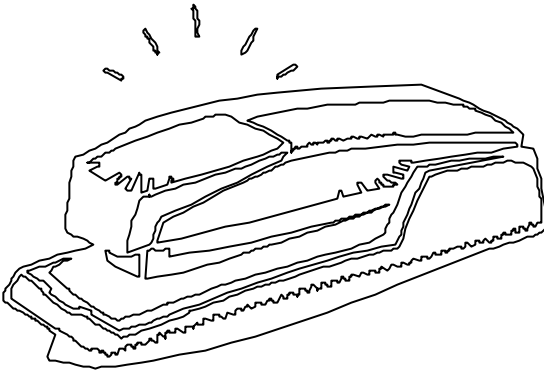
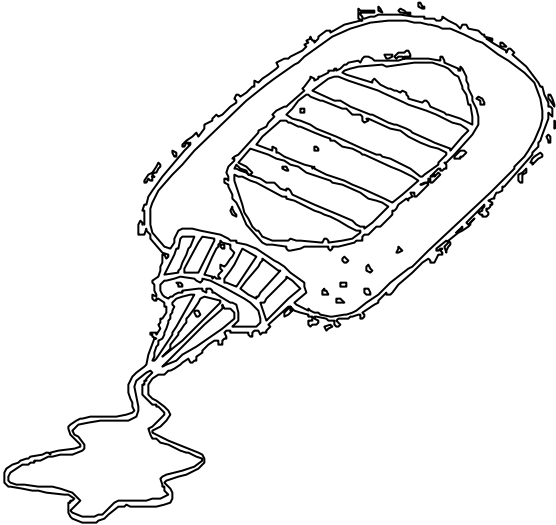
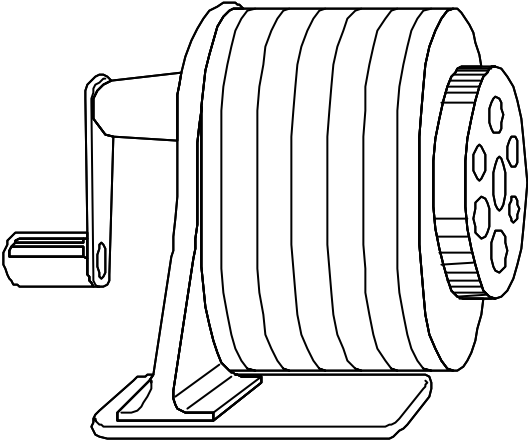
**une
table**

**une
boîte à
crayons**

**une
brosse**

**une
feuille
de papier**

Annexe 42



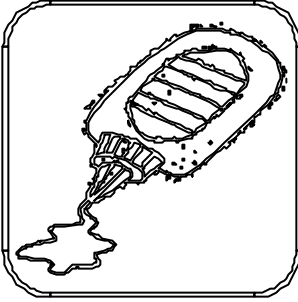
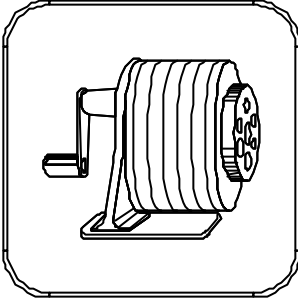
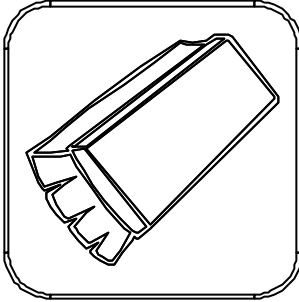
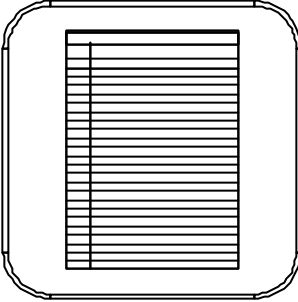
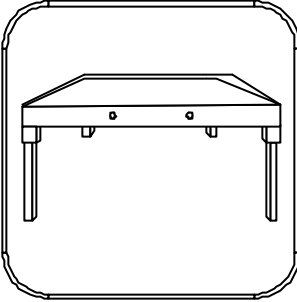
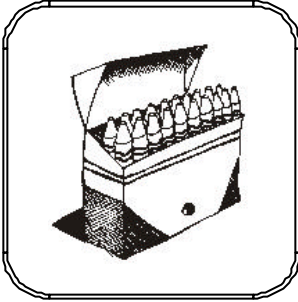
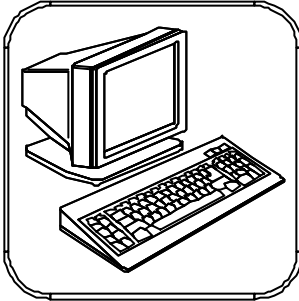
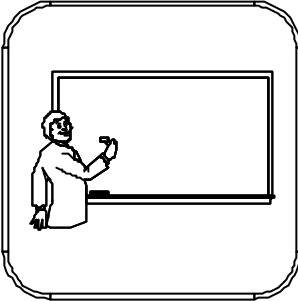
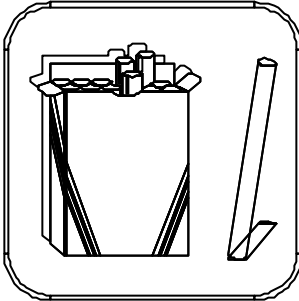
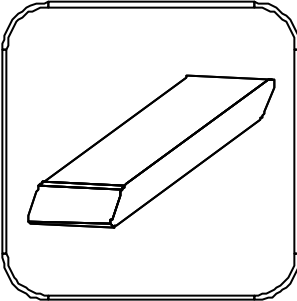
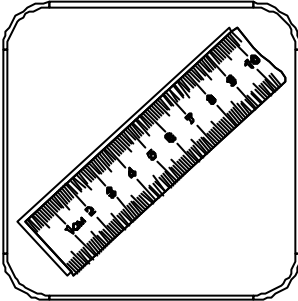
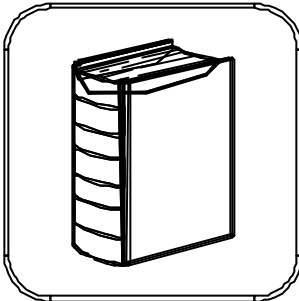
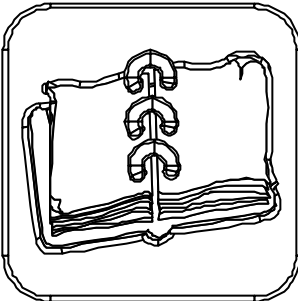
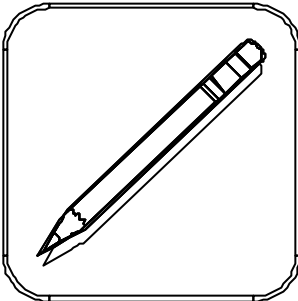
**un
sac
à dos**

