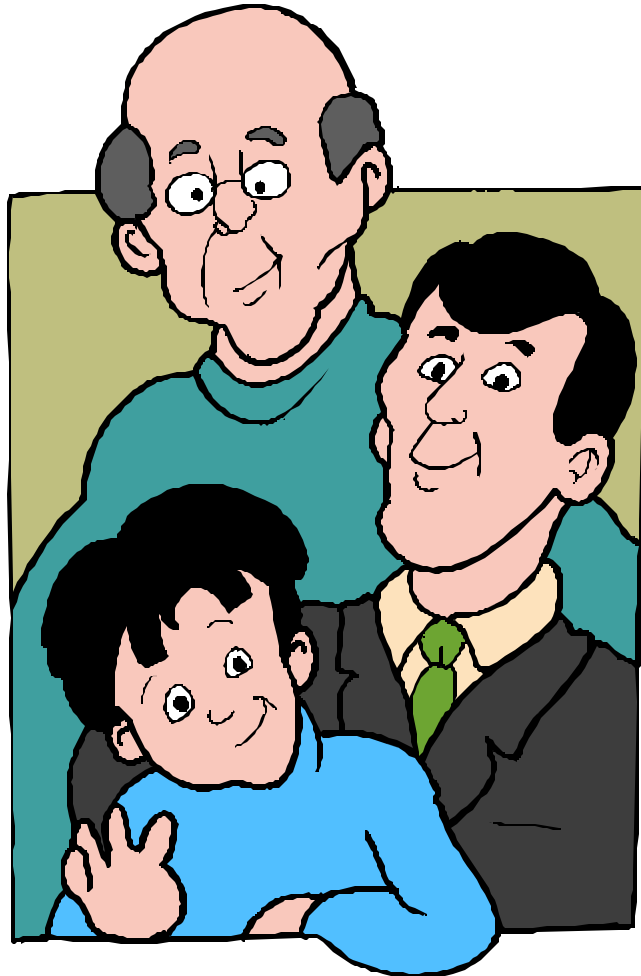


Ma famille



Grades 3 - 5 Core French Model Unit

2001

P102.6

Teaching Materials
from the
Stewart Resources Centre



Ministère
de l'Éducation
de la Saskatchewan

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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. 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.

<p>This unit was developed following the curriculum guidelines by : Deanna Himmelspeck Core French Teacher South Shore School, Buffalo Plains S.D. No. 21</p>

Suggested Vocabulary

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

Suggested Vocabulary for Grade 3

La mère – mother
Le père – father
La soeur – sister
Le frère – brother
Le bébé – baby
La grand-mère – grandmother
Le grand-père – grandfather
La famille – family
Moi – me

Suggested Vocabulary for Grade 4

La tante – aunt
L'oncle – uncle
Le cousin – boy cousin
La cousine – girl cousin
Le chat – cat
Le chien – dog

Suggested Vocabulary for Grade 5

Le fils – son
La fille – daughter
Le mari – husband
La femme – wife
Les enfants – children
Le neveu – nephew
La nièce – niece
Le petit-fils – grandson
La petite-fille – granddaughter

Additional « famille » Vocabulary

La demi-soeur – step-sister
Le demi-frère – step-brother
Le beau-père – stepfather
La belle-mère – stepmother
L'enfant unique – only child
L'ainé, l'ainée – oldest
Le benjamin, la benjamine – youngest

Le cadet, la cadette – younger
Le jumeau – twin boy
La jumelle – twin girl
Les jumeaux – twin boys or twin boy and girl
Les jumelles – twin girls
Les arrières grands-parents – great grandparents
Le gardien – male babysitter
La gardienne – female babysitter
La famille d'accueil – foster family
Le voisin – male neighbour
La voisine – female neighbour

Family Activities

Jouer au base-ball – playing baseball
Jouer au basket-ball – playing basketball
Jouer aux cartes – playing cards
Jouer aux jeux vidéo – playing video games
Jouer au soccer – playing soccer
Regarder la télévision – watching TV
Regarder des films – watch movies
Aller chez des amis – going to a friend's place
Aller chez les grands-parents – visiting grandparents
Aller au zoo – visiting the zoo
Aller au parc – going to the parc
Manger le souper – eating supper
Écouter de la musique – listening to music
Faire du camping – camping
Faire des promenades – go walking
Faire du patinage – go skating
Faire du ski – go skiing
Faire de la natation – go swimming
Faire un pique-nique – to picnic
Faire de la bicyclette – cycling

Foods

Le hamburger – hamburger
 Le hotdog – hotdog
 Les frites – fries
 La pizza – pizza
 Les spaghettis (m) – spaghetti
 Le poulet – chicken
 Le rôti de boeuf – roastbeef
 Le poisson – fish
 Le jambon – ham
 La saucisse – sausage
 Le bifteck – steak
 Les fruits de mer – seafood
 Le macaroni – macaroni
 Les côtelettes (f) – porkchops
 Le sandwich – sandwich

Les pâtes (f) – pasta
 Le taco – taco
 Les fèves – beans
 La lasagne – lasagna
 La salade – salad
 La pomme de terre – potato
 Les fruits – fruits
 Les légumes – vegetables
 La viande – meat
 Les desserts – desserts
 Les boissons – drinks
 Le lait – milk
 Le jus – juice
 L'eau – water

Descriptions and Special Qualities

Il/Elle a... – He/She has...
 J'ai... – I have...
 Les cheveux – hair
 Blonds – blonde
 Bruns – brown
 Noirs – black
 Roux – red
 Longs – long
 Courts – short
 Lisses – straight
 Bouclés – curly

Les yeux – eyes
 Bleus – blue
 Bruns – brown
 Noirs – black
 Verts – green
 Noisette – hazel

 Il/Elle porte des lunettes – He/She wears glasses.
 Il/Elle ne porte pas de lunettes – He/She does not wear glasses.

Il est spécial – He is special
 Elle est spéciale – She is special
 Il/Elle est... – He/She is...
 Drôle – funny
 Gentil, gentille – kind
 Actif, active – active
 Aimable – friendly

Généreux, généreuse – generous
 Patient, patiente – patient
 Honnête – honest
 Timide – shy
 Curieux, curieuse – curious
 Artistique – artistic
 Content, contente – happy
 Amusant, amusante – amusing

Il/Elle aime manger – He/She likes to eat...
 Il/Elle aime jouer... – He/She likes to play...

Types of Housing and Rooms in the Home

Un appartement – an apartment
 Une maison – a house
 Un condominium – condominium
 Une maison jumelée – duplex
 Une clé – a key
 Grand, grande – big
 Petit, petite – small
 Une chambre à coucher – bedroom
 Une cuisine – kitchen
 Une salle à manger – dining room
 Une salle de bains – bathroom
 Un salon – living room
 Une salle de récréation – rec room
 Une porte – door
 Une fenêtre – window
 Une pièce – room

Habiter – to live in
 Une ville – city
 Un village – town
 Une ferme – farm
 J'habite dans ... – I live in ...
 (J'habite dans un appartement. – I live in an apartment)
 J'habite ... – I live at ...
 (J'habite 12 rue Dieppe. – I live at 12 Dieppe Street)
 une rue – street
 une avenue – avenue

Field of experience : Family

Topic to be Developed : Ma famille

Experiential goal : Create a family album

Suggested Steps :

1. Meet the « Soleil » family and discuss the experiential goal.
2. Discuss different types of family units.
3. Explore family relationships.
4. Discuss special qualities and personality traits of family members.
5. Discuss favorite family activities.
6. Discuss favorite family foods.
7. Explore the different types of family housing.
8. Compile and present a family album.
9. Reflect on the unit.

