

Les activités physiques et les amis



Grades 2 and 4 Core French Model Unit

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Teaching Materials
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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. Grade 1, Grade 4, Grade 7, Grade 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/Grade 1 and continue through to the end of Grade 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. The vocabulary list has been divided into two sections:

- vocabulary that would be appropriate for younger students (basic vocabulary)
- additional vocabulary that would be appropriate for older students (including the original list for younger students).

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 not intended as a student handout.

Teaching Notes: For the Grade 4 vocabulary list, keep in mind that the vocabulary from the Grade 2 list should have already been covered and will come up in the Grade 4 unit in addition to the new vocabulary listed here.

Grade 2 Vocabulary	Grade 4 Vocabulary
Les parties du corps – Parts of the body	
la bouche – mouth les cheveux – hair les épaules – shoulder les genoux – knee la main – hand le nez – nose les oreilles – ears les pieds – feet la tête – head les yeux – eyes	les bras – arms le cou – neck le coude – elbow le derrière – behind les doigts – fingers le dos – back la jambe – leg la joue – cheek la lèvre – lip le menton – chin l'orteil – toe le pouce – thumb le ventre – stomach
Les sports et les activités physiques – Sports and Physical Activities	
Sports and physical activities used with the verb Faire: Faire de la gymnastique – to do gymnastics Faire de la natation – to swim Faire du camping – to go camping Faire du cyclisme – to cycle Faire du patinage artistique – to figure skate Faire du ski alpin – to downhill ski Faire du toboggan – to go tobogganing Sports used with the verb Jouer: Jouer au badminton – to play badminton Jouer au baseball – to play baseball Jouer au basket-ball – to play basket-ball Jouer aux quilles – bowling	Sports and activities used with the verb Faire: Faire de l'équitation – to horseback ride Faire de la planche à neige (faire du surf de neige) – to snowboard Faire de la planche à roulettes – to skateboard Faire du patin à roues alignées – to inline skate (to rollerblade). Faire du ski de fond – to cross country ski Faire du ski nautique – to water ski Faire une promenade – to go for a walk

Grade 2 Vocabulary**Grade 4 Vocabulary****Les sports et les activités physiques – Sports and physical activities**

Jouer au golf – to play golf
Jouer au hockey – to play hockey
Jouer au tennis de table – to play ping-pong
Jouer au soccer – to play soccer
Jouer au tennis – to play tennis
Jouer au volleyball – to play volleyball

Autres sports et activités – Other sports and activities:

Patiner – to skate
Nager – to swim
Danser – to dance
Sauter à la corde – to jump rope(to skip)

Les adjectifs – Adjectives

canadien, canadienne – Canadian
actif, active – active
formidable – wonderful
honnête – honest
bon, bonne – good
grand, grande – tall
gentil, gentille – kind
petit, petite – small
méchant, méchante – mean
fort, forte – strong
timide – shy
fâché, fâchée – angry
intéressant, intéressante – interesting
fatigué, fatiguée – tired
drôle – funny
joli, jolie – pretty
poli, polie – polite
triste – sad

sympatique – nice
sérieux, sérieuse – serious
heureux, heureuse – happy
tranquille – quiet
bête – silly
fier, fière – proud
fou, folle – crazy
malheureux, malheureuse – unhappy
agréable – pleasant
jaloux, jalouse – jealous
amusant, amusante – amusing
optimiste – optimistic
ennuyeux, ennuyeuse – boring
pessimiste – pessimistic
énervé, énervée – irritated
content, contente – happy
paresseux, paresseuse – lazy
pénible – tiresome
gros, grosse – fat
malade – sick
inquiet, inquiète – worried
beau, belle – beautiful
dynamique – dynamic
sociable – sociable
pensif, pensive – pensive
confus, confuse – confused

Grade 2 Vocabulary**Grade 4 Vocabulary****Expressions**

De mauvaise humeur – in a bad mood

De bonne humeur – in a good mood

Je m'appelle ... – My name is ...

J'ai _____ ans – I am _____ years old

J'ai les cheveux _____ – I have _____ hair

J'ai les yeux _____ – I have _____ eyes

Qui aime _____ ? – Who likes _____ ?

J'aime _____ – I like _____

Je n'aime pas _____ – I don't like _____

Il, Elle aime _____ – He, she likes _____

J'adore _____ – I love _____

Je n'aime pas _____ – I dislike _____

Est-ce que tu ... ? – Do you ... ?

J'habite _____ – I live in _____

Field of experience : Friends and Physical Activities

Topic to be Developed : Les activités physiques et les amis

Experiential Goal : Students will create a booklet about a friend and types of popular sports and activities they and their friend like to do. They will make an oral presentation to the class about their friend based on the information they collect in the booklet.

Suggested Steps :

1. Explore the theme of friends and physical activities and discuss the experiential goal.
2. Become familiar with parts of the body.
3. Begin the creation of a booklet about a friend to use in the final project.
4. Discuss physical characteristics of people.
5. Discuss popular sports and physical activities among students.
6. Become familiar with personality traits.
7. Prepare and present the experiential goal.
8. Reflect on the unit.

Learning Objectives :

Students will:

- participate in a variety of language activities on the topic of friends and physical activities.
- present a personal profile of a friend to the class in French.
- strive for more accurate and effective use of linguistic structures and vocabulary suited to the student's level of French.
- respond sensitively to the ideas, comments, and products of others.
- recognize the link between friends and activities.
- describe physical characteristics and personality traits of friends.
- describe what sports their friends like and dislike.
- become familiar with vocabulary related to parts of the body.

Suggested Step:

1. **Explore the theme of friends and physical activities and discuss the experiential goal.**
- 1.1 On a large piece of paper the teacher will record all ideas brainstormed by students on the topic of friends. Encourage the students to use all vocabulary they might know in French.
- 1.2 Discuss the brainstormed ideas and how the topic of friends and physical activities relate to each other.
- 1.3 **Annexes 1 and 2. Game.** In the classroom, the teacher will display four large pieces of paper with the following headings:
 - Les caractéristiques physiques (physical characteristics)
 - Les traits de personnalité (personality traits)
 - Les parties du corps (parts of the body)
 - Les activités physiques (physical activities)

Ask students what they think the categories mean and how they relate to friends? Explain to the students what each title means. Tell the students they will be playing a game of putting the flashcard under the appropriate heading.

Divide the class into two teams (more if necessary). Put team names on the board to keep score (get the students to make up French names for their teams). The teacher can choose what team will go first, second, etc. One member from the team designated by the teacher will come to the front of the class. As they come up, encourage their team to chant quietly « Allez » Go. When the teacher says « Arrêtez » Stop, the team stops cheering. If anyone continues on, subtract one point. Neither team is allowed to cheer or help while the actual game is going on (subtract one point from their team if they do so). At the front of the class, the student will be asked to put their hand in a bag and pick out one flashcard. They have 15 seconds to look at the flashcard and put it under the appropriate category. Once they put it under a category, they are not allowed to remove it.

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The teacher awards 1 point to each correctly placed card, or places the card back in the bag if it is under the wrong category. A player from the next team comes up, and so the game continues.

Teacher Notes:

- This game is used as an introduction to the vocabulary and main themes that will be found throughout the unit. The teacher can say the words used in the titles and on the flashcards and have the students repeat them, but the goal is the introduction of ideas and themes of the unit.
- A list of flashcards and the category each belongs to is found in **Annexe 2**.

- 1.4 Once the activity is done, ask students to recall any vocabulary they have learned. Discuss again how all the categories relate to friends.
- 1.5 Make students aware of the experiential goal. They will create a booklet about a friend and types of popular sports and activities they and their friend like to do. They will make an oral presentation to the class about their friend based on the information they collect in the booklet.

Suggested Step:

2. Become familiar with vocabulary relating to parts of the body.

- 2.1 Discuss with students how parts of the body relate to the unit on friends and physical activities. For example, we need to give physical descriptions of people (color of their eyes or hair) or list different parts of the body used in various sports.

Supplementary Resource:

- 2.2 « Prêt-à-apporter », an additional resource written by Jocelyn Drozda. The unit on « L'exercice physique » Physical Exercise is excellent for pictures of parts of the body and activities (pages 54-61). For Grade 4 level.
- 2.3 Use **Annexes 3 and 4** as flashcards for identifying parts of the body. If you are using this at a

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Grade 2 level, the students may say the words with you and then color the pictures. At a Grade 4 level, do the same but add extra vocabulary flashcards.

- 2.4 **Annexes 5 to 10:** These pages have several rhymes and songs that deal with parts of the body at a Grade 2 level.

Teacher Notes: Some of the songs have parts of the body that have been designated for a Grade 4 level. Look in the Grade 4 vocabulary list if you need help.

- 2.5 **Annexes 11 and 12.** This is a listening comprehension activity to review parts of the body and colours for a Grade 2 level.

Supplementary Activity:

- 2.6 **Annexe 13.** This is a game that can be used to reinforce the parts of the body at a Grade 2 level. It can be adapted to a Grade 4 level by adding extra vocabulary listed with the flashcards.
- 2.7 **Annexes 14 and 15.** These are also games suited to Grade 2 but can be used at a Grade 4 level by using extra vocabulary.

Supplementary Activity and Resource:

- 2.8 *Le français sans souci* (pages 49 to 56) for both grades. This is an excellent section with written, oral and listening activities, including an answer key that deals with parts of the body.

Suggested Step:

3. **Begin the creation of a booklet about a friend to use in the final project.**

- 3.1 **Annexe 16.** Students will fill out a personal profile about themselves which they will refer to in future activities.

Teacher Notes: There is a form for Grade 2 students and one for Grade 4. Using themselves as an example, the teacher should go through the profile step by step.

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- 3.2 Once the students have finished the profile, they will put it in a box marked Friends in Mr./Mrs. _____ classroom « Les amis dans la salle de M./Mme _____ . » (teacher’s name). The teacher will choose pairs of names from the box and these will be the students who will work together on a booklet about each other throughout the unit. Hand back the personal profiles to the students.

Teacher Notes: The teacher may use a different method of choosing partners if he/she wishes. If the teacher wants to alter this project, he/she could use the same booklet but choose a partner online instead of in the classroom. The teacher needs to have access to enough computers and have pen pals set-up online well in advance.

Supplementary Activity and Resource:

- 3.3 www.caslt.org is an excellent internet site for corresponding with online pen pals. There are forms already made for the students to fill out. There are evaluation grids for the project and it is a Canadian based site. Click on *For Second Language Teachers* (menu on left-hand side of the page), then click on *French Second Language Learning Activities*, and on *Un nouvel ami ou une nouvelle amie* in the scroll-down menu under *Par ordre alphabétique*. Next click on « *allez* » to the right of the menu box. Once you’ve done this, go to the left-hand side of the activity page and click *Fiche d’élève* and you’ll find the form. Try the other categories along the left-hand side for teacher help, evaluation sheets, etc.
- 3.4 Grade 2 booklet: **Annexes 17 to 27** are sheets and activities to be used for the Grade 2 booklet and will be referenced throughout the unit. The teacher should photocopy these sheets to create a booklet and then make copies for each student in the class.
- 3.5 Grade 4 booklet: **Annexes 32 to 45** are sheets and activities to be used for the Grade 4 booklet and they will be referenced throughout the unit. The teacher should photocopy these sheets to create a booklet and then make copies for each student in the class.

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- 3.6 **Annexes 18** (Grade 2) **and 33** (Grade 4). The students will go in pairs to do the first activity in their booklets (page 1 in each booklet) which is a survey asking and recording simple personal questions.

Teacher Notes: The students can use their own personal profiles (**Annexe 16**) to answer the questions. The teacher could model a few questions and answers.

Suggested Step:

4. Discuss physical characteristics of people.

- 4.1 Discuss with the class the importance of being able to give a physical description of a friend and how personality traits are also important when describing someone.

- 4.2 **Annexes 19** (Grade 2) **and 34** (Grade 4). Introduce adjectives describing physical characteristics by using examples of students in the class or cartoon, TV character, etc. See **Suggested Vocabulary** at the beginning of the unit.