**un
taille-
crayon**

**une
agrafeuse**

**de la
colle**

Annexe 44



Annexe 45

un
livre

un
cahier

un
stylo

un
crayon

une
craie

une
chaise

une
gomme

une
règle

un
ordinateur

un
tableau

un
pupitre

un
bureau

une
brosse

une
feuille de
papier

une
table

une
boîte à
crayons

une
agrafeuse

de la
colle

un
sac à
dos

un
taille-
crayon

Annexe 46
Jeu « Mon sac à dos »



Annexe 46 (continued)

Jeu « Mon sac à dos »

Qu'est-ce qu'il y a dans ton sac à dos?

Écris le nom de 3 objets dans ton sac à dos.

Moi

Mon Partenaire

Jeu #1

Dans mon sac à dos il y a ...

1. _____
2. _____
3. _____

Dans le sac à dos de mon partenaire il y a ...

1. _____
2. _____
3. _____

Jeu #2

Dans mon sac à dos il y a ...

1. _____
2. _____
3. _____

Dans le sac à dos de mon partenaire il y a ...

1. _____
2. _____
3. _____

Structure :

Q : Est-ce qu'il y a un/une _____ dans ton sac à dos?

R : Oui, il y a un/une _____ dans mon sac à dos.

R : Non, il n'y a pas un/une _____ dans mon sac à dos.



Regarde les cartes de LOTTO ou les listes de vocabulaire pour le nom des objets.

Annexe 47

Grille d'observation – Le travail coopératif

Grille d'observation Le travail coopératif				
Date :	Critères à observer :			
Nom des élèves	Suit les directives	Collabore avec son(sa) partenaire	Complète le travail	Communique en français

Annexe 48

Grille d'observation

						Nom des élèves

Annexe 49

Est-ce que c'est masculin ou féminin?



Un/le = masculin

Une/la = féminin

Les = pluriel

Écris les objets suivants dans la colonne appropriée. Dessine l'objet à côté du mot.

élèves

sac à dos

table

agrafeuse

gomme


crayon

ciseaux

stylo

craie

tableau

Masculin	Féminin	Pluriel
Exemple :	La porte 	
1.		
2.		
3.		
4.		
5.		