Learning Objectives :

Students will:

- create an album about their family;
- participate in a variety of language activities on the topic of family, their relationships, interests and homes;
- strive for more accurate and effective use of linguistic structures by familiarizing themselves with the verb « être » and « masculin » and « féminin » articles;
- become aware and sensitive to the fact that there are many different types of family units, family interests, foods and types of homes;
- improve their communication and presentation skills;
- reflect on the material learned and the work they have done in the unit.

Suggested Step :

1. **Meet the « Soleil » family and discuss the experiential goal.**
- 1.1 Start off with a brief introduction about your own family. I have a family « J'ai une famille. » There are 4 people in my family. « Il y a 4 personnes dans ma famille. » My father, my mother, my sister and me. « Mon père, ma mère, ma soeur et moi. » I do not have a brother. « Je n'ai pas de frère. » You may wish to use a student from your class as another example or perhaps a famous family from television. Bart Simpson also has a family. « Bart Simpson a une famille aussi. » There are 5 people in Bart's family. « Il y a 5 personnes dans la famille de Bart. » The mother, the father, two sisters and Bart. « La mère, le père, deux soeurs et Bart. »

Introduce the members of the « Soleil » family and explain to the students that we will be learning about both their families and the Soleil family in this unit. See **Annexe 1** for pictures of the Soleil family.

Teaching Notes:

A listening script to introduce the Soleil family is included. Teachers may wish to read it aloud and point to each member or have the students listen to the CD.



A family tree should be created by enlarging and coloring each family member and displaying on the bulletin board. Each member has specific hair and eye color that must be followed in order to use the activities and sheets on the Soleil family in this unit.

La Famille Soleil :

Grand-mère Soleil – les cheveux gris et les yeux verts (gray hair and green eyes)

Grand-père Soleil – les cheveux gris et les yeux bruns (gray hair and brown eyes)

Madame Soleil (Nicole) – les cheveux blonds et les yeux verts (blonde hair and green eyes)

Teaching Notes

Monsieur Soleil (Luc: son to Grand-mère and Grand-père Soleil, Marie Étoile's brother) – les cheveux bruns, la moustache brune et les yeux bleus (brown hair, mustache and blue eyes)

Annie Soleil – les cheveux roux et les yeux verts (red hair and green eyes)

Pierre Soleil – les cheveux bruns et les yeux bleus (brown hair and blue eyes)

Lise Soleil (le bébé) – les cheveux roux et les yeux bleus (red hair and blue eyes)

Marie Étoile (daughter to Grand-mère and Grand-père Soleil, Luc's sister) – les cheveux bruns et les yeux noisette (brown hair and hazel eyes)

Robert Étoile – les cheveux noirs et les yeux bruns (black hair and brown eyes)

Marc Étoile – les cheveux bruns et les yeux noisette (brown hair and hazel eyes)

Christine Étoile – les cheveux noirs et les yeux bruns (black hair and brown eyes)

Listening script for introducing the Soleil family tree (also available on CD).



Voilà Grand-mère Soleil. Elle a les cheveux gris et les yeux verts. Elle porte des lunettes. Grand-mère Soleil est la mère de Luc et Marie.

Voilà Grand-père Soleil. Il a les cheveux gris et les yeux bruns. Il est le mari de Grand-mère Soleil et le grand-père de Lise.

Voilà Monsieur Soleil. Il s'appelle Luc. Il est le fils de Grand-mère et Grand-père Soleil. Il a les cheveux et la moustache bruns et les yeux bleus.

Voilà Madame Soleil. Elle s'appelle Nicole. Elle est la femme de Luc. Luc et Nicole ont trois enfants: Annie, Pierre et Lise. Nicole a les cheveux blonds et les yeux verts.

Voilà Annie Soleil. Elle est la fille de Nicole et Luc. Elle a les cheveux roux et les yeux verts. Annie a les cheveux longs.

Voilà Pierre. Il aime sa planche à roulettes! Pierre est le petit-fils de Grand-mère et Grand-père Soleil. Il a les cheveux bruns et les yeux de la même couleur que son père: bleus.

Teaching Notes

Voilà le bébé, Lise Soleil. Elle est la soeur de Pierre et Annie. Elle a les cheveux roux et les yeux bleus comme son père, Luc.

Voilà Marie Étoile. Elle est la soeur de Luc et la femme de Robert. Elle a les cheveux bruns et les yeux noisette.

Voilà Robert Étoile. Il est le mari de Marie! Robert et Marie ont deux enfants; Marc et Christine. Robert a les cheveux noirs et les yeux bruns.

Voilà Marc Étoile. Marc est le cousin de Pierre, Annie et Lise. Il a les cheveux bruns et les yeux noisette comme sa mère, Marie.

Voilà Christine Étoile. Christine est la cousine de Pierre, Annie et Lise. Elle a les cheveux noirs et les yeux bruns.

Teaching Notes:

The suggested vocabulary may be adapted to the grade level or vocabulary level of your students. You may wish to give more or less detail accordingly.

After the first few members, you may wish to pause at appropriate times to see if the students can orally « fill in the blanks » for you. Example: Here is Annie Soleil. She is the daughter of _____ and _____. « Voilà, Annie Soleil. Elle est la fille de _____ et _____. » She has _____ hair and _____ eyes. « Elle a les cheveux _____ et les yeux _____. » Annie has _____ hair. « Annie a les cheveux _____. »

- 1.2 Discuss the experiential goal with the students. The students will be creating a family album which contains their family tree, information about family relations, a spotlight on one special person from their family, favorite family activities and foods and finally, a look at their family home. Students should receive a copy of **Annexe 20** while teachers refer to **Annexe 21** to have a detailed look at the unit expectations and process of evaluation.
- 1.3 **Annexe 2. Où sont mes photos?** (Where are my pictures?) During this activity, Pierre is introducing his family relations by showing his own family album. Students must cut and paste the correct photo beside the description of the family member in Pierre's album. There are also some blanks where

Teaching Notes

names of family members belong. You may use this activity as group work, partner work or do be done alone, depending on the level of your students.

Suggested Structure :

Here is Pierre! He has a family album. He wants to share his album with us so we can meet the members of his family, but the photos have fallen out. He needs our help to place the photos beside the correct family member.

« Voilà Pierre! Il a un album de famille. Il aimerait partager son album avec nous pour nous montrer les membres de sa famille, mais les photos sont tombées. Il a besoin de notre aide pour remettre les photos à la bonne place. »

- 1.4 **Qui est-ce?** For this game, the teacher needs to place photos of the family members on the board in a horizontal line at the students' level. Students will need to refer to the bulletin board display of the « famille Soleil » or to **Annexe 1** to see the family tree. Leave adequate space between each photo as the students will be racing to the front to stand under the correct family member. The teacher can divide the students into teams of two, three or teams according to row. The first player from each team listens to the sentence about the family Soleil's relations and races to stand under the correct photo when they have figured out who the mystery family member is. Depending on the level of your students, you may wish to repeat the question to the student standing under the correct photo and have them answer you. The team who reaches the correct photo first is awarded a point.