Teacher Notes: There is one list for Grade 2 and another for Grade 4. You can go into more detail of masculine and feminine adjectives at the Grade 4 level. In Grade 2, you can give a simple explanation that there are different ways to pronounce and spell some adjectives depending on whether they describe a masculine or feminine noun.

- 4.3 Oral Vocabulary Game: Play the game called Describing a person in the classroom « Décrire une personne dans la classe ». For Grade 2, have all students print their names on a piece of paper and then collect the papers in a box. The teacher will randomly choose one student to come and pick a name from the box. The student can only show the name to the teacher and must stay with the teacher at the front of the class. The objective of the game is for the rest of the class to try and guess the person whose name was picked out of the box. This is done by having the teacher give one clue at a time about the physical description of the student. Example: This person is short. « Cette personne est petite » (make the motion of small). Once a student has guessed who the student being described is, then either the

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student who picked the name can pick another or the teacher can pick the student.

- 4.4 **Teacher Notes:** If you allow the student in front of the class to choose others, tell them to look for students who are sitting quietly with or without their hand up, and not to pick the same people all the time. The student in front must answer « oui » yes or « non » no when others guess who it is. This game goes on until a student guesses the person being described. The student who guesses correctly gets to come up and pick the name, and so the game continues.

Annexe 36 (Grade 4). This is a variation of the Grade 2 game (**Annexe 20**) adapted to a Grade 4 level. In this activity, students will try to guess the person in the class being described, but instead of the teacher describing the physical characteristics of someone, the students in the class will have a list of questions that they must ask the person in front of the class. The person in front of the class can have his/her sheet of questions to help understand the questions being asked, and must answer « oui » yes or « non » no to all guesses. The winner is the person who guesses the right answer. They get to pick a name and the game continues.

- 4.5 **Annexe 20** (Grade 2). The students can fill out this page in the booklet dealing with the physical characteristics of their friend (do this with their partner).

Teacher Notes: Tell students to look back in their notes on adjectives and parts of the body. The teacher can give a few examples to get the students started.

- 4.6 **Annexe 36** (Grade 4). Students fill out these sheets dealing with the physical characteristics of their friend (work with their partner). See **Teacher Notes** above.

Supplementary Activity:

- 4.7 **Annexe 35.** « Qui suis-je? » Who am I? This game is played like **Twenty Questions**. The mystery person answers « oui » yes or « non » no to the questions. The person who guesses the identity of the mystery person becomes the next person to assume the mystery role.

Teaching Notes

Suggested Step:

5. Discuss popular sports and physical activities among students.

- 5.1 **Annexe 21** (Grade 2) and **Annexe 37** (Grade 4). Have students look at the pictures on sports and physical activities and get them to match the ones they might know. Correct the page and emphasize the pronunciation of the new vocabulary.

Supplementary Resource:

- 5.2 An excellent resource for pictures is « Prêt-à-apporter » Ready-to-Take, « L'exercice physique » Physical Exercise flashcards by J. Drozda.
- 5.3 On the board write the terms « J'aime » I like, « J'adore » I love, « Je n'aime pas » I don't like, « Je déteste » I dislike, « Je ne sais pas » I don't know, and explain these terms.
- 5.4 Grade 2 students will use **Annexe 21** and put in the space next to each activity:
☺ - 1 happy face if they like the activity
☺☺ - 2 happy faces if they love the activity
☹ - 1 sad face if they don't like the activity
☹☹ - 2 sad faces if they dislike the activity
or a question mark (?) if they have never done the activity.

The teacher will put these symbols on the board, next to each of the terms listed in **Suggested Step 5.3**. Next the teacher can orally introduce the question « Est-ce que tu...? » Do you ...? by forming sentences with the activities. Example: « Dana, est-ce que tu aimes jouer au baseball? » Dana, do you like playing baseball? Students can answer with a « oui » yes or « non » no to keep it simple at this level.

- 5.5 Grade 4 students will write in the space next to each activity on **Annexe 37** : « J'aime » I like, « Je n'aime pas » I don't like, « J'adore » I love, « Je déteste » I dislike or « Je ne sais pas » I don't know if they have never done the listed activity.

The teacher will ask several students the question « Est-ce que tu...? » Do you ...? and add an activity. These students must try to answer in a full sentence.

Teaching Notes

Example: « Est-ce que tu aimes jouer au baseball? »
Do you like playing baseball? « Non, je déteste jouer
au baseball. » No, I dislike playing baseball.

- 5.6 **Annexe 22.** This is a listening activity suited for the Grade 2 level dealing with sports and physical activities. There are questions and answers to accompany this.



- 5.7 **Annexe 38.** This is an enhanced listening activity dealing with a dialogue of two friends talking on the phone about sports and physical activities. Questions and answers accompany this dialogue.



Supplementary Activity and Resource:

- 5.8 If you have access to computers at school and you feel comfortable doing an internet-based activity for the Grade 4 level of French, you can use the following activity.

Students will research a sport that is found on a bilingual (French/English) internet site, and create a poster of the sport with at least 10-15 terms in French and English (found on the site). The students then label them on a poster. The address of the site is <http://www.olympics.com/>. This site includes all Olympic sports.

At the site, click on *Lexique officiel (Anglais/ Français)* and this will take you to a page where there are sports listed along the left-hand side. Click on the sport you want and *voilà*, there is your information. If you want to know the name of the sport in English, click English at the top of the page, and do the same for French.

Once this is complete, the students will present their poster to the partner they have been working with on the booklet.

Teacher Notes: This poster will be used in the final project when they present to the entire class.

Teaching Notes

Supplementary Activity and Resource

- 5.9 Here is an internet activity for the Grade 2 level but could be done in Grade 4 as well. The activity is to create a word search using the following address www.puzzlemaker.com.

Teacher Notes: It would be a good idea to make an overhead of the directions listed on this site, and do a step by step walkthrough with your students.

Supplementary Activity:

- 5.10 **Annexe 31.** Word Search. A word search is included at the end of the unit. Students could do it if you don't want them to create one themselves. You can create your own if you wish. Have students exchange their word searches with others in the class.

Teacher Notes: When using these internet sites, always check that they are still operational before allowing students to work on the internet.

- 5.11 Have students work on **Annexe 23** (Grade 2) and **Annexe 39** (Grade 4) with their partner. These deal with sports and activities.

Suggested Step:

6. Become familiar with terms relating to personality traits.

- 6.1 Discuss the importance of personality traits and friends.
- 6.2 **Annexe 24** (Grade 2) and **Annexe 40** (Grade 4). Go over the list of adjectives describing personality traits (there are two lists)
- 6.3 A fun activity for Grade 4: The teacher needs to have a foolscap piece of paper for each student with the student's name at the top of it. Each student starts off with the paper that has their name on it. Explain to the students that each piece of paper will be passed around the classroom and each student writes a personality trait of the person named on the paper. Make sure that students keep in mind that certain forms of adjectives are used for boys and others for girls.

Teaching Notes

Start the activity off by getting each student to write one adjective describing themselves and then folding the paper over and putting their name on a blank line for the next person to fill in an adjective. When the teacher says to the class « Passez les papiers » Pass the papers, the students pass their folded paper to the next person. This continues until the whole class has had a turn to write a trait for everyone in the class. Students writing a trait do not have to sign their name but must only use the adjectives provided in the list and no others.

Supplementary Resource:

- 6.4 An additional activity that is easy to follow for both grade levels is found in the commercial program *Acti-Vie 2, Vive l'amitié* in the Cahier d'élève (pages 8 and 9).
- 6.5 The students and their partners fill out the personality activity on **Annexe 25** (Grade 2) and **Annexe 41** (Grade 4) of their booklet.

Suggested Step:

7. Prepare and present the experiential goal.

- 7.1 Explain to the students that during this portion of the unit, and to create the final project, they will be working with all the vocabulary and sentence structures they have learned during the unit. They must have the booklets about their friends for this part.
- 7.2 **Annexe 26** (Grade 2) and **Annexe 42** (Grade 4). These contain the criteria that need to be included in the final project. Go over these thoroughly with students (make an overhead if necessary). Students will use this as a checklist for their experiential goal.
- 7.3 **Annexe 27** (Grade 2) and **Annexe 43** (Grade 4). This is a sample of a letter you can send home to parents. It explains the project and invites them to come to the presentations.
- 7.4 **Annexes 28 and 29** (Grade 2) and **Annexes 44 and 45** (Grade 4). These are teacher and student evaluation sheets used for the project.

Teaching Notes

7.5 Students do their presentations.

Suggested Step:

8. Reflect on the unit.


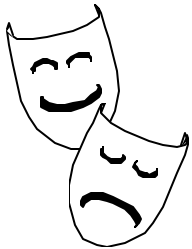

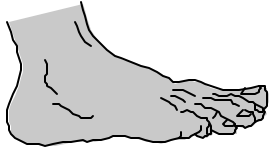

8.1 Students are asked to share what they have learned in the unit.

Teaching Notes

Annexes

Annexe 1

Characteristics Game

Les caractéristiques physiques	Les traits de personnalité
<p>Grand, grande (Gr. 2 & 4) Petit, petite (Gr. 2 & 4) Garçon, fille (Gr. 2 & 4) Fort, forte (Gr. 2 & 4) Mince (Gr. 4) Jeune (Gr. 4) Vieux, vieille (Gr. 4) Gros, grosse (Gr. 4)</p> 	<p>Drôle (Gr. 2 & 4) Triste (Gr. 2 & 4) Formidable (Gr. 2 & 4) Gentil, gentille (Gr. 4) Beau, belle (Gr. 4) Méchant, méchante (Gr. 4) Nerveux, nerveuse (Gr. 4) Ennuyeux, ennuyeuse (Gr. 4)</p> 
Les parties du corps	Les activités physiques
<p>La bouche (Gr. 2 & 4) Le nez (Gr. 2 & 4) Les yeux (Gr. 2 & 4) La tête (Gr. 2 & 4) Les oreilles (Gr. 2 & 4) Les lèvres (Gr. 4) Le cou (Gr. 4) Les bras (Gr. 4) Les doigts (Gr. 4) Les jambes (Gr. 4) Le coude Le derrière La joue Le menton Les orteils Le pouce Le ventre</p>  	<p>Le golf (Gr. 2 & 4) Le soccer (Gr. 2 & 4) La gymnastique (Gr. 2 & 4) La natation (Gr. 2 & 4) Le ski alpin (Gr. 2 & 4) Le ski nautique (Gr. 4) L'équitation (Gr. 4) La planche à neige (Gr. 4) La planche à roulettes (Gr. 4) Les patins à roues alignées (Gr. 4)</p> 

Teaching Notes:

These are the categories to set up on the board and under which the flashcards belonging to each category will be placed. This is a teacher's copy but can be given to the students once the game is done.