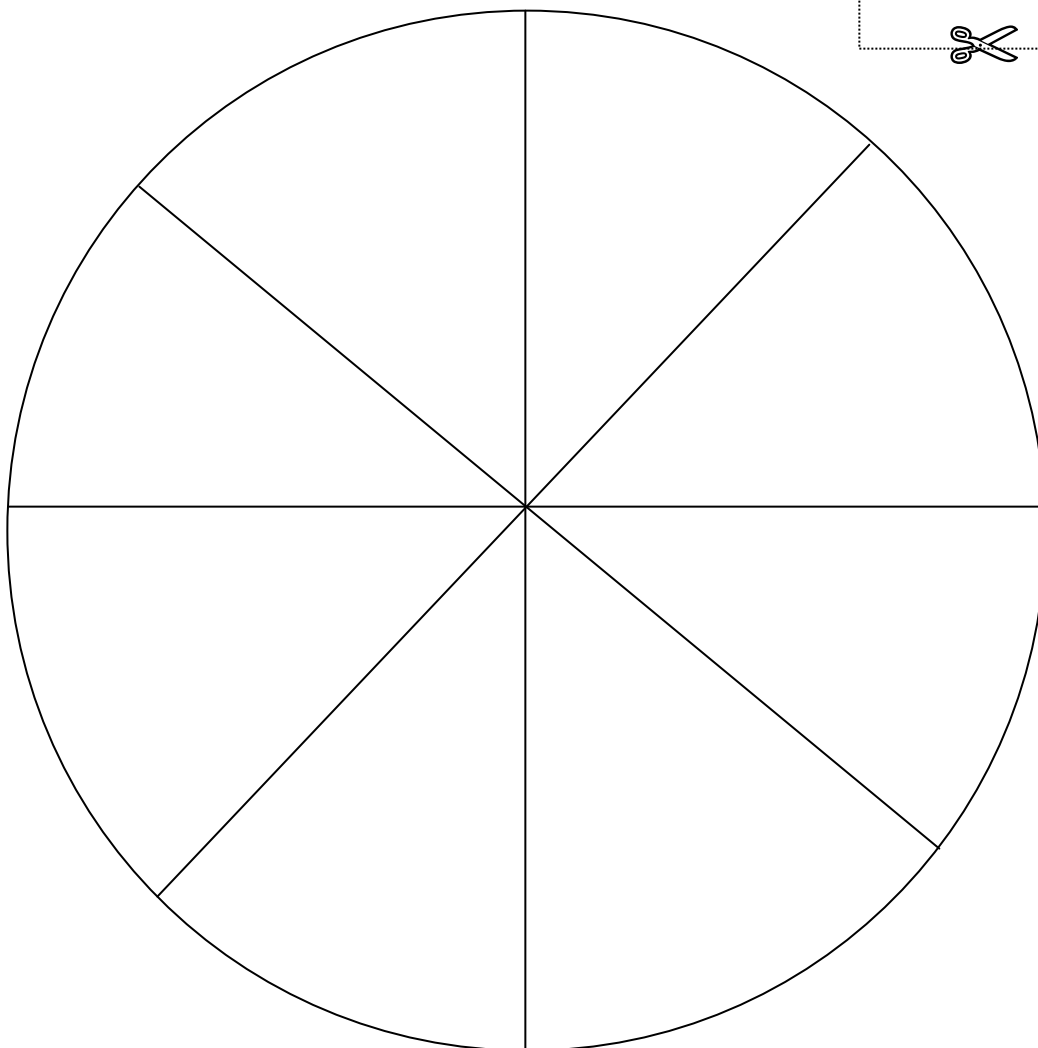
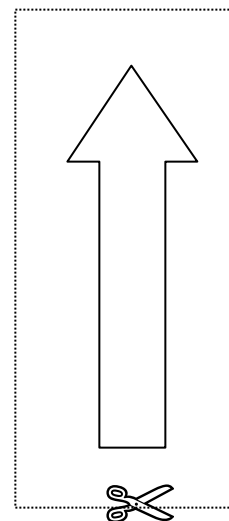
6.		
7.		
8.		
9.		
10		

Annexe 50

Colour Wheel

Les étapes : (coche ✓ les activités)

1. Colorie
2. Écris le nom de la couleur
3. Coupe
4. Attache la flèche
5. Pratique avec un/une partenaire.
Q : C'est quelle couleur?
R : C'est rose.



Annexe 51

Fiche anecdotique

Fiche anecdotique

Activité : _____ Date : _____

Nom de l'élève : _____

Fiche anecdotique

Activité : _____ Date : _____

Nom de l'élève : _____

Annexe 52

Une activité d'écoute



Dialogue « J'ai perdu mon sac à dos »

Écoute le dialogue « J'ai perdu mon sac à dos » et écris quel sac à dos appartient à quel élève.

Aujourd'hui les élèves de l'école *Bon apprentissage* vont au parc. Ils doivent apporter leur sac à dos mais certains élèves ont perdu leur sac à dos.

- « Où sont nos sacs à dos? » demandent les élèves.
- « Monique, de quelle couleur est ton sac à dos? »
- « Mon sac à dos est rose. »
- « Qu'est-ce qu'il y a dans ton sac à dos? »
- « Dans mon sac à dos il y a une règle, un cahier de français, un dictionnaire et un crayon. »
- « Ton sac à dos est sous ton pupitre. »
- « Ah oui! Merci. »
- « Danielle, est-ce que ton sac à dos est bleu? »
- « Oui, il est bleu. »
- « Est-ce qu'il y a un stylo, un dictionnaire, un cahier de maths et un disque compact dans ton sac à dos? »
- « Oui, ça c'est mon sac à dos. »
- « Paris Lafrance, est-ce que ton sac à dos est violet? »
- « Oui et j'ai une règle, un crayon, un magazine et un cahier de français dans mon sac à dos. »
- « Voilà ton sac? »
- « Merci. »
- « Jacques Trèsfort, où est ton sac à dos? »
- « Mon sac à dos est noir et j'ai des marqueurs, un cahier, un crayon et une règle dans mon sac à dos. Ah! Il est sur mon pupitre. »
- « Sylvie, quelle couleur est ton sac à dos? »
- « Il est jaune. J'ai une brosse, une gomme, un crayon et un téléphone cellulaire à ma mère dans mon sac à dos. »
- « Quoi! Un téléphone cellulaire! » Drring. Drring.
- « Écoutez sonner le téléphone. » Drring. Drring.
- « Il est dans le casier de Jacques Trèsfort. »
- « Euh, voilà ton sac à dos Sylvie. » Drring. Drring.
- « Merci Jacques. » (Giggle, giggle)

Annexe 53

Activité d'écoute : pour l'élève



Écoute le dialogue « J'ai perdu mon sac à dos » et décide quel sac à dos appartient à quel élève.