Teaching Notes:

This game is also a writing activity in **Annexe 3**. It could be used as a follow-up activity after playing the game, as a quiz or taught as a writing activity instead of a game.

Qui est-ce?

Suggested questions for Grade 3

1. Qui est la mère de Lise? (Nicole, Madame Soleil)
2. Qui est le grand-père de Marc? (Grand-père Soleil)

Teaching Notes

3. Qui est la petite soeur de Pierre et Annie? (Lise)
4. Qui est la soeur de Luc Soleil? (Marie Étoile)
5. Qui est le père de Christine? (Robert Étoile)
6. Qui est la mère de Monsieur Soleil? (Grand-mère Soleil)
7. Qui est le frère de Lise et Annie? (Pierre)
8. Qui est la soeur de Marc? (Christine)
9. Qui est le père d'Annie? (Monsieur Soleil, Luc)
10. Qui est la soeur de Pierre et Lise? (Annie)

Suggested questions for Grade 4

1. Comment s'appelle la tante de Pierre? (Marie)
2. Qui est l'oncle de Christine? (Monsieur Soleil, Luc)
3. Comment s'appelle la bebe de la famille? (Lise)
4. Comment s'appelle la cousine de Pierre, Annie et Lise? (Christine)
5. Qui est le cousin de Christine et Marc? (Pierre)

Suggested questions for Grade 5

1. Comment s'appelle le mari de Marie Étoile? (Robert Étoile)
2. Qui est la fille de Marie et Robert Étoile? (Christine)
3. Comment s'appelle le cousin de Pierre? (Marc)
4. Comment s'appelle la femme de Luc Soleil? (Nicole Soleil)
5. Qui est la mère de Marie Etoile? (Grand-mère Soleil)

Supplementary Activities and Resources :

Acti-vie 1: *Souvenirs de ma famille*. Supplementary activity lesson 2 (Teacher Resource Book p.27) *Quelle famille?*

Acti-vie 1: *Souvenirs de ma famille*. Student Cahier, page 9 « Qui suis-je? »

Song « 21 amis ». *Superhéros*. Jacquot – cassette *Superhéros* Feuilles d'activités; « 21 amis », pages 45-48

Teaching Notes

Suggested Step :

2. Discuss different types of family units.

- 2.1 Discuss with the students the different types of family units that exist: one parent families, families with multiple fathers or mothers, step-siblings, children who live with their grandparents or whose grandparents live with them. It is important for students to be aware of these different types of families, to be understanding of the fact that even though the family unit may be different from theirs, it is still a family unit and functions in very similar ways to their own.

This discussion is oral and informal. The teacher may include as much French vocabulary as he/she feels the students can handle. The students should be encouraged to do the same.

Suggested Structure :

Start with your own family. In my family, there are 4 people: my brother Matt, my mother Sara, my sister Kristy and me, Tyler. My family has a cat named Mouki. « Dans ma famille il y a 4 personnes; mon père Matt, ma mère Sara, ma soeur Kristy et moi, Tyler. Ma famille a un chat qui s'appelle Mouki. »

My friend Nathan has a different family. He lives with his grandparents. « Mon ami Nathan a une famille différente. Il habite avec ses grands-parents. »

My friend Stacey has three people in her family. She lives with her mother and her brother. « Mon amie Stacey a trois personnes dans sa famille. Elle habite avec sa mère et son frère. »

2.2 Masculin and Feminin Articles

Mon / ma – my
Ton / ta – your

Teaching Notes

Teaching Units

Introduce your students to the difference between masculine and feminine possessive adjectives. All females will be referred to as « ma » or « ta » and all the males will be referred to as « mon » or « ton ». In English, we use one word for both male and female (my, your), but in French we must pay special attention to whether the person is male or female so we can place the correct spelling of the possessive adjective in front of the person's name or title.

Suggested Vocabulary :

Mon – my (masculin)
Ma – my (feminin)
Ton – your (masculin)
Ta – your (feminin)

Ma mère (because mère is female) – My mom
Mon frère (because frère is male) – My brother
Ta soeur (because soeur is female) – Your sister
Ton père (because père is male) – Your dad

For my family, I say: « Pour ma famille, je dis: »

Ma mère s'appelle Sara.
Mon père s'appelle Matt.
Ma soeur s'appelle Kristy.
Mon frère s'appelle Tyler.
Mon chat s'appelle Mouki.

Choose a student from the class to use their family as an example, but this time use « ton » and « ta »:
Voilà Ethan!

Ethan, **ta** mère s'appelle Deanne.
Ton père s'appelle Bruce.
Ta soeur s'appelle Emery.
Ton chien s'appelle Libby.

- 2.3 **Annexe 4.** The student will internalize the use of the possessive adjectives « mon, ma », « ton, ta » by using them to describe and then introduce their own families. What are the names of your family members? « Comment s'appellent les membres de ta famille? » Have the students complete this page and then either present it to the class or in small groups.

Teaching Notes:

The number of members the students share can be decided by the teacher or the teacher could allow the students to share as many people as they feel comfortable with. Teachers may require Grade 3 students to only share immediate family (mère, père, frère, soeur), while Grades 4 and 5 students may be able to handle immediate family and some extended family (mère, père, frère, soeur, grands-parents, oncles, tantes, cousins).

- 2.4 Have the students do **Annexes 5 and 6** with you as an overhead activity or as a handout to review possessive adjectives.
- 2.5 **Annexe 7.** This annexe is intended for the teacher to use in the form of a chart or as an overhead. However, the activity could be modified so that each student has a copy of the annexe while they circulate in the classroom to survey fellow classmates about the number of people in their families. The end result of either method is a chart or graph of how many people are in each student's immediate family.

Suggested Structure :

After reviewing the possessive articles « mon, ma, ton, ta », the students may be able to use the following vocabulary structure to answer the questions to create the class family graph.

Question: Sara, How many people are in your family?

« Sara, Combien de personnes est-ce qu'il y a dans ta famille? »

Answer: There are five people in my family. My mother named Judy, my father named Nyle, my sister named Erin, my brother named Tyler and me, Sara.

« Il y a cinq personnes dans ma famille. Ma mère s'appelle Judy, mon père s'appelle Nyle, ma soeur s'appelle Erin, mon frère s'appelle Tyler et moi, Sara. »

Continue with this method for each student in the class until the graph is complete. Discuss the results with the class reviewing once again the diversity in family structures. You may wish to inform students of this activity ahead of time and have them bring pictures to share with the class when they are asked about their families. The pictures could then be placed on the branches of a class family tree.

Teaching Notes

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- 2.6 **Annexes 8 and 9. L’arbre généalogique** (Family Tree). This activity will be the first page of the student’s album. During this activity, the students will use **Annexe 9** and create their own family tree. Students in Grade 3 will most likely do only their immediate family while students in Grades 4 and 5 should be able to expand to their immediate family as well as extended family (grandparents, aunts, uncles and cousins).