Annexe 2

Cartes éclair/Flashcards: les adjectifs

grand, grande

petit, petite

garçon

fille

fort, forte

mince

jeune

vieux, vieille

gros, grosse

drôle

triste

formidable

gentil, gentille

beau, belle

méchant, méchante

nerveux, nerveuse

ennuyeux, ennuyeuse

Annexe 2

Cartes éclair/Flashcards: les parties du corps

la bouche

le nez

les yeux

la tête

les oreilles

les lèvres

le cou

les bras

les doigts

les jambes

le coude

le derrière

la joue

le menton

les orteils

le pouce

le ventre

Annexe 2

Cartes éclair/Flashcards: les activités physiques

le golf

le soccer

la gymnastique

la natation

le ski alpin

le ski nautique

l'équitation

la planche à neige

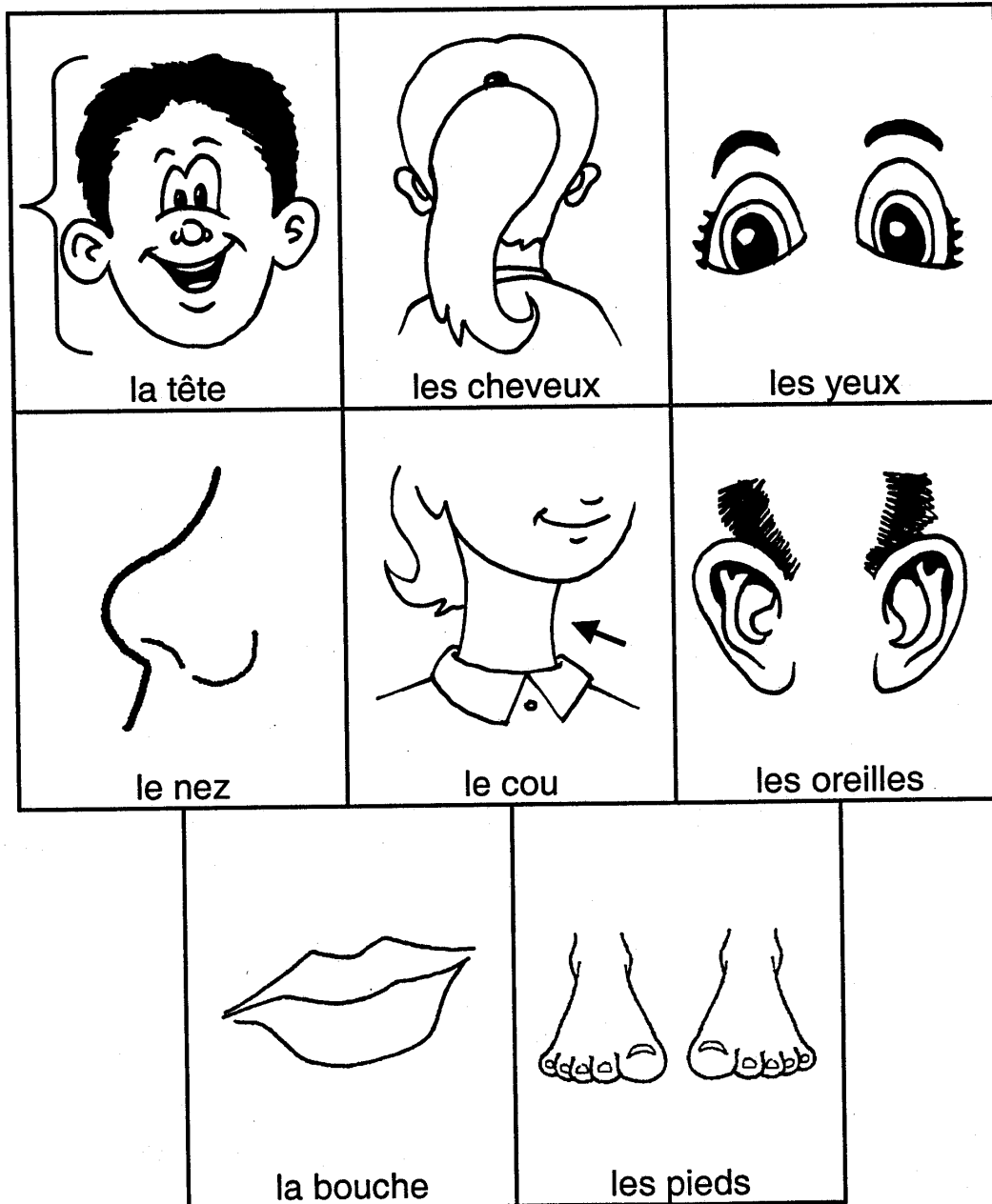
la planche à roulettes

**les patins à roues
alignées**

Annexe 3

Les parties du corps – Cartes éclair

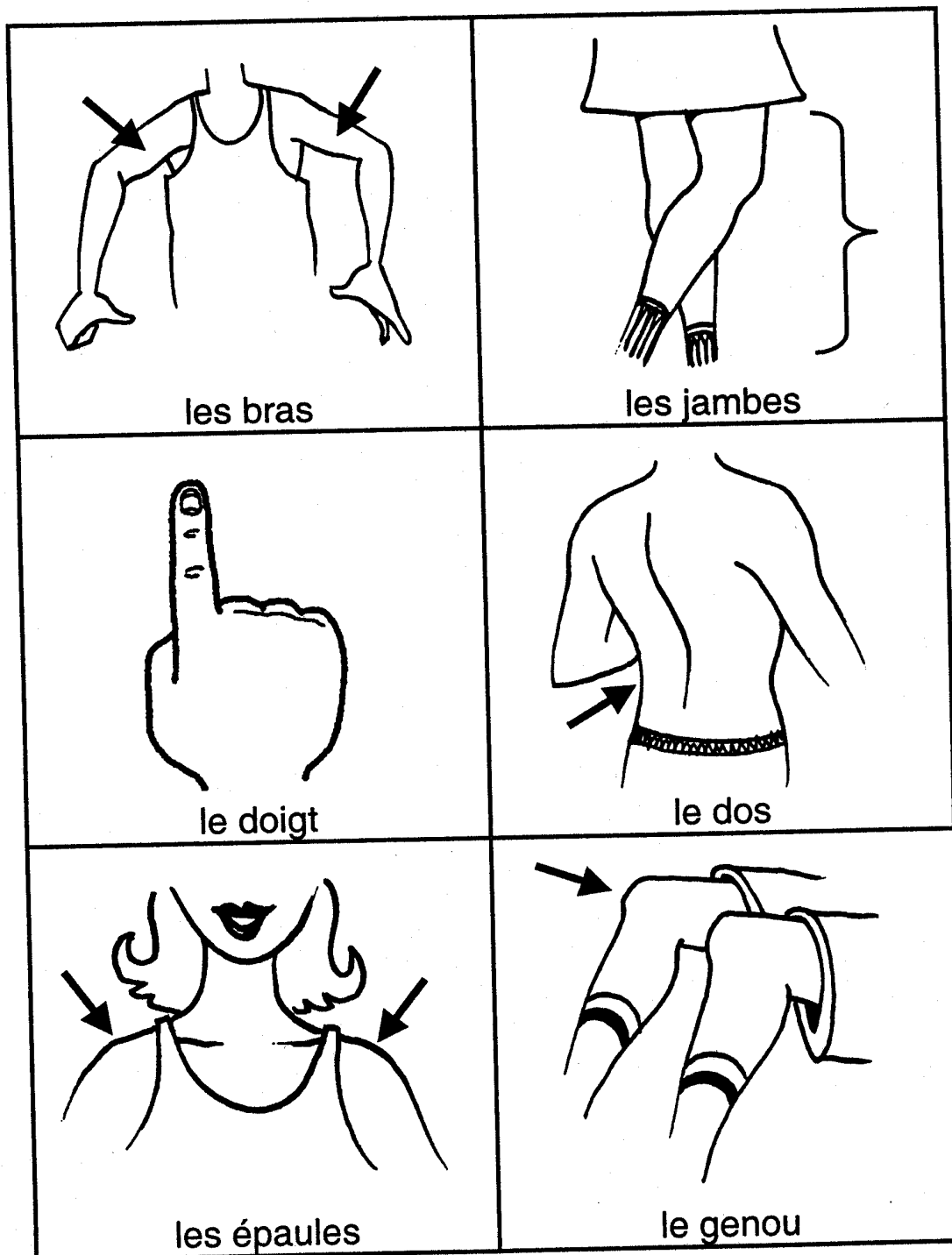
The following pages are to be used as flashcards or transparencies to introduce or review body parts.



Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 4

Les parties du corps – Cartes éclair



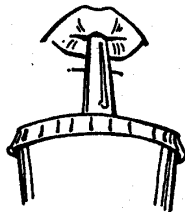
Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 5

Les parties du corps – Comptines

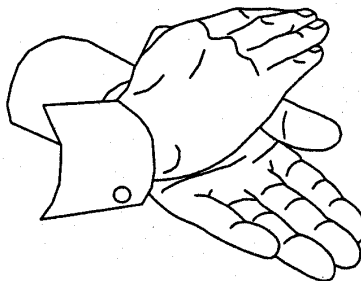
1. **Moi**

J'ai une tête pour penser,
Une bouche pour goûter
Deux yeux pour regarder
Et deux oreilles pour écouter.



2. **Je peux**

Je peux taper mes petits pieds (2 fois)
Je peux claquer mes petites mains (2 fois)
Je peux tourner ma petite tête (2 fois)
Et maintenant tout ensemble.
Un, deux, trois, quatre, cinq, six.



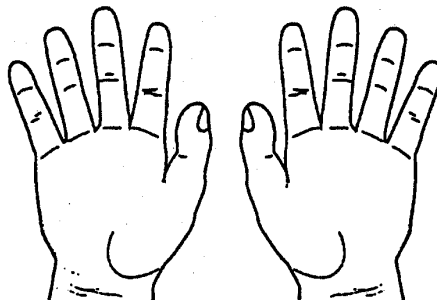
The teacher says the line first, the students repeat it. At the end, the teacher says « Et maintenant tout ensemble » and the students repeat the actions, tapping their feet, clapping their hands and turning their heads as they count the numbers 1 to 6.

Annexe 6

Les parties du corps – Comptines

3. Petites mains

Claquez, claquez petites mains,
 Claquez, claquez plus fort,
 Tournez, tournez petites mains,
 Tournez, tournez plus vite,
 Volez, volez petites mains,
 Volez, volez plus haut.



4. Rond, rond, rond

Actions

Rond, rond, rond Circle your face with
 Voici la maison your finger.
 Toc, toc, toc Tap on forehead.
 Ferme les fenêtres Close the eyes.
 Pousse le bouton Press on nose.
 Ouvre grande ta bouche Pull down on chin.
 « Bonjour M. Menton. » Small tug on chin.



Add to the « comptine » board.

Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 7

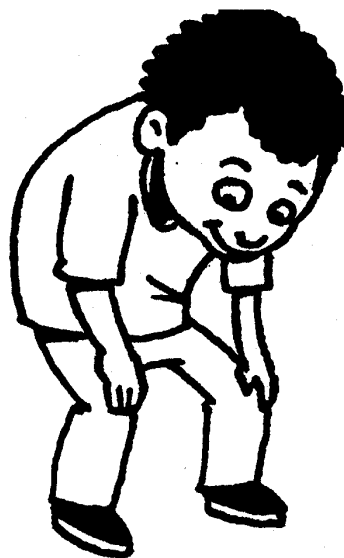
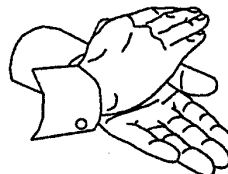
Les parties du corps – Comptines

5. Tape les mains _____]

Tape les mains
Tape les mains
Tape les mains, mains, mains

Sur la tête
Sur la tête
Sur la tête, tête, tête

Les genoux
Les genoux
Les genoux, noux, noux,
X X X X X X X X X X (clicks of the tongue)



This exercise may be used either with or without music. To create a calm and relaxed atmosphere at the end of a French class, this rhythm exercise is excellent! Taught with the gestures and devotion to the rhythm, you can teach the word for anything you can touch.

Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

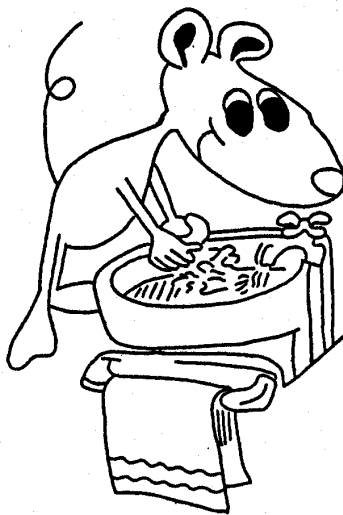
Annexe 8

Les parties du corps – Chansons

1. **Voici comment je me lave** (Tune: Here We Go Round The Mulberry Bush)

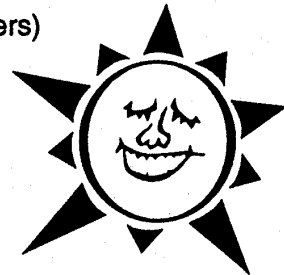
Voici comment je me lave,
Je me lave, je me lave.
Voici comment je me lave,
Je me lave les mains. **

** Repeat the verse using different body parts, example: les bras, les cheveux, le dos, les pieds, les jambes, etc.



2. **Si tu aimes le soleil** (Tune: If You're Happy and You Know It)

- a) Si tu aimes le soleil, claque les doigts. (2 x) (Snap your fingers)
Si tu aimes le soleil
Le printemps qui se réveille
Si tu aimes le soleil, claque les doigts. (Snap your fingers)
- b) Frappe les mains. (Clap your hands)
c) Tape les pieds. (Tap your feet)
d) Fais tout ça. (Do a, b, c.)
e) Dis « Hourra ! »



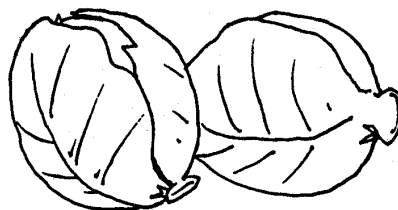
Annexe 9

Les parties du corps – Chansons

3. Savez-vous planter les choux ?

Sa-vez vous plan-ter les choux, à la mo - de à la
mo - de, Sa - vez - vous planter les choux, à la mo - dede chez nous.

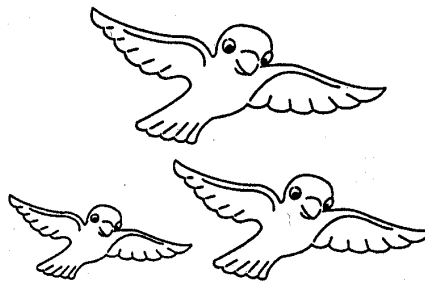
- b) on les plante avec les mains.
- c) on les plante avec les pieds.
- d) on les plante avec le nez.
- e) on les plante avec les doigts.



4. Alouette

Alouette, gentille Alouette
Alouette, je te plumerai.
Je te plumerai la tête.
Je te plumerai la tête.
Et la tête, et la tête
Alouette, Alouette
Oh ! Oh ! Oh ! Oh !

- b) Je te plumerai le bec.
- c) Je te plumerai les pattes.
- d) Je te plumerai le cou.
- e) Je te plumerai le dos.



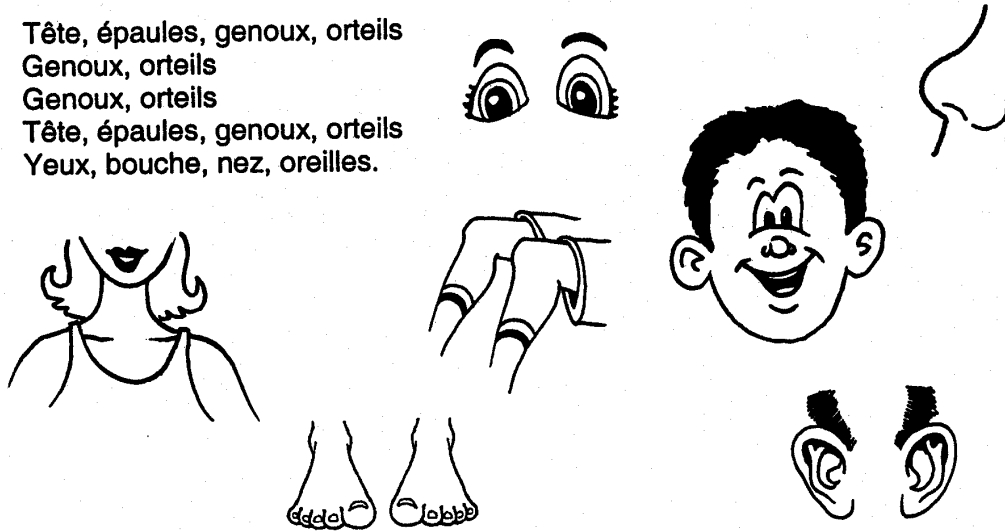
Have as many students up at the front miming the body parts that will be "plucked" as verses.

Annexe 10

Les parties du corps – Chansons

5. **Mon corps** (Tune: London Bridge is falling down)

Tête, épaules, genoux, orteils
 Genoux, orteils
 Genoux, orteils
 Tête, épaules, genoux, orteils
 Yeux, bouche, nez, oreilles.

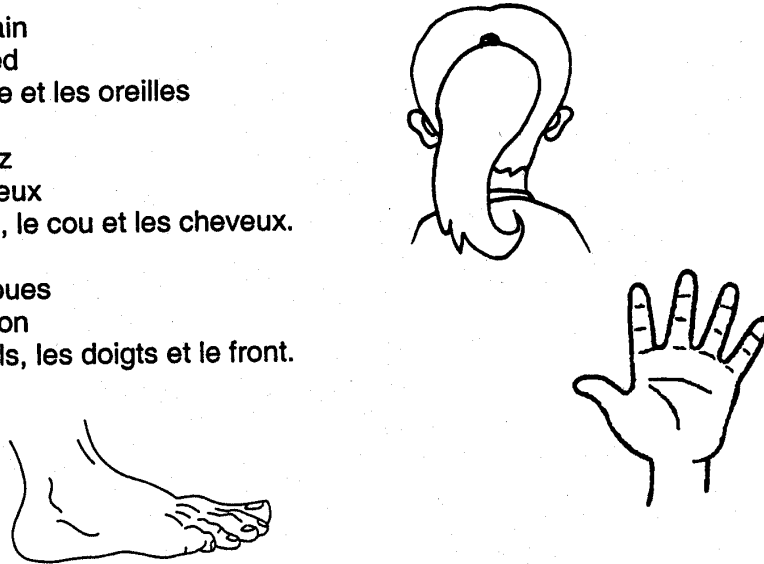


6. **Voici la main** (Tune: Twinkle, Twinkle, Little Star)

Voici la main
 Voici le pied
 Voici la tête et les oreilles

Voici le nez
 Voici les yeux
 La bouche, le cou et les cheveux.

Voici les joues
 Et le menton
 Les sourcils, les doigts et le front.



Students should be touching the body parts as sung in the above songs.
 Add the songs to the « chansons » section.

Annexe 11

Les parties du corps et les couleurs – Activité

1. Samuel le clown ---

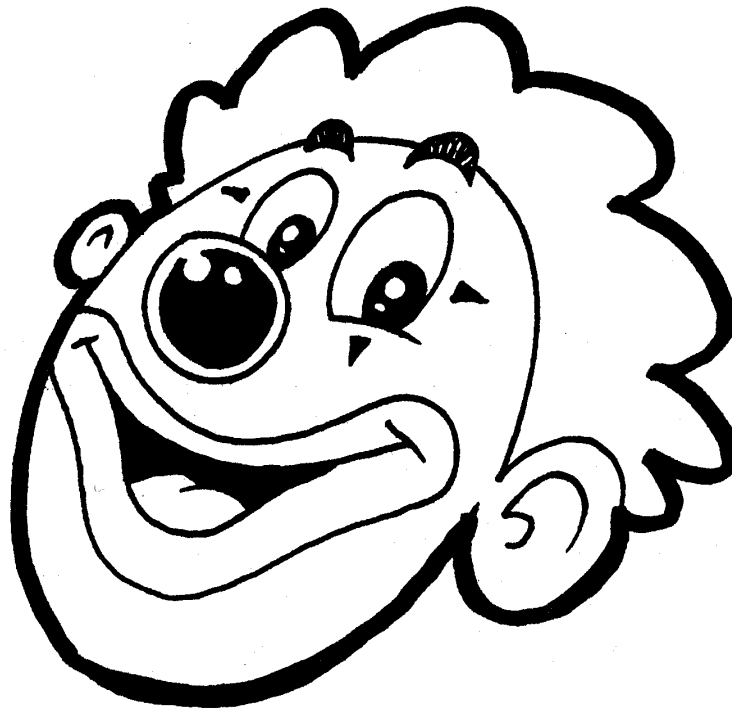
Objective: A listening comprehension activity to review body parts and colours.

Material: Outline of the clown on following page for each student
Crayons

Method: The teacher will use the following structures, pointing appropriately.

« Voici un clown. Il s'appelle Samuel. Dessinez et coloriez :
le nez en vert
la bouche en rouge
les yeux en bleu
les oreilles en jaune
les cheveux en brun
Dessinez un chapeau sur la tête du clown. »

The students draw and colour the appropriate body part as indicated.
The teacher may ask various students to point to a body part on their page as he says « Montre-moi le nez de Samuel », etc.