A. Écris le numéro dans la boîte qui correspond avec le sac à dos de la personne.

- Monique Lafleur
- Jacques Trèsfort
- Paris Lafrance

- Daniel Lechiffre
- Sylvie Labellefilie

1. Une règle, un cahier, un crayon, un dictionnaire.
2. Un stylo, un dictionnaire, un cahier de maths, un disque compact.
3. Une brosse, une gomme, un crayon, un téléphone cellulaire.
4. Une règle, un crayon, un magazine, un cahier de français.
5. Des marqueurs, un cahier, un crayon, une règle.

B. Écoute le dialogue encore une fois et colorie les sacs à dos avec la couleur appropriée.



Monique Lafleur



Paris Lafrance



Jacques Trèsfort



Daniel Lechiffre



Sylvie Labellefilie

Annexe 54

Activité d'écoute : pour l'enseignant.e



Écoute le dialogue « J'ai perdu mon sac à dos » et décide quel sac à dos appartient à quel élève.

A. Écris le numéro dans la boîte qui correspond avec le sac à dos de la personne.

1

Monique Lafleur

5

Jacques Trèsfort

4

Paris Lafrance

2

Daniel Lechiffre

3

Sylvie Labellefille

1. Une règle, un cahier, un crayon, un dictionnaire.
2. Un stylo, un dictionnaire, un cahier de maths, un disque compact.
3. Une brosse, une gomme, un crayon, un téléphone cellulaire.
4. Une règle, un crayon, un magazine, un cahier de français.
5. Des marqueurs, un cahier, un crayon, une règle.

B. Écoute le dialogue encore une fois et colorie les sacs à dos avec la couleur appropriée.

- | | | |
|----|--------|---------------------|
| 1. | Rose | Monique Lafleur |
| 2. | Bleu | Daniel Lechiffre |
| 3. | Jaune | Sylvie Labellefille |
| 4. | Violet | Paris Lafrance |
| 5. | Noir | Jacques Trèsfort |

Annexe 55

Activité Internet : Où est Sophie? (pour l'élève)

Consulte le site web www.caslt.org et réponds aux questions suivantes.

Où est Sophie?

Coche ✓ la bonne réponse.

1. Est-ce qu'elle est dans la classe de français?
 oui 😊
 non ☹️
2. Est-ce qu'elle est dans la salle des ordinateurs?
 oui 😊
 non ☹️
3. Est-ce qu'elle est dans le gymnase?
 oui 😊
 non ☹️
4. Est-ce qu'elle est dans son casier?
 oui 😊
 non ☹️
5. Où est Sophie? Elle est dans la fontaine.
 le bureau.
 le pupitre.
6. Sophie est une fille?
 oui 😊
 non ☹️

-
7. Qu'est-ce que c'est Sophie? Sophie est un dinosaure.
 un reptile.
 un monstre.
8. De quelle couleur est Sophie? Sophie est brun.
 vert.
 gris.
9. De quelle couleur est le drapeau du Québec?
 bleu et blanc
 bleu, blanc, rouge
 vert, blanc, bleu
10. Où est Sophie?
 Dans la classe de musique.
 Dans la fontaine d'eau.
 Dans le pupitre.

Bravo! Tu as trouvé Sophie. Sophie est un _____.

Annexe 56

Activité Internet : Où est Sophie? (pour l'enseignant.e)

Consulte le site web www.caslt.org et réponds aux questions suivantes.

Où est Sophie?

Coche ✓ la bonne réponse.

- Est-ce qu'elle est dans la classe de français?
 oui 😊
 non ☹️
- Est-ce qu'elle est dans la salle des ordinateurs?
 oui 😊
 non ☹️
- Est-ce qu'elle est dans le gymnase?
 oui 😊
 non ☹️
- Est-ce qu'elle est dans son casier?
 oui 😊
 non ☹️
- Où est Sophie? Elle est dans
 la fontaine.
 le bureau.
 le pupitre.
- Sophie est une fille?
 oui 😊
 non ☹️

-
7. Qu'est-ce que c'est Sophie? Sophie est un dinosaur.
 un reptile.
 un monstre.
8. De quelle couleur est Sophie? Sophie est brun.
 vert.
 gris.
9. De quelle couleur est le drapeau du Québec?
 bleu et blanc
 bleu, blanc, rouge
 vert, blanc, bleu
10. Où est Sophie?
 Dans la classe de musique.
 Dans la fontaine d'eau.
 Dans le pupitre.

Bravo! Tu as trouvé Sophie. Sophie est un serpent.

Teaching Notes :

This activity provides an extra challenge for more advanced students. It might be used in split grades or with students from an immersion background. The following is a list of supplementary websites for similar activities pertaining to the second-language classroom.
www.puzzlemaker.com Students could create their own puzzle on a given theme using this site.

www.weatheroffice.com

www.bureaumeteo.com Students could complete an activity on the weather across Canada

www.caslt.org Technology activities

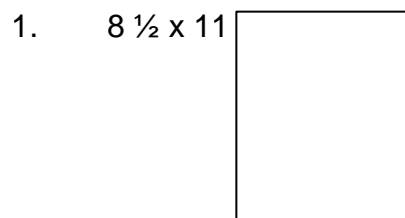
www.sasked.gov.sk.ca/schools.html Saskatchewan schools

Students could earn extra participation marks after completing such an activity and could also shade in a square on his/her French participation checklist.