The students will need to have the drawing of a tree structure and placement of family members modelled for them. Teachers could use **Annexe 8** as an example of the structure of a family tree. Ideally, the teacher would model their own family and this model would have actual pictures of the teacher’s family members for the students to see. The teacher could then draw the structure of the tree on the board and place the pictures in the appropriate places. Pictures of a family from a television show could also be used (Simpsons for example). The bulletin board display of the Soleil family should also be used as another point of reference when students construct their own tree formation.

Teaching Notes:

Teachers should take in each page of the student’s album to review and evaluate. The teacher can then store all of the student’s pages until they compile them into an album at the end of the unit. The form of evaluation taken for each page will depend on the level of your student and the teacher’s expectations.

Supplementary Resources and Activities :

Acti-vie 1: *Souvenirs de ma famille*; Teacher Resource Book pages 36, 37, 39 and 40
Au Manitoba, on s’amuse en français, Maternelle et 1re année; Manitoba Education and Training; novembre, pages 7 and 8 « Ma famille et moi / My family and I »
Song « Rigolons »; *Rigolons*, Jacquot
Feuilles d’activités; *Rigolons*, Jacquot.

Teaching Notes

Suggested Step :

3. Explore Family Relationships.

- 3.1 Discuss with the students the different relationships in their family. Their brother is also their uncle's nephew. Their father is also their aunt's brother. Their grandfather is also their mother's father. These types of relationships may be difficult for some to grasp. It is easiest for the students to grasp if you discuss each person in relation to them.

Suggested Structure :

The father of my father is my grandfather. « Le père de mon père est mon grand-père. »

The daughter of my mother is my sister. « La fille de ma mère est ma soeur. »

The children of my aunt and uncle are my cousins. « Les enfants de ma tante et mon oncle sont mes cousins. »

The husband of my aunt is my uncle. « Le mari de ma tante est mon oncle. »

The wife of my father is my mother. « La femme de mon père est ma mère. »

Use as many examples as needed until the students are comfortable with the family relationships.

- 3.2 **Game: Family Feud.** Place the students in teams of 5 with each player in their group being numbered 1 to 5. Player number 1 from each team is given a statement about family relationships, but the missing blank must be filled in to complete the relation. Player 1 may confer with his / her team, but only player 1 may answer. The first player to figure out the correct answer rings their team bell and proceeds to give the answer. If the answer is correct, their team receives a point. If the answer is not correct, other teams may try to steal the answer. Teachers may wish to place time restrictions for coming up with the correct answer.

Teaching Notes:

The suggested questions for the Family Feud game follow, but any questions could be used to adapt this game for other topics or varying vocabulary levels. Students in Grade 3 may find it easier to answer questions on the Soleil family rather than the general questions.

Teaching Notes

Suggested general questions for Family Feud:

1. Le frère de mon père est mon _____ (oncle)
2. La soeur de ma mère est ma _____ (tante)
3. Le père de mon père est mon _____ (grand-père)
4. La mère de ma mère est ma _____ (grand-mère)
5. Le fils de mon oncle est mon _____ (cousin)
6. La fille de ma tante est ma _____ (cousine)
7. Le fils de mes parents est mon _____ (frère)
8. La fille de ma grand-mère est ma _____ (mère)
9. Le fils de mes grands-parents est mon _____ (père)
10. La femme de mon oncle est ma _____ (tante)
11. Le mari de ma mère est mon _____ (père)
12. Le mari de ma tante est mon _____ (oncle)
13. Les enfants de ma tante et de mon oncle sont mes _____ (cousins)
14. Les parents de mes parents sont mes _____ (grands-parents)

Suggested Famille Soleil questions for Family Feud:

1. La fille de Lise s'appelle _____ (Annie)
2. Le frère de Christine s'appelle _____ (Marc)
3. La cousine de Pierre s'appelle _____ (Christine)
4. Le père d'Annie s'appelle _____ (Luc)
5. La soeur de Luc s'appelle _____ (Marie)
6. La femme de Luc s'appelle _____ (Nicole)
7. La grand-mère de Lise s'appelle _____ (Grand-mère Soleil)
8. L'oncle de Pierre s'appelle _____ (Robert)
9. Le mari de grand-mère Soleil s'appelle _____ (Grand-père Soleil)
10. Le fils de Marie et Robert Etoile s'appelle _____ (Marc)

Supplementary Resources and Activities :

1. *Bienvenue B*; Cahier page 22 « La grille familiale »
2. Use internet site www.puzzlemaker.com to create a word search using family realtions or simply use the word search already provided in **Annexe 30**.
3. Storybook: *Mon frère*, Les éditions l'Image de l'Art (Ali Baba) ISBN 2-921580-19-5
4. Storybook: *Ma soeur*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-921580-20-9
5. Storybook: *La visite de grand-maman*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-921580-18-7

Teaching Notes

Suggested Step :

4. Discuss special qualities and personality traits of family members.

- 4.1 The teacher begins by discussing with the students that all individuals have different faces, looks, hair and eye color and especially different personalities and special qualities. These differences are what makes us all unique and special. The activity in **Annexe 10: La personne mystère**, is for the students to work on in pairs. Student A describes an individual from their family while student B tries to reproduce a drawing of student A's person. The challenging and fun part is that the two students must sit back to back « dos à dos » so they cannot see each other's drawings.

Students A and B sit back to back so they cannot see each other's drawings

Student A is given 2 minutes to draw the face of their secret family member.

Student A then describes his/her drawing to student B, who then tries to reproduce student A's drawing. Student A must have at least five descriptive pieces of information about their mystery person. Once the students are done, they compare drawings and then switch roles to do the activity again. The teacher verifies comprehension of the instructions and the examples of descriptors before the students do the activity. The teacher may wish to put this information on an overhead so that the students may refer to the overhead while doing the activity.

Some examples of physical descriptions. « Des exemples des descriptions physiques » :

It's a boy. « C'est un garçon. »

It's a girl. « C'est une fille. »

Il / Elle a les yeux bruns (brown eyes)

bleus (blue eyes)

noisette (hazel eyes)

verts (green eyes)

Il / Elle a les cheveux courts (short)

longs (long)

Il / Elle a les cheveux lisses (straight hair)

Il / Elle a les cheveux bouclés (curly hair)

Il / Elle a les cheveux frisés (wavy hair)

Teaching Notes

Il / Elle a les cheveux blonds (blonde hair).
noirs (black hair)
bruns (brown hair)
gris (gray hair)
blancs (white hair)
roux (red hair)

Il / Elle a une grande bouche rouge (a big red mouth)
Il / Elle a une petite bouche rose (a small pink mouth)

Il/ Elle a un petit nez (a small nose)
Il / Elle a un grand nez (a big nose)
Il / Elle porte des lunettes (wears glasses)

- 4.2 Engage the students in a discussion on special qualities or personality traits of people in their family. Begin by sharing a special person from your family. Next, if they are willing, have students share orally a special person from their own family.