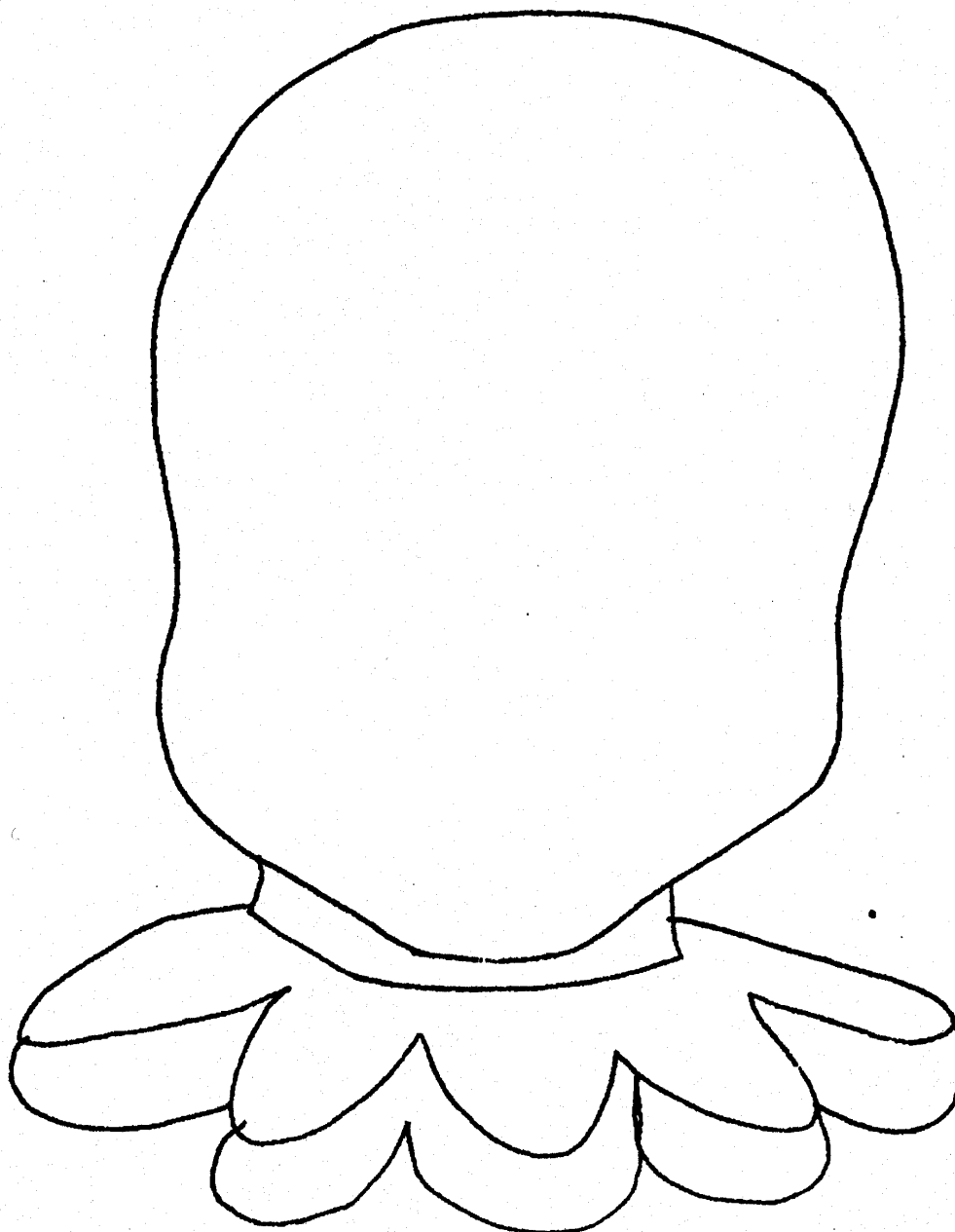


Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 12

Les parties du corps et les couleurs – Activité

Nom: _____



Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 13

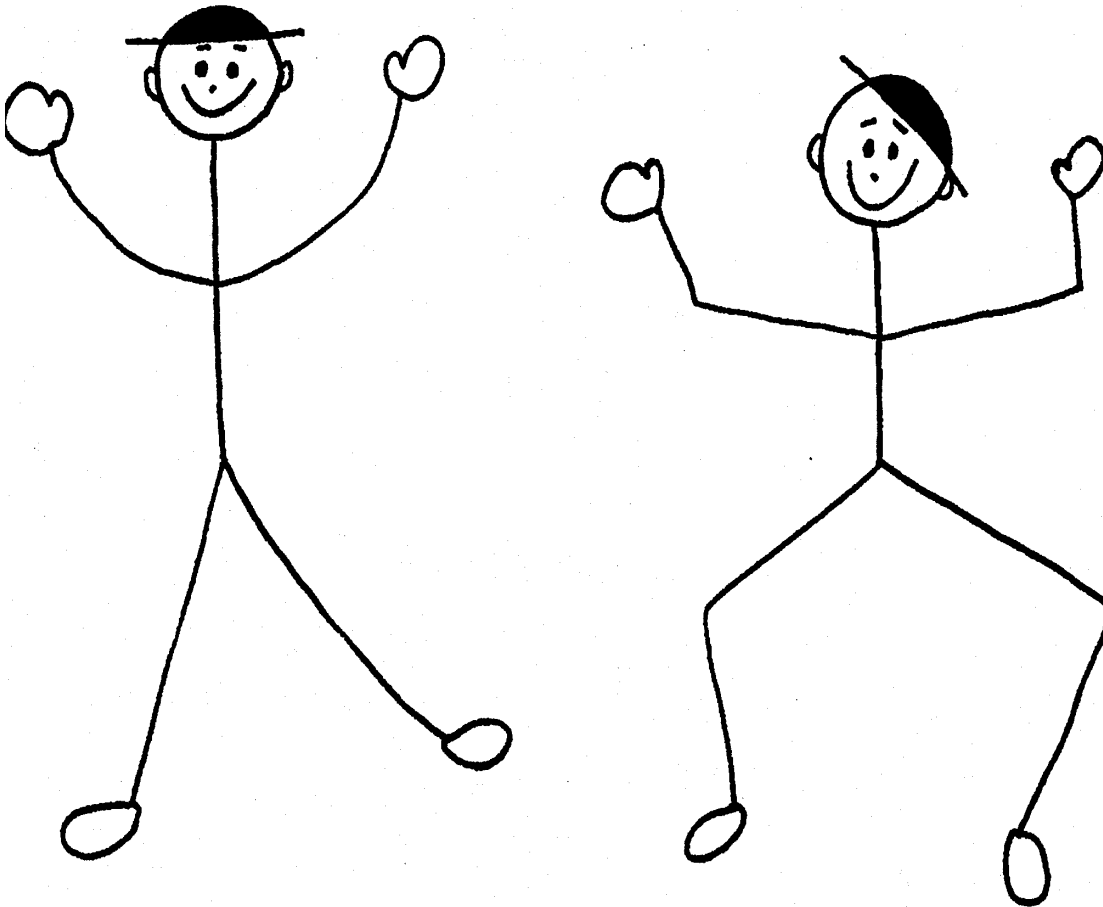
Les parties du corps – Jeux

1. **Effacez** _____

Objective: To reinforce the body parts

Material: Two stick figures drawn on the blackboard

Method: The teacher divides the class into two teams. He selects a student randomly from each team to erase a particular part of the body, ie. « Effacez un pied. » The first student to carry out the command wins a point for his team. The teacher selects two more students for the next command.



Adapted from *Au Manitoba, on s’amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 14

Les parties du corps – Jeux

2. Mime et gestes

Objective: To review the vocabulary relative to body parts.

Material: None

Method: The teacher first reviews the body parts. The teacher says, « Je me touche le nez. ». Then he asks a student to imitate what he has done as he asks « Qu'est-ce que tu fais ? » The student points to his nose and says, « Je me touche le nez. », etc...

Variation 1

The teacher begins a sentence and the children must complete the sentence by adding a body part and pointing to that body part. Example:

Teacher: « Je marche avec mes _____.

Student: « pieds. »

Teacher: « Je regarde avec mes _____.

Student: « yeux. » etc.



Tip

This game presents some new vocabulary, e.g. « Qu'est-ce que je fais ? », « C'est quelle partie du corps ? ». The teacher may need to say these sentences first in French, then in English, then again in French for greater comprehension.

Annexe 15

Les parties du corps – Jeux

3. Dos à Dos

Objective: To review the vocabulary related to parts of the body.

Material: This game is played in pairs.

Method: Students are in pairs and the teacher gives instructions which students must actively carry out. For example, « Dos à dos », students must stand back to back. « Pied à pied », « Coude à coude », « Tête à tête », « Genou à genou », « Bras à bras », « Main à main », « Épaule à épaule », etc.

4. Sac sur le corps

Objective: To recognize different body parts.

Material: Bean bags, one per child

Method: The teacher gives the instructions as to where the students are to place the bean bag. This activity is even more fun when played outside or in the gym. **Teacher:** « Placez le sac sur la tête. Placez le sac dans la main. Placez le sac sur le pied. Placez le sac sur les genoux. Placez le sac sur le dos. », etc.

Variation

Later on, two teams may compete against each other to see which team can perform all the actions correctly and without dropping the bean bag.

5. Monster Bash

Objective: To review the vocabulary related to parts of the body.

Material: Paper and crayons or board and coloured chalk

Method: This activity can be done on paper with crayons or on the blackboard with coloured chalk: in teams or with all students drawing their own monster on the board. The students draw a huge monster (or Martian, or bizarre animal) according to the teacher's instructions.

Teacher: « Dessinez une grande tête. Coloriez la tête rouge. Dessinez trois petits yeux. Coloriez les yeux verts. Dessinez deux nez. », etc. Verify comprehension by asking: « Est-ce que le nez est rouge ou noir ? » and « Montre-moi la tête. », etc.

Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – janvier*, Manitoba Education and Training, 2000

Annexe 16

Les phrases

Complète les phrases suivantes.

2e année: C'est moi!

Bonjour! Je m'appelle _____.

Je suis (une fille/un garçon) _____.

J'ai _____ ans.

J'ai les yeux (bruns/noirs/verts/noisette/bleus) _____.

J'ai les cheveux (bruns/noirs/blonds/roux) _____.

Année scolaire: _____

Mon enseignant/mon enseignante s'appelle

Madame/Mademoiselle/Monsieur _____.

J'aime (les sports/les animaux/l'école) _____.

Grade 2: This is me! (For teacher use only)

Hello! My name is _____.

I am (a girl/a boy) _____.

I am _____ years old.

I have (brown/black/green/hazel/blue) _____ eyes.

I have (brown/black/blond/red) _____ hair.

Grade: _____.

My teacher's name is Mrs./Miss/Mr. _____.

I like (sports/animals/school) _____.

Teaching Notes:

This profile is done in French. The English version is for the teacher's use only. Where there is a set of words to choose from, the students circle the answer that suits them best. You can photocopy the French part and hand it out.

Complète les phrases suivantes:

4e année: C'est moi!

Bonjour! Je m'appelle _____.

Je suis (un garçon/une fille) _____.

J'ai _____ ans.

J'ai les yeux (bruns/verts/noisette/bleus) _____.

J'ai les cheveux (bruns/noirs/blonds/roux) _____.

J'habite à _____.

Mon numéro de téléphone est _____.

Mon école s'appelle _____.

Année scolaire: _____

Mon enseignant/mon enseignante s'appelle

Madame/Mademoiselle/Monsieur _____.

J'adore (les sports/les animaux/l'école/les vacances) _____.

Grade 4; This is me! (For teacher use only)

Hello! My name is _____.

I am (a boy/a girl) _____.

I am _____ years old.

I have (brown/black/green/hazel/blue) _____ eyes.

I have (brown/black/blond/red) _____ hair.

I live in _____.

My phone number is _____.

The name of my school is _____.

Grade: _____

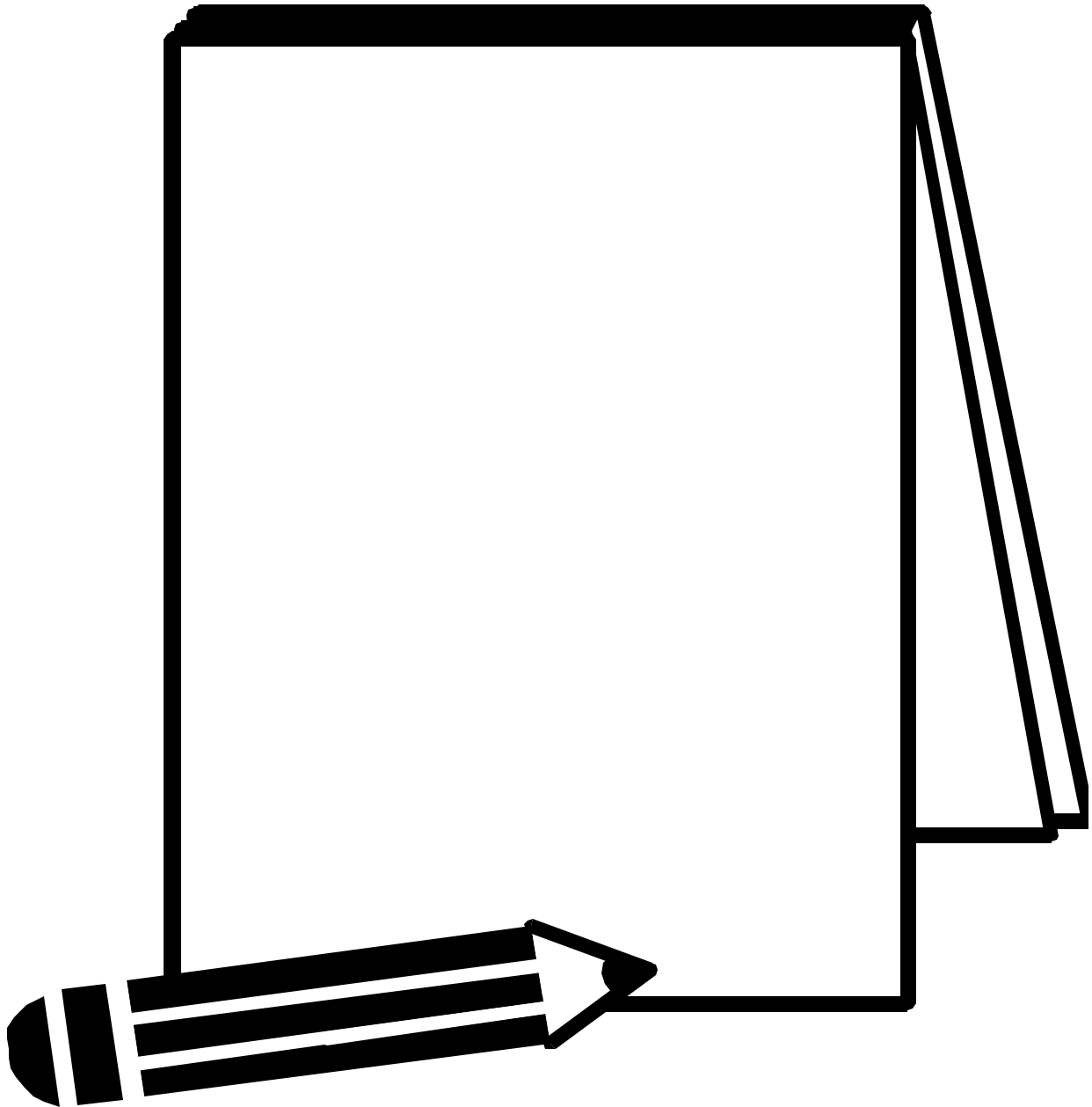
My teacher's name is Mrs./Miss/Mr. _____.