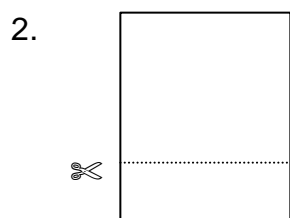
Classroom teachers could also be given this website and could verify that a student completed the activity during regular class time or during computer time.

Annexe 57

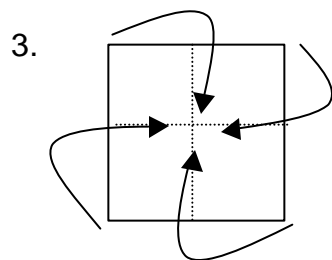
Jeu « Clique-doigts »



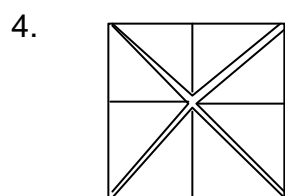
Prends une feuille de papier 8 ½ x 11



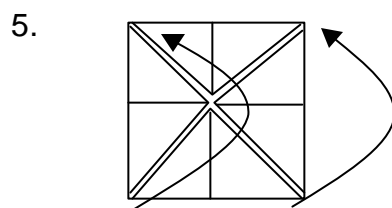
Plie la feuille de papier et coupe le papier pour faire un carré de 8 ½ x 8 ½.



Plie les coins de la feuille de papier vers le centre.



Retourne le carré et plie les coins de ce côté vers le centre.



Plie le « clique-doigts » en deux et insère le pouce et l'index de chaque main dans les poches qui se sont formées.

Teaching Notes :

The students enjoy making and presenting these games and should be encouraged to take them home and share them with a family member. See Annexe 78 for a letter to parents/guardians.

Annexe 58

« Clique-doigts » : Feuille d'évaluation

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

Commentaires : _____

Evaluation de la tâche 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

Commentaires : _____

Annexe 59

Cartes éclair : Expressions

Pardon

Excusez-moi

S'il te/vous
plaît

J'ai fini

Je n'ai pas
fini

Merci

Voici mon
travail

D'accord

C'est
facile

C'est
difficile

C'est quand
le test?

Pourquoi?

Où est
_____?

Répétez s'il
vous plaît

Qu'est-ce
qu'on fait
aujourd'hui?

On peut
chanter?

Pardon?

**Excusez-
moi**

**S'il
te/vous
plaît**

J'ai fini

Annexe 61
Expressions

**Je n'ai pas
fini**

Merci

**Voici
mon
travail**

D'accord

Annexe 62
Expressions

**C'est
facile**

**C'est
difficile**

**C'est
quand le
test?**

Pourquoi?

Annexe 63
Expressions

Où est
_____?

Répétez s'il
vous plaît

Qu'est-ce
qu'on fait
aujourd'hui

On peut
chanter?

Annexe 64

Cartes éclair : Directions

Dessinez

Écrivez

Regardez

Écoutez

Chantez

**Asseyez-
vous**

**Levez-
vous**

Marchez

Courez

Sautez

Avancez

Reculez

Dansez

Fermez

Ouvrez

Levez

Baissez

Répétez

Annexe 65
Directions

Dessinez

Écrivez

Regardez

Écoutez

Chantez

Asseyez-vous

Annexe 66
Directions

Levez-vous

Marchez

Courez

Sautez

Avancez

Reculez

Annexe 67
Directions

Dansez

Fermez

Ouvrez

Levez

Baissez

Répétez

Annexe 68

Cartes éclair : Questions

avoir une
trombone?

tailler mon
crayon?

ouvrir la
fenêtre?

aller aux
toilettes?

emprunter
une règle?

aller à mon
casier?

aller boire?

emprunter
ton
agrafeuse?

emprunter
un stylo?

travailler à
l'ordinateur?

avoir une
feuille de
papier?

emprunter
un crayon?

Annexe 69
Questions

**Avoir une
trombone?**

**Tailler mon
crayon?**

**Ouvrir la
fenêtre?**

**Aller aux
toilettes?**

Annexe 70
Questions

**Travailler à
l'ordinateur?**

**Avoir une
feuille de
papier?**

**Emprunter un
crayon?**

**Emprunter
un stylo?**

Annexe 71
Questions

**Emprunter
ton
agrafeuse?**

**Aller
boire?**

**Aller à mon
casier?**

**Emprunter
une règle?**

Annexe 72

La Phrase magique

La phrase magique

Regarde les fiches de référence pour les idées

Structure : le/la _____ est dans le/la _____.
sous
sur
devant
derrière
à côté de

Exemple :

<input type="checkbox"/>	Le cahier est	<input type="checkbox"/>	dans	<input type="checkbox"/>	la salle de classe.
<input checked="" type="checkbox"/>	Le crayon est	<input type="checkbox"/>	sous	<input type="checkbox"/>	le pupitre.
<input type="checkbox"/>	La chaise est	<input checked="" type="checkbox"/>	sur	<input checked="" type="checkbox"/>	la table.