Suggested Structure :

I love my uncle Tyler. « J'adore mon oncle Tyler. » He is very funny. « Il est très drôle. » He's also active. « Il est actif aussi. » He plays basketball, volleyball and tennis. « Il joue au basket-ball, au volleyball et au tennis. ». Like me, he likes eating Hawaiian pizzas. « Il aime manger la pizza hawaïenne comme moi. » My uncle is special. « Mon oncle est spécial. »

Il est spécial – He is special

Elle est spéciale – She is special

Il/Elle est... – He/She is...

Drôle – funny

Gentil, gentille – kind

Actif, active – active

Aimable – friendly

Généreux, généreuse – generous

Patient, patiente – patient

Honnête – honest

Timide – shy

Curieux, curieuse – curious

Artistique – artistic

Content, contente – happy

Amusant, amusante – amusing

Il/Elle aime manger – He/She likes to eat ...

Il/Elle aime jouer ... – He/She likes to play ...

Teaching Notes

- 4.3 **Annexe 11: Tu es spécial pour moi!** This activity will become page 2 of the student's family album. Each student is to choose one member of their family and write a detailed description including physical features and special qualities. The students must include at least 10 descriptive sentences about their chosen family member.

Suggestions Structure :

Voilà mon / ma (relation). Il / Elle s'appelle (name).
Il / Elle a les yeux (color of eyes).
Il / Elle a les cheveux (color of hair).
Il / Elle a les cheveux (long or short hair).
Il / Elle a les cheveux (straight, curly or wavy hair).
Il / Elle a un nez (small – large nose).
Il / Elle a une bouche (small – large mouth).
Il / Elle aime manger (something they like to eat).
IL / Elle aime jouer (something they like to play).
Il / Elle est (a personality trait) – He / She is energetic.
Il / Elle est spécial (e) – He /She is special.

Supplementary Activities :

1. *Core French: A Curriculum and Resource Guide for the Elementary Level: 1994* Optional Unit 1a (4-5) Famille: Suggested Steps 1-3 (page 281)
2. Storybook: *Moi*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-921580-06-3
3. Storybook : *Le cauchemar de papa*. Les éditions l'Image de l'art (Baba-O-rom) ISBN 2-7639-0084-4

5. Discuss favorite family activities.

- 5.1 Compile a list of favorite family activities on chart paper by discussing them with the students. **Annexe 26** provides flashcards of possible activities. Each family has unique family activities which they enjoy doing, but even though our families are all different, we will find that a lot of the activities we enjoy doing together are similar.

Teaching Notes

Suggested Vocabulary:

Jouer au base-ball – playing base-ball
Jouer au basket-ball – playing basketball
Jouer aux cartes – playing cards
Jouer aux jeux vidéo – playing video games
Jouer au soccer – playing soccer

Regarder la télévision – watching TV
Regarder des films – watch movies

Aller chez des amis – going to a friends' place
Aller chez les grands-parents – visiting grandparents
Aller au zoo – visiting the zoo
Aller au parc – going to the parc

Manger le souper – eating supper
Écouter de la musique – listening to music

Faire du camping – camping
Faire des promenades – go walking
Faire du patinage – go skating
Faire du ski – go skiing
Faire de la natation – go swimming
Faire un pique-nique – to picnic
Faire de la bicyclette – cycling

- 5.2 **Annexe 12: Est ce-que ta famille aime...?** The students will conduct a class survey. Students will circulate and ask classmates if their family enjoys doing one specific activity on the survey sheet. Students will ask Does your family like _____? « Est-ce que ta famille aime _____? » Yes, my family likes _____ or No, my family does not like _____. « Oui, ma famille aime _____. » or « Non, ma famille n'aime pas _____. » The student who responds with « Oui » will initial that square/activity on the sheet. The teacher may wish to give the students a time limit and have them see how many initials they can accumulate.
- 5.3 **Annexe 13: Les activités de ma famille.** Students will do Part A by completing the sentence to correspond with the picture. The teacher should go over Part A with the students to ensure everyone has the correct response before going on to Part B. In Part B, the students will indicate which activities their families enjoy doing.

Teaching Notes

- 5.4 **Annexe 14 : Les activités préférées de ma famille.** During this activity, the students will be creating page 3 of their family album. This page will indicate the activities the students' families enjoy doing together. They are to choose two of their family's favorite activities, draw a picture of their family doing that activity and create a sentence to describe each activity.

Supplementary Resources and Activities :

Acti-vie 1: *Souvenirs de ma famille*; Teacher Resource Book, pages 48-50, 52-54 (Includes worksheets, LOTTO cards and an evaluation sheet)

Au Manitoba, on s'amuse en français, Maternelle et 1re année; Manitoba Education and Training; novembre, page 9 « My family and I: Family Activities »

Annexe 29. *Au Manitoba, on s'amuse en français, Maternelle et 1re année*; Manitoba Education and Training; novembre, pages 12-34 « Boucles d'Or et les trois ours ». The students could read this story orally or do it in groups as a play.

Fun Plays for French Second Language Students by Matt and Wendy Maxwell; « Boucles d'or et les trois ours » (pages 5-13), Play and question sheets.

Storybook: *Quelle idée!*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-921580-29-2

Storybook: *Une journée avec grand-papa*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-7639-0073-9

Suggested Step :

6. Discuss favorite family foods.

- 6.1 Compile a list of favorite family foods on chart paper by discussing the types of foods the students' families eat at home. See **Annexe 27** for food flashcards.

Suggested Vocabulary :

Le hamburger – hamburger
Le hotdog – hotdog
Les frites – fries
La pizza – pizza
Les spaghettis (m) – spaghetti
Le poulet – chicken
Le rôti de boeuf – roastbeef
Le poisson – fish

Teaching Notes

Le jambon – ham
La saucisse – sausage
Le bifteck – steak
Les fruits de mer – seafood
Le macaroni – macaroni
Les côtelettes (f) – porkchops
Le sandwich – sandwich
Les pâtes (f) – pasta
Le taco – taco
Les fèves – beans
La lasagne – lasagna
La salade – salad
La pomme de terre – potato
Les fruits – fruits
Les légumes – vegetables
La viande – meat
Les desserts – desserts
Les boissons – drinks
Le lait – milk
Le jus – juice
L'eau – water

Teaching Notes

- 6.2 **Annexe 15 : Est-ce que ta famille aime manger...?** Students will circulate and ask classmates if their family likes to eat certain foods. Does your family like to eat _____? « Est-ce que ta famille aime manger _____? ». If the classmate answers Yes, my family likes to eat _____ « Oui, ma famille aime manger _____ », then he/she signs the sheet. If the classmate asked answers No, my family does not like to eat _____ « Non, ma famille n'aime pas manger _____ », then move on to ask someone else.
- 6.3 **Game.** This game is called **Three in a Row**. A grid is drawn on the board (size depends on the amount of time the teacher wishes to play the game). The class is divided into teams (two or three or by row). The teacher shows a flashcard of a food to the first player from team 1. If he / she gives the correct French name for the card, the student earns an X or an O for his / her team and can place it in any one of the squares on the grid. The object is to have three X's or O's in a row to earn a point (four X's or four O's earns 2 points). The teacher then does the same for the other teams. This game is played very quickly. (**Annexe 27** provides food flashcards.)