I love (sports/animals/school/holidays) _____.

Annexe 17

2e année: Mon ami, mon amie

Dessine une image de ton ami(e) où il(elle) fait une activité qu'il(elle) aime.



Teaching Notes:

Students will create a title page labelling it Mon ami _____ or Mon amie _____.
The students will then draw a picture of their friend doing an activity they like.

Annexe 18

2e année: Questionnaire

Questionnaire pour mon ami, pour mon amie:

Parle de ton ami ou de ton amie	Phrase
Il s'appelle ... Elle s'appelle ...	_____ _____
Il est un garçon. Elle est une fille.	_____ _____
Il a _____ ans. Elle a _____ ans.	_____ _____
Il est dans la salle de classe de _____. Elle est dans la salle de classe de _____.	_____ _____
Il aime (les sports, les animaux, l'école). Elle aime (les sports, les animaux, l'école).	_____ _____
Dessine quelque chose que ton ami ou ton amie aime faire.	

Teaching Notes:

Students will use similar questions as on their profiles on **Annexe 16**, except they are asking questions of their partner and putting in their partner's answer.

New vocabulary: He « Il », She « Elle ».

Annexe 19

2e année: Les adjectifs

mince

grand, grande

petit, petite

gros, grosse

un garçon

une fille

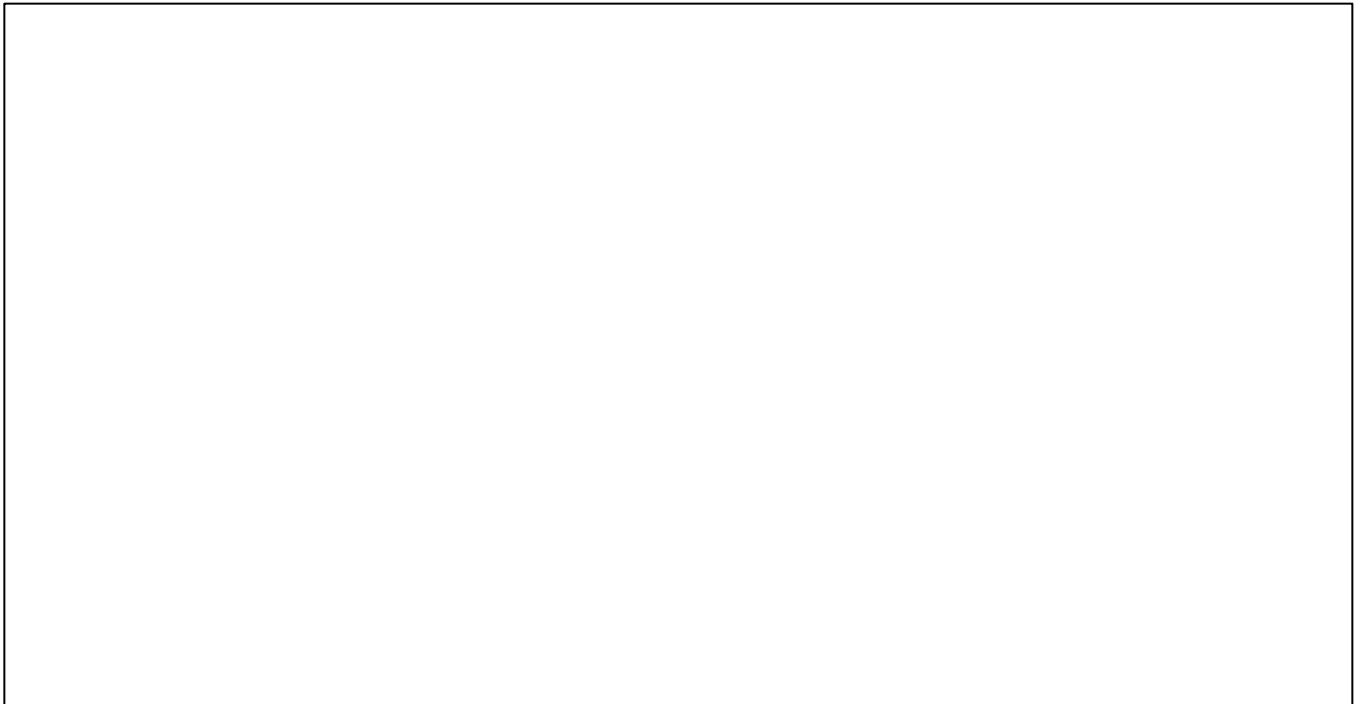
Annexe 20

2e année: Les caractéristiques physiques

Décris les caractéristiques physiques de ton ami(e).

1. Mon ami(e) s'appelle _____ .
2. Il / Elle a les yeux (bleus/bruns/noirs/noisette) _____ .
3. Il / Elle a les cheveux (blonds/noirs/bruns/roux) _____ .
4. Il / Elle est (petit, petite/grand, grande) _____ .

Dessine ton partenaire:












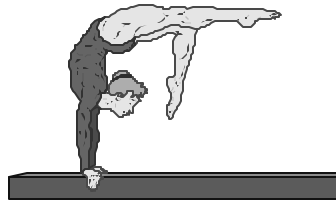
Annexe 21

2e année: Les activités physiques

Écris le numéro de l'image (C) sous la phrase qui la décrit (A).
Indique si tu aimes ou si tu n'aimes pas l'activité (B).

- ☺ – J'aime l'activité
- ☺☺ – J'adore l'activité
- ☹ – Je n'aime pas l'activité
- ☹☹ – Je déteste l'activité
- (?) – Je ne sais pas

A. Numéro de l'image	B. Sentiment	C. Image
Faire de la gymnastique _____		1. 
Jouer au badminton _____		2. 
Faire du ski alpin _____		3. 
Faire de la natation _____		4. 
Jouer au baseball _____		5. 
Faire du patinage artistique _____		6. 

Faire du camping _____		7. 
Jouer au basket-ball _____		8. 
Faire du toboggan _____		9. 
Jouer au hockey _____		10. 

Teaching Notes:

Explain to the students that this is a two-part activity. First do the matching. The students then rate their interest in the activity: see terms listed in **Suggested Step 5.4**.

Annexe 22

2e année: Activité d'écoute



Listening text: *Bonjour, je m'appelle Marc et j'adore jouer aux sports. J'aime jouer au baseball, au basket-ball, au hockey et j'adore jouer au volleyball. J'ai une amie qui s'appelle Joanne. Elle aime aussi jouer aux sports comme le golf, le tennis et elle adore jouer au badminton. Elle déteste le soccer et le football. Ensemble, nous jouons au volleyball et au basket-ball. Joanne est une bonne amie.*

Écoute Marc qui parle des activités physiques que son amie Joanne et lui aiment faire.

1. Qui parle? _____
2. Est-ce que Marc adore jouer aux sports? _____
3. Aux quels sports est-ce qu'il joue?
 - a) le volleybalt, le basket-ball et le tennis
 - b) le hockey, le baseball et le basket-ball
 - c) le football, le hockey et le basket-ball
4. Quel est le nom de son amie?
 - a) Annie
 - b) Jane
 - c) Joanne
5. Aux quels sports est-ce qu'elle aime jouer?
 - a) le football et le tennis
 - b) le golf et le basket-ball
 - c) le golf et le tennis
6. Aux quels sports est-ce qu'ils jouent ensemble?
 - a) le tennis et le volleyball
 - b) le volleyball et le basket-ball
 - c) le football et le basket-ball

Teaching Notes:

This paragraph is for the teacher but may be handed out after the questions have been done and students can read along while listening. The following new vocabulary can be put on the board before listening to the CD: Also « aussi », as « comme », together « ensemble ».

Solutions: 1) Marc 2) Oui 3) b 4) c 5) c 6) b

Annexe 23

2e année

Les sports et les activités physiques

Pose les questions à ton ami(e). Écris des phrases qui décrivent les préférences de ton ami(e).

Pose une question à ton ami(e)	Écris une phrase
Quel est ton nom? Le nom de mon ami(e) est ...	<hr/> <hr/>
Quels sports adores-tu? Mon ami(e) adore ...	<hr/> <hr/>
Quels sports détestes-tu? Mon ami(e) déteste ...	<hr/> <hr/>
Quel est ton sport préféré? Le sport préféré de mon ami(e) est ...	<hr/> <hr/>
Dessine quelque chose que ton ami ou ton amie aime faire.	

Teaching Notes:

The teacher should have students in pairs to work on the booklet before this activity begins. Go through the questions slowly with the students. The student can offer more than one sport as an answer.

Annexe 24

2e année: Les adjectifs

Encerle les adjectifs qui décrivent ton ami(e).

Les adjectifs / Adjectives

canadien, canadienne – Canadian

Formidable – fantastic

Bon, bonne – good

Gentil, gentille – kind

Méchant, méchante – mean

Timide – shy

Intéressant, intéressante – interesting

Drôle – funny

Poli, polie – polite

Actif, active – active

Honnête – honest

Grand, grande – tall

Petit, petite – small

Fort, forte – strong

Fâché, fâchée – angry

Fatigué, fatiguée – tired

Joli, jolie – pretty

Triste – sad

Teaching Notes:

Students could draw a symbol next to each adjective to help them recall what the adjective means.

Annexe 25

2e année: Les adjectifs

Écris des adjectifs qui décrivent ton ami(e).

Mon ami est:

Mon amie est:

Teaching Notes:

Ask the students to circle the adjectives on **Annexe 24** that best describe their friend. Fill this page with adjectives about your friend. For example, Mon ami est grand, actif, intéressant et formidable.

Annexe 26

2e année: Le projet final

Grille d'accompagnement

Nom: _____ Date de la présentation: _____

Mon projet final

	Oui	Non
• J'ai complété mon livret.		
• Dans mon paragraphe, j'ai inclus les renseignements personnels de mon ami(e)		
• J'ai le nom de mon ami(e). Il / Elle s'appelle _____.		
• J'ai le profil personnel de mon ami(e). (Annexe 18)		
• J'ai les caractéristiques physiques de mon ami(e). (Annexe 20) <ul style="list-style-type: none"> ◦ La couleur de ses yeux. ◦ La couleur de ses cheveux. ◦ La grandeur de mon ami (petit.e / grand.e). 		
• Quatre adjectifs qui décrivent mon ami(e). (Annexe 19) Il / Elle est _____, _____, _____ et _____.		
• Un sport que mon ami(e) aime / adore / déteste. (Annexe 23) Son sport préféré est _____.		
• Phrase de conclusion. J'ai appris beaucoup à propos de mon ami(e) _____. Il / Elle est une personne très _____ (adjectif) et _____ (adjectif).		
• J'ai quatre objets liés au sujet de mon ami(e) pour la présentation à la classe. Par exemple, une affiche qu'il / elle aime, son équipement sportif, des photos, etc.		
• Date de remise pour le projet: _____.		

Teaching Notes:

The teacher should hand these sheets out at the beginning of the project. The students can check to see that they include the following elements in their project. A yes or no answer follows each statement. This is to verify that they have completed the task.

Annexe 27

2e année: Letter to parents

Dear Parents:

The Grade 2 class has been working on the unit called « Les activités physiques et les amis » which discusses friends, sports and physical activities. As a final project, each student has created a booklet about a friend in class. They have written paragraphs about their friend and will be presenting them to the class. I have asked them to bring four objects about themselves to give to their friend for the presentation.

Please have your child bring their objects on
_____ (date).

You are invited to attend the presentations. Thank you for your support. If you have any questions please call me at school.

Sincerely,
Core French Teacher

Annexe 28

Grille d'accompagnement pour l'élève

Le projet final

	Oui	Non
Mon livret a:		
• Une page couverture avec le nom de mon ami(e).		
• Une description de mon ami(e).		
• La couleur de ses yeux.		
• La couleur de ses cheveux.		
• Sa taille.		
• Des adjectifs qui décrivent sa personnalité.		
• Des adjectifs bien épelés.		
• Des sports qu'il/elle aime.		
• Mon livret est en bonne condition.		
• J'ai complété mon paragraphe pour la date limite.		
• J'ai discuté de mon paragraphe avec mon enseignant(e).		
• J'ai remis mon livret à la date limite.		