Jeu #1

La phrase magique est : _____

Jeu #2

<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

La phrase magique est : _____

Jeu #3

<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	est	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

La phrase magique est : _____

Annexe 73
Tic Tac Toe

X

X

X

X

X

X

O

O

O

O

O

O

Annexe 74

Grille d'accompagnement/Planning Sheet

Checklist of Criteria for « Projet final »

Nom : _____

Date : _____

Mon livret : Vocabulaire de la salle de classe

Coche la boîte quand tu as complété la tâche suivante.

Page 1

- Un titre « Vocabulaire de la salle de classe »
- Un dessin
- Nom
- Année
- Enseignant

Page 2

- Un titre « Les objets »
- Une liste des objets
- Les dessins qui illustrent les objets

Page 3

- Un titre « Les questions »
- Une liste des questions
- Les dessins qui illustrent les questions

Page 4

- Un titre « Les expressions »
- Une liste d'expressions
- Les dessins qui illustrent les questions

Page 5

- Un titre « Les directives »
- Une liste de directives
- Les dessins qui illustrent les directives

Page 6

- Activité optionnelle
- www.puzzlemaker.com
- Mots croisés avec le vocabulaire de la salle de classe

Attention!

- Mes mots sont bien écrits.
- J'ai vérifié dans « les fiches de référence ».
- J'ai vérifié avec un/une ami/e.
- J'ai vérifié avec l'enseignant/l'enseignante.
- J'ai présenté mon livret à mes parents.

Annexe 75

Liste de vérification A

Teacher Checklist of Criteria for Final Project

Liste de vérification	
Nom :	Date :
<p style="text-align: center;">Communication</p> Dans son livret, l'élève a : <input type="checkbox"/> donné un titre approprié pour chaque page. <input type="checkbox"/> fait une liste et un dessin appropriés pour le titre.	Commentaires de l'enseignant/e
<p style="text-align: center;">Langue</p> Dans son livret, l'élève a : <input type="checkbox"/> utilisé un bon vocabulaire. <input type="checkbox"/> bien écrit les mots.	
<p style="text-align: center;">Stratégies</p> L'élève a : <input type="checkbox"/> utilisé des fiches de référence. <input type="checkbox"/> utilisé la grille d'accompagnement (checklist). <input type="checkbox"/> vérifié son travail auprès des autres élèves. <input type="checkbox"/> présenté le livret à ses parents.	

Annexe 76

Liste de vérification B

Teacher Checklist of Criteria for Final Project

Liste de vérification	
Nom :	Date :
	Commentaires de l'enseignant, de l'enseignante

Annexe 77

Suggested Evaluation Criteria

« Title Page »

« Les expressions de la salle de classe »

Title page should include the title (correctly spelled)

Creative representation of the title as well as relevant graphic material on the front.

Student's name, grade, teacher :

Nom : _____ Année : _____ Enseignant.e : _____

The following categories should be correctly and creatively displayed at the top of each page :

- Classroom objects : Les objets de la salle de classe
- Classroom questions : Les questions de la salle de classe
- Classroom expressions : Les expressions de la salle de classe
- Classroom directions : Les directives de la salle de classe

The student will correctly categorize the vocabulary into the correct section of the booklet « livret » using the charts as a reference.

The words/phrases should be recorded creatively and accurately.

Each entry should be written in French and include a visual next to it.

Annexe 78

Letter to parents

Date

Dear Parent or Guardian :

The Grade _____ class has been very busy learning about the Core French classroom. We have sung songs and participated in various activities about the French class including making up a rap about classroom instruction. Currently, we have just completed our « Livret des expressions de la salle de classe », classroom expression booklet, which we will be using as a reference throughout the year. As part of this unit, each student is required to read their « livret » to a parent/guardian and return this letter with a parent signature by

_____.

Thank you for supporting your child's educational experience.

Merci,

Teacher Name

Grade

I have listened to my child read his/her livret.

Parent/guardian signature : _____

Teaching Notes :

1. Present the booklet « livret » to a parent and have them verify (by signing) that they have listened to their child read the booklet.
2. Share with a reading buddy.

Annexe 79

Fiche d'auto-évaluation


Auto-évaluation « Un livret »

Nom : _____ Date : _____

J'aime mon livret.

_____ aime/aiment mon livret.

Mon livret est : Excellent Bon Insatisfaisant

Reflection activity for booklet

When making a booklet, it is important to :

- a) include all of the information.
- b) do your best work.
- c) correctly write the words.
- d) finish the booklet.

Next time I will try harder to _____.

Annexe 80

Fiche d'auto-évaluation (français)

Nom : _____

Date : _____

1. J'écoute en classe.
2. Je finis mon travail.
3. Je participe aux activités et aux jeux.
4. Je parle français à mon/ma partenaire.
5. Je comprends mon enseignant/e.
6. Je participe et je coopère aux activités de mon groupe.

Voici une activité que j'aime.

Voici une activité que je trouve difficile.

Annexe 81

Fiche d'auto-évaluation (anglais)

Name : _____

Date : _____

1. I listen in class.
2. I finish my work.
3. I participate in activities and games.
4. I speak French to my partner.
5. I understand my teacher.
6. I participate and cooperate in group activities.

Here is an activity I like.

Here is an activity I find difficult.