6.4 This activity will become page 4 of the student's family album. During this activity, the students will create a word search containing foods their family enjoys eating. The word search must have at least 10 items; www.puzzlemaker.com also gives the students the choice of making a regular word search or a word search with a hidden message. All they have to do is create a short French message and the web site will do the rest. A good example of a message would be I love pizza « J'aime la pizza ». With direction from the teacher, the students will log on to the website www.puzzlemaker.com. 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.

A word search puzzle is included in **Annexe 30** to use as a model or to give to the students to complete. The students may wish to make additional copies of their puzzle to exchange with other classmates in addition to the copy of their puzzle for their album. If this site is not available, the students could create their own word searches manually.

Teaching Notes:

When using any internet site, check that they are still operational before allowing students to work on the internet.

Supplementary Resources and Activities:

Assessment Instruments for French as a Second

Language: Beginner Level, CASLT: Famille; pages 45-50. Oral activity where students work in pairs to role play a dialogue on the topic of inviting a friend to dinner.

An additional internet site which you may find useful for building « food » vocabulary is:

www.users.skynet.be/providence/vocabulaire. Once the students reach this site, they need to click on **Les Aliments** for the food section and they will see a chart with many different **Fiches** to choose from. Students click on **Fiche 1** to begin. They will see colored illustrations of different foods. They need to look at the multiple choice word bank beside each food and choose the correct answer.

This site has similar vocabulary activities for other topics
Storybook: *La soupe*, Les éditions l'Image de l'art (Ali Baba)
ISBN 2-921580-15-2

Teaching Notes

Storybook: *Je mange tout le temps*, Les éditions l'Image de l'art (Ali Baba) ISBN 2-921580-24-1

Storybook: *Petit ver, as-tu faim?*, Les éditions l'Image de l'art (Baba-O-rom) ISBN 2-7639-0094-1

Song « Qu'est-ce qu'il y a à manger? », *Rigolons* cassette, Jacquot

Feuilles d'activités; *Rigolons*, Jacquot « Qu'est-ce qu'il y a à manger? »

Suggested Step:

7. Explore the different types of family housing.

7.1 Brainstorm with the students the different types of housing families live in and compile a list.

Annexe 16: Où est-ce que ta famille habite? is a chart of different types of housing so that once the students have compiled the list, the teacher can conduct a class survey of what types of housing each student lives in and chart the results.

Suggested Structure:

My family lives in an apartment. – «Ma famille habite dans un appartement. »

My uncle's family lives in a house. – « La famille de mon oncle habite dans une maison. »

Are there other places where we live? – « Est-ce qu'il y a d'autres endroits où nous habitons? »

How many people live in an apartment? – « Combien de personnes habitent dans un appartement? »

Types of housing and rooms in the home:

Un appartement – an apartment

Une maison – a house

Un condominium – condominium

Une maison jumelée – duplex

Une clé – a key

Grand, grande – big

Petit, petite – small

Une chambre à coucher – bedroom

Une cuisine – kitchen

Une salle à manger – dining room

Une salle de bains – bathroom

Un salon – living room

Teaching Notes

Une salle de récréation
Une porte – door
Une fenêtre – window
Une pièce – room
Habiter – to live in
Une ville – city
Un village – town
Une ferme - farm
J'habite dans ... - I live in ...
J'habite dans un appartement. - I live in an apartment.
J'habite ...
J'habite 12 rue Dieppe. – I live at 12 Dieppe Street
une rue – street
une avenue – avenue

Teaching Notes

- 7.2 Distribute copies of **Annexe 17 : Ma clé, Mon adresse** to the students in the class. They will print their address in French on the large key. These keys will then be used for **Suggested Step 7.3**. It may take one complete lesson however to teach the French names for streets, avenues and the vocabulary needed in order to play the game.

The teacher should begin by modeling his / her own address. I live at 10 Laroque Street. « J'habite 10 rue Laroque. »

Then ask a student in the class Where do you live? « Où est-ce que tu habites? » They may answer in English and need to be encouraged to use the structure I live at _____. « J'habite _____. » It would be helpful to print this structure on the board for the students to use as a reference. Ask others until the structure is comfortable. The teacher may then go on to ask questions about each student's home at that address. What color is your door? « Quelle couleur est ta porte? » What kind of place do you live in? « Dans quelle sorte de domicile est-ce que tu habites? »

- 7.3 For this activity, each student must have their key « clé » which has their address « adresse » printed on it. The students sit in a circle on the floor. The teacher collects the keys from the students and redistributes them, but to different students. If a student gets his or her own clé, they need to inform the teacher so that they can receive a different one. Tell the students that they have all lost their keys and

Teaching Notes

must listen carefully to get them back. You have lost your keys! « Vous avez perdu vos clés! » Listen carefully to get them back. « Écoutez bien pour les retrouver. » The teacher chooses one student to begin reading the address on the key they have found. When the students read the address on their found key, they must change the I live at _____. « J'habite _____. » to Who lives at _____? « Qui habite _____? » The owner of the key must stand up and claim it. The student who just retrieved their own key is the next one to read their found key. This is difficult for students to do if they don't know their numbers from 0-10.

- 7.4 **Game** : Refer the students to the vocabulary list of rooms in the home. See **Annexe 28** for flashcards of rooms in the home and discuss with them the types of activities which occur in each room. For example you watch tv, relax, read and perhaps play games in the rec room. You sleep, listen to music, read and play in your bedroom. The students will then play charades by acting out an activity done in the house and having the other students try to guess what room he / she is in. Students must guess the room in French or it is an invalid guess. Students may need practice as a class acting out certain activities so they know what to do when they get up to the front. Once students catch on to this game, the teacher can divide the class into two and have two games going simultaneously.
- 7.5 This activity will be the final page in the student's album. Each student will receive a copy of **Annexe 19 : Voilà ma maison** where they will create a floorplan or blueprint of their home. This page must also indicate what type of home the student's family lives in and their address. Some may wish to draw from a bird's eye view while others can map out better if they see it through the front of the house. The teacher should model how to draw a floorplan by drawing his / her own as a model or sharing **Annexe 18 : Teacher Reference of Floorplan** with the class. Once the floorplan is drawn, the students need to label the rooms in their home by referring to the vocabulary (flashcards). This may take several classes to complete.

Supplementary Activities and Resources :

Prêt-à-commencer by Jocelyn Drozda; Grade 6 binder: « La maison » pages 80-90 (Flashcards, vocabulary builders, games, crosswords and word searches).

Suggested Step :

8. Compile and present a family album.

- 8.1 Review the concepts taken in this unit by briefly going over each one. The pages can then become the student's album. The presentation of the album is intended to be part of the overall mark for the experiential goal. The teacher should discuss the importance of proper pronunciation, volume and body language before the students do their presentations. If the teacher chooses to not include the presentation of the album as part of the evaluation process, he/she may wish to have the students in small groups share their albums, or perhaps share them with another class.

Teaching Notes:

Both students and teachers should refer back to the Planning Sheet for the album (**Annexes 20A and 20B**) before compiling the family album. **Annexe 21** includes a checklist for the teacher to evaluate the family album.