Annexe 29

Feuille d'évaluation pour l'enseignant(e)

Booklet evaluation for the teacher

Name of student: _____ Date of presentation: _____

	Yes	No
Mon projet final – The student has completed the following in his(her) booklet:		
• The student has included a cover page with his(her) friend's name on it.		
• The student has finished the personal profile of his(her) friend.		
• The student included the following characteristics about his(her) friend: <ul style="list-style-type: none"> ◦ Eye color ◦ Hair color ◦ Height 		
• The student used adjectives to describe his(her) friend.		
• The words and adjectives were written correctly.		
• The student completed the sports section on their friend.		
• The student kept their booklet in neat condition.		
• The student completed the paragraph on time.		
• The student discussed the paragraph with the teacher.		
• The student handed the booklet in on the due date.		

Annexe 30

Liste de vérification

Nom: _____ Date: _____

✓ Oui X Non

1. Communication

L'élève:

Exprime un message complet: _____

a) le nom de son ami, de son amie. _____

b) une description de l'ami, de l'amie. _____

c) un trait de personnalité de l'ami, de l'amie. _____

d) une activité faite avec l'ami, avec l'amie. _____

Exprime un message clair. _____

2. Langage

L'élève:

Utilise le vocabulaire relié au sujet _____

Utilise les structures appropriées _____

3. Stratégies

L'élève:

Utilise une photo ou un dessin _____

Parle suffisamment fort _____

Commentaires: _____

Annexe 31

Les mots cachés

J A I M E L E G D G S A C T I V I T E L
 S E P H Y S I Y E N Q U E S L T S R L T
 J P U A G R B M T I G D T T M T K A X C
 R O E Q Z X Q N E P S N E H M J B P P C
 Y U U K I T A A S M E S A U T E R P B B
 X O C E H T M S T A G R F N S Y N O A J
 X G Y N R I S T E C V L I A N X T A D W
 Y Q C R N I M I M I N O B A W B X V M R
 H O L C O A G Q T J A S L X F A H Q I K
 C P I H O G R U M R T L S Q L V G K N H
 E V S G J E L E L L A B Y E L L O V T W
 X H M G N U D E J B T K P F F M U N O W
 X M E I A R B A T C I B U T U U P Z N U
 A D T L O D Y O N X O O D I V Z R S Y F
 P A S C K W O T N S N A H O V V Y U R U
 P K N J E F U R E P E G I R J R F E C F
 I E H X E I X V E E E R T M H A G I M P
 T J A K Q H X D F F F E Q P E A G T G I
 Y K H G F T E B Q E S C P D N S X F L S
 N Y Y F F J K Y S X S K J G F N S F S N

Activité
 Adore
 Aime
 Artistique
 Badminton
 Baseball
 Camping
 Corde

Cyclisme
 Danser
 Déteste
 Faire
 Football
 Gymnastique
 J'aime
 Jouer

Nager
 Natation
 Patiner
 Physiques
 Sauter
 Ski
 Volleyball

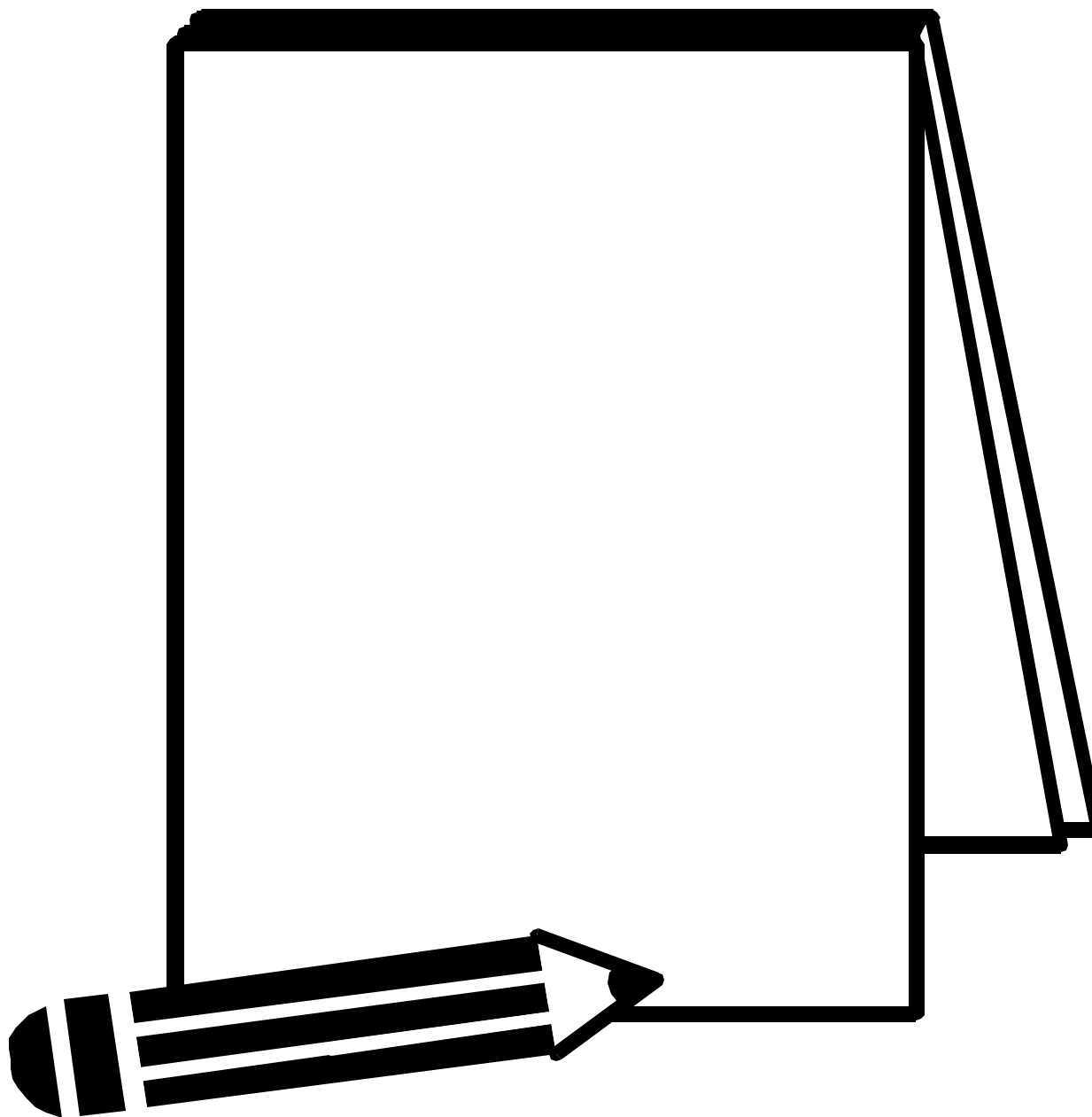
Annexe 31 Solutions

J A I M E L E G D G S A C T I V I T E L
S E P H Y S I Y E N Q U E S L T S R L T
J P U A G R B M T I G D T T M T K A X C
R O E Q Z X Q N E P S N E H M J B P P C
Y U U K I T A A S M E S A U T E R P B B
X O C E H T M S T A G R F N S Y N O A J
X G Y N R I S T E C V L I A N X T A D W
Y Q C R N I M I M I N O B A W B X V M R
H O L C O A G Q T J A S L X F A H Q I K
C P I H O G R U M R T L S Q L V G K N H
E V S G J E L E L L A B Y E L L O V T W
X H M G N U D E J B T K P F F M U N O W
X M E I A R B A T C I B U T U U P Z N U
A D T L O D Y O N X O O D I V Z R S Y F
P A S C K W O T N S N A H O V V Y U R U
P K N J E F U R E P E G I R J R F E C F
I E H X E I X V E E E R T M H A G I M P
T J A K Q H X D F F F E Q P E A G T G I
Y K H G F T E B Q E S C P D N S X F L S
N Y Y F F S E U Q I S Y H P F N S F S N

Annexe 32

4e année: Mon ami, mon amie

Dessine une image de ton ami(e) où il(elle) fait une activité qu'il(elle) aime.



Teaching Notes:

Students will create a title page labelling it Mon ami _____ or Mon amie _____.
The students will then draw a picture of their friend doing an activity they like.

Annexe 33

4e année: Vocabulaire

Pose les questions suivantes à ton ami(e) et écris les phrases.

Pose une question à ton ami(e)	Phrase
Comment t'appelles-tu? Mon ami(e) s'appelle ...	<hr/> <hr/>
Où habites-tu? Mon ami(e) habite...	<hr/> <hr/>
Es-tu un garçon ou une fille? Mon ami est un garçon. Mon amie est une fille.	<hr/> <hr/>
Quel est ton numéro de téléphone? Le numéro de téléphone de mon ami(e) est ...	<hr/> <hr/>
Quel est le nom de ton enseignant(e)? Le nom de l'enseignant(e) de mon ami(e) est ...	<hr/> <hr/>
Qu'est-ce que tu aimes? Mon ami(e) aime ...	<hr/> <hr/>

Annexe 34

4e année: Les caractéristiques physiques

Encerle les caractéristiques physiques de ton ami(e)

1. Un visage rond (round) / carré (square) / oval (oval).
2. Une bouche souriante (smiling) / fraîche (fresh).
3. Des lèvres minces (thin) / serrées (closed) / entrouvertes (open).
4. Des petites (small) / grandes (big) mains.
5. Des cheveux courts (short) / longs (long) / mi-longs (mid-length) / bouclés (curly) /
ondulés (wavy) / raides (straight).
6. Un nez droit (straight) / épaté (flat) / étroit (narrow).

Annexe 35

4e année: Qui suis-je?

Devine la personne mystère

Sample questions:

- Tu es un homme / garçon?
- Tu es une femme / fille?
- Tu es un enfant / adolescent, une adolescente?
- Tu as les cheveux blonds / noirs / bruns?
- Tu es petit, petite / grand, grande?
- Tu joues au / du / la ... ?
- Tu fais partie du groupe musical ... ?
- Tu es athlète?
- Tu joues au ... ?
- Tu regardes souvent la télévision?
- Tu vas souvent au cinéma?
- Tu es canadien, canadienne / américain, américaine / anglais, anglaise / français, française?
- Tu es acteur, actrice?
- Tu es chanteur, chanteuse?
- Tu chantes de la musique rock / raggaie / country?
- Tu es musicien, musicienne?

Teaching Notes:

This game is played like **Twenty Questions**. The mystery person answers yes « oui » or no « non » to the questions. The person who guesses the identity of the mystery person becomes the next person to assume the mystery role.