Annexe 82

Mes réflexions

Nom : _____

Date : _____

1. What was your favorite part of the unit?

songs : _____

activities : _____

presentations : _____

2. What did you find challenging in this unit?

3. What new things did you learn?

4. What did you do well?

5. What would you like to do better? What do you need to improve on?

6. What activity helped you learn the most French?

7. What kind of activities do you dislike doing?

8. How much do you participate in French class?

a lot quite a bit not much too little

9. What are some of your favorite activities?

10. Do you have any suggestions for the next unit?

Annexe 83

Mes réflexions : pour l'enseignant.e

1. Recommended activities and songs

2. What will I do the same with my students?

3. What modifications will I make for next time?

4. Did I try to use French as much as possible during the unit?

5. Suggestions for a new song/activity for next unit?

Annexe 84

Est-ce que je peux...



Graphic design by
Jason Avram

Annexe 85



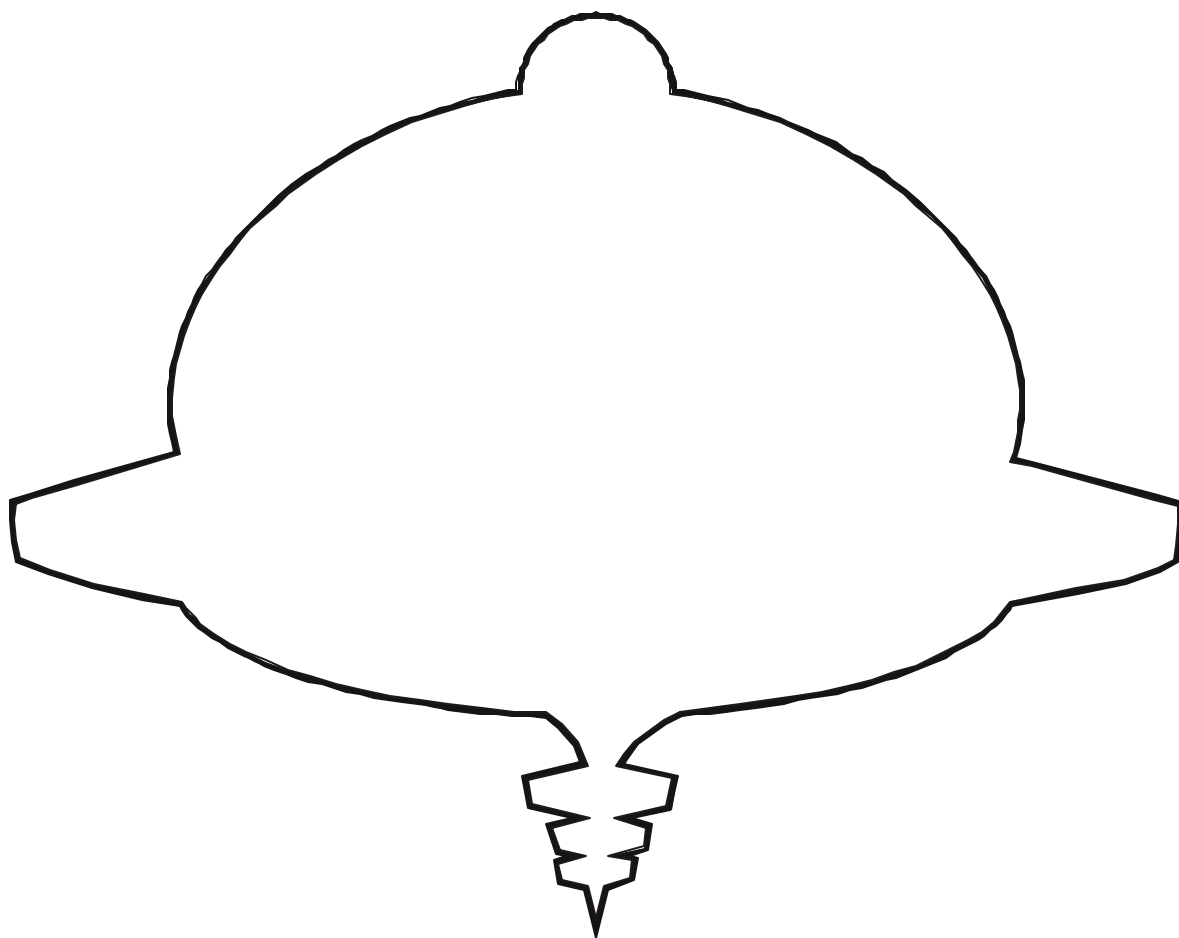
Graphic design by
Jason Avram

Annexe 86



Graphic design by
Jason Avram

Annexe 87



Graphic design by
Jason Avram

Annexe 88

Classroom Display Calendar

A classroom display calendar has multiple purposes as a learning centre: to introduce and/or reinforce language, concepts of weather, time and numbers. To prepare a classroom calendar, the following items are needed:

- 12 pieces of bristol board (approximately 22x28 inches). One piece will be used for each month. Space (approximately 8 inches) can be left at the top of each month to fasten drawings of items that are associated with each month to decorate the calendar. These calendar pages could be laminated.
- Drawings that are representative of what is associated with each month as well as 30 / 31 drawings of the same item to be used to mark each day of the month.
- Headings for the months of the year and the days of the week.