Suggested Step :

9. Reflect on the unit.

- 9.1 Discuss various aspects of the unit. What did the students learn about families in this unit? Did they discover things about their own families they weren't aware of before? What did they learn about other families in their class? What French did they learn? What did they enjoy or not enjoy doing in the unit? What will they be able to teach others from what they have learned?
- 9.2 **Annexe 22.** Auto-évaluation. Students complete a self-evaluation at end of the unit.
- 9.3 **Annexes 23-24.** « Fiche anecdotique » and « Échelle d'appréciation » for teacher's use.

Teaching Notes

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- 9.4 It is important to keep the lines of communication open between home and school. Be sure to encourage students to share their albums with someone at home. A letter to parents about what the students have been doing is provided in **Annexe 25**.

Teaching Notes:

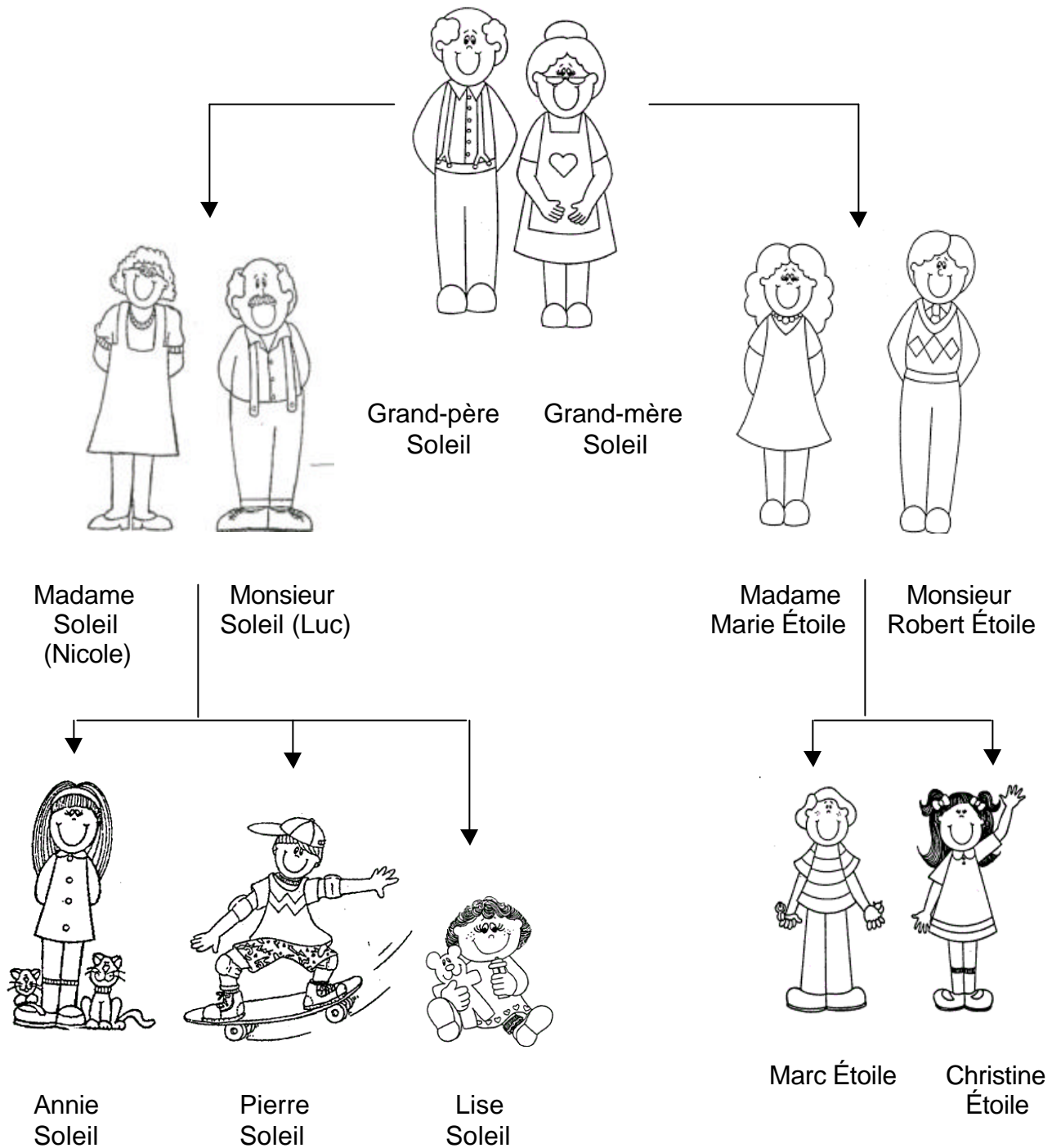
Annexe 30 contains extra word search puzzles to use as you please.

Teaching Notes

Annexes

Annexe 1

La famille Soleil



Teaching Notes:

A family tree (un arbre généalogique) should be displayed on a bulletin board by enlarging and coloring each member of the Soleil family. Each member has specific hair and eye color that must be followed in order to use the Soleil family activities in this unit.

Annexe 2

Où sont mes photos?

Coupe les images des membres de la famille Soleil et colle-les dans les carrés appropriés.
Écris les mots dans l'espace approprié.

1.		Bonjour! Je m'appelle Pierre Soleil. J'ai 12 ans. J'ai les cheveux bruns et les yeux bleus comme mon père. Et voilà un album de ma famille.
2.		J'adore mon _____ et ma _____. Ils sont très gentils. Ils ont les cheveux gris.
3.		Ma _____ s'appelle Nicole. Elle a les cheveux blonds et les yeux verts. Elle porte des lunettes.

4.

Mon _____ est très drôle. Il a une moustache. Il a les yeux bleus

5.

Ma _____ adore les chats. Elle a les cheveux roux et les yeux verts comme ma mère.

6.

Lise est le _____ de la famille. Elle est très chouette. J'adore ma petite sœur.

7.