Annexe 36

4e année: Les caractéristiques physiques

Les caractéristiques physiques

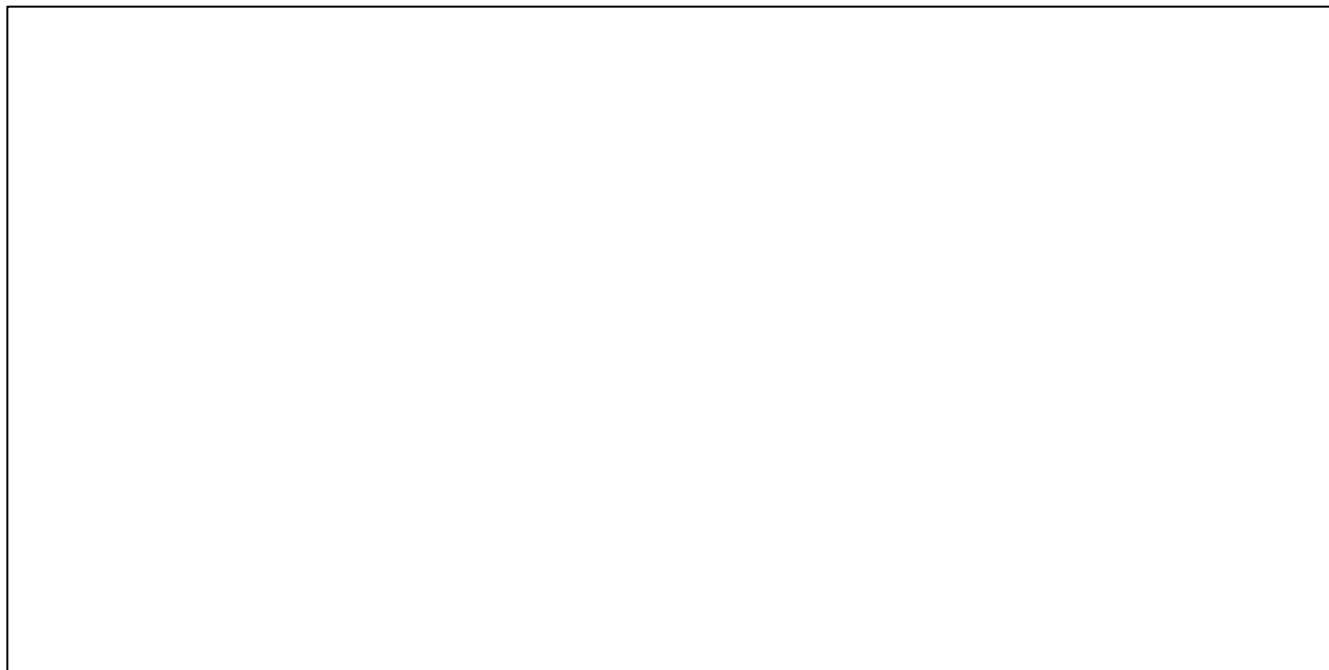
1. Mon ami(e) a les cheveux _____ (couleur) et il / elle a les yeux _____ (couleur).
2. Il / Elle est petit, petite / grand, grande.

3. Il /Elle a un visage oval (oval) / carré (square) / rond (round).

4. Il / Elle a un nez droit (straight) / épaté (flat) / étroit (narrow).

5. Il / Elle a les lèvres fines (small) / minces (thin) / serrées (tight) / entrouvertes (open).

Dessine le visage de ton ami, amie.









Teaching Notes:
See Suggested Vocabulary of parts of the body.





Annexe 37

4e année: Les activités physiques

- ☺ – J'aime l'activité
- ☺☺ – J'adore l'activité
- ☹ – Je n'aime pas l'activité
- ☹☹ – Je déteste l'activité
- (?) – Je ne sais pas

Écris le numéro de l'image (C) sous la phrase qui la décrit (A).
Indique si tu aimes ou si tu n'aimes pas l'activité (B).

A. Numéro de l'image	B. Sentiment	C. Image
Patiner _____		1. 
Sauter à la corde _____		2. 
Faire de la planche à roulettes _____		3. 
Jouer au volleyball _____		4. 
Faire de la planche à neige _____		5. 
Faire du ski de fond _____		6. 

<p>Nager</p> <p>_____</p>		<p>7.</p> 
<p>Faire une promenade</p> <p>_____</p>		<p>8.</p> 
<p>Jouer au tennis</p> <p>_____</p>		<p>9.</p> 
<p>Faire du ski nautique</p> <p>_____</p>		<p>10.</p> 

Teaching Notes:

Explain to the students that this is a two-part activity. First do the matching. The students then rate their interest in the activity: see terms listed in **Suggested Step 5.5**.

Annexe 38

4e année: Vocabulaire



Au téléphone

Marie: Bonjour Patrick, comment ça va?

Patrick: Très bien, et toi Marie?

Marie: Très bien aussi.

Patrick: Marie, veux-tu jouer au tennis?

Marie: Non, je ne veux pas jouer au tennis aujourd'hui. Veux-tu faire de la planche à roulettes?

Patrick: Non merci.

Marie: Veux-tu jouer au basket-ball?

Patrick: Non, j'aime nager, et toi?

Marie: Oui j'aime nager aussi. C'est une bonne idée. À quelle heure?

Patrick: À 11h00.

Marie: C'est bien, au revoir.

Patrick: Au revoir.

Teaching Notes:

This is the teacher's copy of the dialogue but can be handed out to the students after the questions are done so they can listen to the dialogue and read along.

New vocabulary: I want « Je veux », You want « Tu veux »

Écoute la conversation entre deux amis, Marie et Patrick, et réponds aux questions suivantes:

1. Qui parle au téléphone?

1. Quel sport est-ce que Patrick a mentionné en premier?

2. Est-ce Marie veut jouer au tennis?

Oui Non

3. Quel sport est-ce que Marie a mentionné en premier?

4. Est-ce que Patrick veut faire de la planche à roulettes?

Oui Non

5. Quel sport est-ce que Marie a mentionné en deuxième?

6. Qu'est-ce qu'ils ont décidé de faire?

Teaching Notes:

Solutions:

1. Marie et Patrick
2. Le tennis
3. Non
4. La planche à roulettes
5. Non
6. Le basket-ball
7. Nager

Annexe 39

4e année: Vocabulaire

Les sports et les activités physiques

Pose ces questions à ton ami(e) et écris les phrases qui décrivent les préférences de ton ami(e).

Mon ami, mon amie _____

1. Quel est ton sport préféré?
Il / Elle préfère _____ .
2. Quels sports joues-tu?
Il / Elle joue _____ .
3. Quelles activités physiques aimes-tu?
Il / Elle aime _____
4. Quelles activités physiques détestes-tu?
Il / Elle déteste _____
5. Quelle est ton équipe sportive (sports team) préférée?
Il / Elle adore _____

Annexe 40

4e année: Les adjectifs

Encerle les adjectifs qui décrivent ton ami(e).

Les adjectifs / Adjectives

Sympatique – nice
Heureux, heureuse – happy
Bête – silly
Fou, folle – crazy
Agréable – agreeable
Amusant, amusante – amusing
Ennuyeux, ennuyeuse – boring
Énervé, Énervée – irritated
Parasseux, parasseuse – lazy
Gros, grosse – fat
Inquiet, inquiète – worried
Dynamique – dynamic
Pensif, pensive – pensive
Sérieux, sérieuse – serious
Tranquille – quiet
Fier, fière – proud
Malheureux, malheureuse – unhappy
Jaloux, jalouse – jealous
Optimiste – optimistic
Pessimiste – pessimistic
Content, contente – content
Pénible – tiresome
Malade – sick
Beau, belle – beautiful
Sociable – sociable
Confus, confuse – confused

Annexe 41

4e année: Les adjectifs

Écris les adjectifs qui décrivent ton ami(e)

Mon ami est, mon amie est:

Mon ami est, mon amie est:

Teaching Notes:

Ask the students to circle the adjectives on **Annexe 40** that best describe their friend. Fill this page with adjectives about their friend.

Annexe 42

4e année: Le projet final

Grille d'accompagnement

Nom: _____ Date de la présentation: _____

Mon projet final

	Oui	Non
• J'ai complété mon livret.		
• Dans mon paragraphe, j'ai inclus les renseignements personnels de mon ami(e)		
• J'ai le nom de mon ami(e).		
• J'ai le profil personnel de mon ami(e). (Annexe 33)		
• J'ai les caractéristiques physiques de mon ami(e). (Annexe 36) <ul style="list-style-type: none">◦ La couleur de ses yeux.◦ La couleur de ses cheveux.◦ La grandeur de mon ami.		
• J'ai inclus quatre adjectifs qui décrivent mon ami(e). (Annexe 34)		
• J'ai nommé un sport que mon ami(e) aime ou n'aime pas. (Annexe 39)		
• J'ai l'affiche que mon ami(e) a faite à propos de son sport favori.		
• J'ai composé une phrase de conclusion.		
• J'ai quatre objets reliés à mon ami(e) pour la présentation à la classe.		
• J'ai remis mon projet final à la date limite.		

Teaching Notes:

The teacher should hand these sheets out at the beginning of the project. The students can check to see that they included the following elements in their project. A yes or no answer follows each statement to check that they have completed the task.

Annexe 43

4e année: Letter to parents

Dear Parents:

The Grade 4 Core French class has been working on the unit called « Les amis et les activités physiques » which talks about friends, sports and physical activities. As a final project, each student has created a booklet about a friend in the class. They have written paragraphs about their friend and will be presenting them to the class. I have asked them to bring four objects about themselves to give to their friend for the presentation.

Please have your child bring their objects on
_____ (date).

You are invited to attend the presentation on
_____ (date). If you have any questions, please call me at school.

Sincerely,
Core French Teacher

Annexe 44

4e année: Evaluation

Evaluation of booklet (for the teacher): Le projet final

Name of student: _____ Date of presentation: _____

The student completed the following in their booklet:

- a) Had the cover with friend's name on it.
 Yes No
- b) Finished the personal profile of his / her friend.
 Yes No
- c) Has finished the sheet on physical characteristics about their friend.
 Yes No
- d) Has used adjectives to describe their friend.
 Yes No
- e) Has completed the sports section on their friend.
 Yes No
- f) Kept his / her booklet in good shape.
 Yes No
- g) Handed the booklet in on the due date.
 Yes No
- h) Has completed the paragraph on time.
 Yes No
- i) Has proof read the paragraph with the teacher.
 Yes No
- j) Words and adjectives were correctly written.
 Yes No

Annexe 45

4e année: Liste de vérification

Nom: _____ Date: _____

✓ Oui X Non

1. Communication

L'élève:

Exprime un message complet: _____

a) le nom de son ami, de son amie _____

b) une description de l'ami, de l'amie _____

c) un trait de personnalité de l'ami, de l'amie _____

d) une activité faite avec l'ami, avec l'amie _____

Exprime un message clair _____

2. Langage

L'élève:

Utilise le vocabulaire relié au sujet _____

Utilise les structures appropriées _____

3. Stratégies

L'élève:

Utilise une photo ou un dessin _____

Parle suffisamment fort _____

Commentaires: _____

Suggested Resources

Books and Printed Material

- « L'exercice physique »
Prêt-à-apporter
Jocelyn Drozda-Daunheimer
(FSR)
- « Vive l'amitié »
Acti-Vie 2
(PERS)
- Assessment Instruments for French as a
Second Language:
Beginner Level (CASLT)
(LRDC)
- Le français sans souci
Addison-Wesley
(PERS)
- Au Manitoba, on s'amuse en français,
Maternelle et 1re année (2000)
Manitoba Education and Training
(LRDC)

Songs

- « Bonjour Monsieur »
Comment ça va?
Matt Maxwell
(Tralco)
- « Que ça fait mal »
Une lune
Suzanne Pinel
(SCL)
- « Danse aérobique »
Une lune
Suzanne Pinel
(SCL)
- « Le Hoogie Boogie »
Cinquante petites chansons chouettes
(WEI)

Websites

www.caslt.org : This site includes technology-enhanced second language learning activities categorized by field of experience and grade level (beginner, intermediate and advanced).

www.puzzlemaker.com : Puzzlemaker is a puzzle and games generation tool for students and teachers. Create and print customized word searches, crosswords and other puzzles using your word lists.

www.olympic.org : This is the general Olympic site which includes links to future olympic sites, the International Sport Federation, among others.

www.findsport.com : This site groups sports by the type of sport (example: watersports, mountain sports, summer sports, etc.)

www.fr.yahoo.com : This is a French search engine where you can do a search on any topic. To search sports and physical activities, click on *Sports et Loisirs*.

List of distributors

FSR:	First Step Resources P.O. Box 547 White City, SK S0G 5B0	Telephone: (306) 584-1507 Fax: (306) 584-1573
LRDC:	Learning Resources Distribution Centre 1500 – 4 th Avenue Regina, SK S4P 3V7	Telephone: (306) 787-5987 Fax: (306) 787-9747 Website: www.lrdc.sasked.gov.sk.ca
PERS:	Pearson Education Canada 26 Prince Andrew Place Don Mills, ON M3C 2T8	Telephone: (416) 447-5101 Fax: (416) 443-0948 Website: www.pearsoned.com
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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