Some examples of drawings might be:

<i>Month</i>	<i>Days of the Week</i>	<i>Decorate the calendar</i>
septembre	A classroom object	Several classroom objects
octobre	Pumpkins (citrouilles)	Halloween items Thanksgiving items (l'Action de grâce)
novembre	Footballs or ice skates (footballs / patins)	Scarf, tuque or hockey stick
décembre	Variety of items relating to Christmas	Santa or his toy bag
janvier	Snowmen (bonhommes de neige)	New Year's hat &/or Bonne Année (Happy New Year)
février	Hearts (coeurs)	Items for les Voyageurs Valentine's items (la Saint-Valentin)
mars	Shamrocks (trèfles)	St Patrick's hat (le chapeau de la Saint-Patrice)
avril	Eggs (oeufs)	Easter items An umbrella (un parapluie)
mai	Kites (cerfs-volants)	Flowers Leaves (feuilles)
Juin	Flowers (fleurs)	Vacation items

Suggested Resources

Greetings

- « Bonjour »
Une Salade de Fruits
Alexandre
(BEL)
- « Bonjour Ma Cousine »
Flic Floc
Suzanne Pinel
(SCL)
- « Au revoir »
Le Loup du Nord
Matt Maxwell
(Tralco)
- « Au revoir »
Une Salade de Fruits
Alexandre
(BEL)
- « Comment ça va? »
Une Salade de Fruits
Alexandre
(BEL)
- « Comment ça va? »
Comment ça va?
Matt Maxwell
(Tralco)
- « En disant 'Au revoir' »
Lunettes de Soleil
Gregg LeRock
(Tralco)
- « J'espère que ça va? »
Cinquante petites chansons chouettes
Karen Barnstable
(WEI)

ABCs, Numbers and Colors

- « ABC »
Bravo
Suzanne Pinel
(SCL)
- « Arc-en-ciel »
Une Salade de Fruits
Alexandre
(BEL)
- « Bingo »
Comme moi
Suzanne Pinel
(SCL)
- « Les cochons »
Comme moi
Suzanne Pinel
(SCL)
- « Les Couleurs »
Cinquante petites chansons chouettes
Karen Barnstable
(WEI)
- « Ma tante a perdu un poulet »
Quand tu seras grand
Matt Maxwell
(Tralco)
- « Oui Monsieur, oui Madame »
Une Salade de Fruits
Alexandre
(BEL)
- « Un petit, deux petits »
Bravo
Suzanne Pinel
(SCL)
- « Zoé »
Bravo
Suzanne Pinel
(SCL)

Le Calendrier et le Temps

- « Bonhomme de neige »
Une lune
Suzanne Pinel
(SCL)
- « Clown Samuel s'habille »
Noël
Suzanne Pinel
(SCL)
- « Combien de jours? »
Quand tu seras grand
Matt Maxwell
(Tralco)
- « Flic Floc »
Flic Floc
Suzanne Pinel
(SCL)
- « J'ai du soleil »
Un cadeau pour toi
Suzanne Pinel
(SCL)
- « La ballade des saisons »
Je m'appelle Marie Soleil – Bonjour
Suzanne Pinel
(SCL)
- « La neige tombe sur mon nez »
Une girafe à l'école
Suzanne Pinel
(SCL)
- « Les jours de la semaine »
Cinquante petites chansons chouettes
Karen Barnstable
(WEI)
- « Les Quatre saisons »
Cinquante petites chansons chouettes
Karen Barnstable
(WEI)
- « Lunettes de Soleil »
Lunettes de Soleil
Greg LeRock
(Tralco)
- « Quel temps fait-il? »
Une Salade de Fruits
Alexandre
(BEL)
- « Soleil »
Bravo
Suzanne Pinel
(SCL)

Books and Print Resources

- *Le Calendrier*
(PERS)
- *Core French, A Curriculum and Resource Guide for the Elementary Level, 1994*
(LRDC)
- *Au Manitoba, on s'amuse en français, Maternelle et 1re année*
(LRDC)
- Acti-Vie 1
Découvrons Notre École
(LRDC)
- *Le Français Sans Souci*
(PERS)
- *Prêt à commencer*
Jocelyn Drozda-Daunheimer
(FSR)
- *On chante et on bouge*
Jacquot
Videocassette
(Tralco)

-
- Carte Blanche
Addison – Wesley (flashcards)
(Existing copies still appropriate for use
but out of print)
 - « La salle de classe »
Chez moi
Étienne
(Tralco)
 - « Qu'est-ce que c'est? »
C'est incroyable
Jacquot
(Tralco)
 - Bit of Everything (Un peu de tout)
Scholar's Choice
(SCL)
 - « Les couleurs »
On chante et on bouge
Jacquot
(Tralco)
 - « La danse des couleurs »
La danse des couleurs
Alexandre
(BEL)
 - « Les prépositions »
Cinquante petites chansons chouettes
Karen Barnstable
(WEI)

Websites

Use the website www.puzzlemaker.com to create a word puzzle.

www.caslt.org (Technology activities/beginner level) *À l'école*, activity *Where is Sophie? « Où est Sophie? »*

List of Distributors

BEL:	Bélangel Productions Inc. C.P. 37 St. Boniface, MB R2H 3B6	Telephone: (204) 694-0903 Fax: (204) 233-8122
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SCL:	Scholar's Choice 2323 Trafalgar Street P.O. Box 7214 London, ON N5Y 5S7	Telephone: (519) 453-7470 1-800-265-1095 Fax: (519) 455-2853 1-800-363-3398 Email: scholars@wwdc.com
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