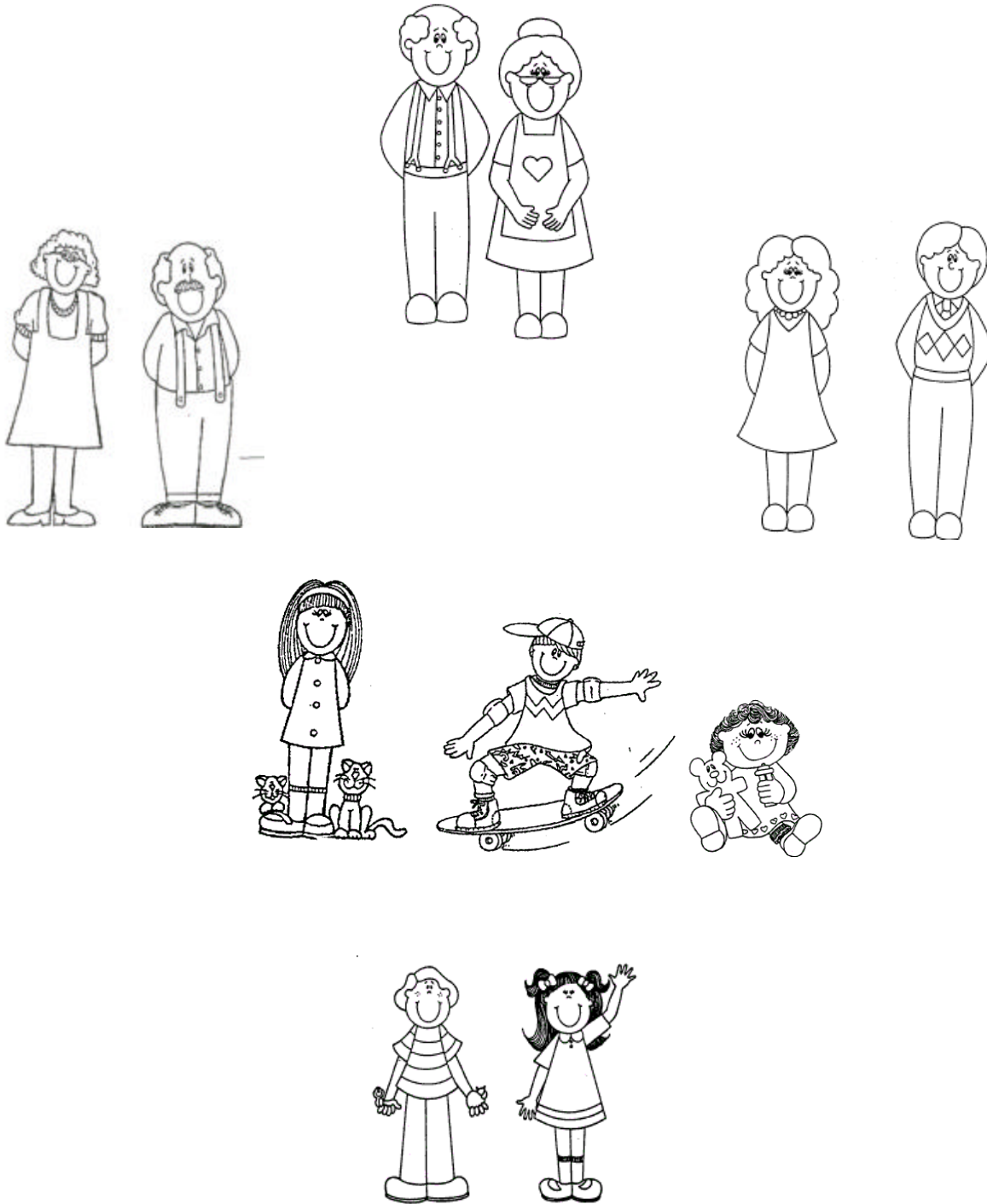
Ma _____, Marie et mon _____, Robert ont deux enfants: _____ et _____. On va souvent chez Marie et Robert.

Choix:

Tante
Oncle
Mère
Père

Grand-mère
Grand-père
Bébé
Christine

Marc
Soeur



Teaching Notes:

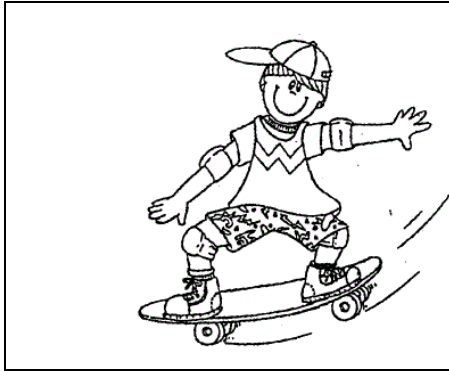
During this activity, Pierre is introducing his relatives by showing his own family album. Students must cut and paste the correct photo beside the description of the family members in Pierre's album. There are also some blanks where names of family members belong. You may use this activity as group work, partner work or to be done alone depending on the level your students are at.

Annexe 2

Où sont mes photos? (solutions)

Coupe les images des membres de la famille Soleil et colle-les dans les carrés appropriés. Écris les mots dans l'espace approprié.

1.



Bonjour! Je m'appelle Pierre Soleil. J'ai 12 ans. J'ai les cheveux bruns et les yeux bleus comme mon père. Et voilà un album de ma famille.

2.



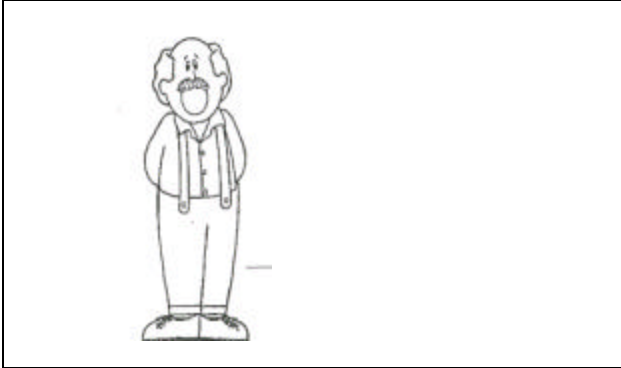
J'adore mon grand-père et ma grand-mère. Ils sont très gentils. Ils ont les cheveux gris.

3.



Ma mère s'appelle Nicole. Elle a les cheveux blonds et les yeux verts. Elle porte des lunettes.

4.



Mon père est très drôle. Il a une moustache. Il a les yeux bleus

5.



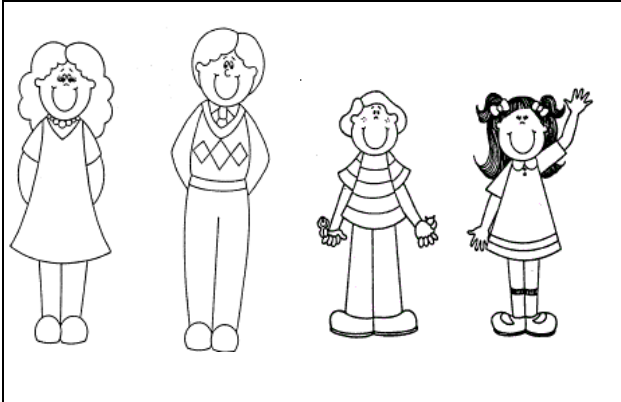
Ma soeur adore les chats. Elle a les cheveux roux et les yeux verts comme ma mère.

6.



Lise est le bébé de la famille. Elle est très chouette. J'adore ma petite soeur.

7.

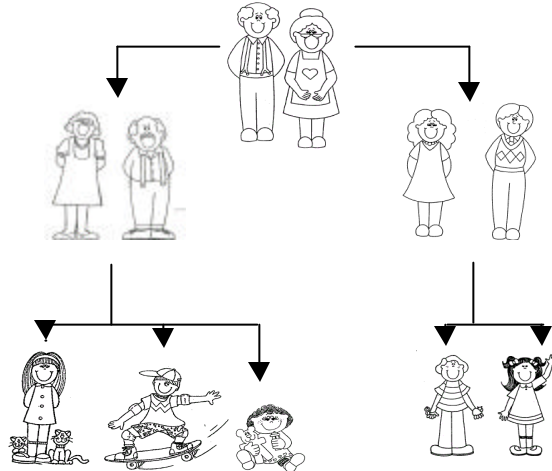


Ma tante Marie et mon oncle Robert ont deux enfants: Marc et Christine. On va souvent chez Marie et Robert.

Annexe 3 (Grade 5)

Qui est-ce?

Étudie l'arbre généalogique de la famille Soleil et réponds aux questions.

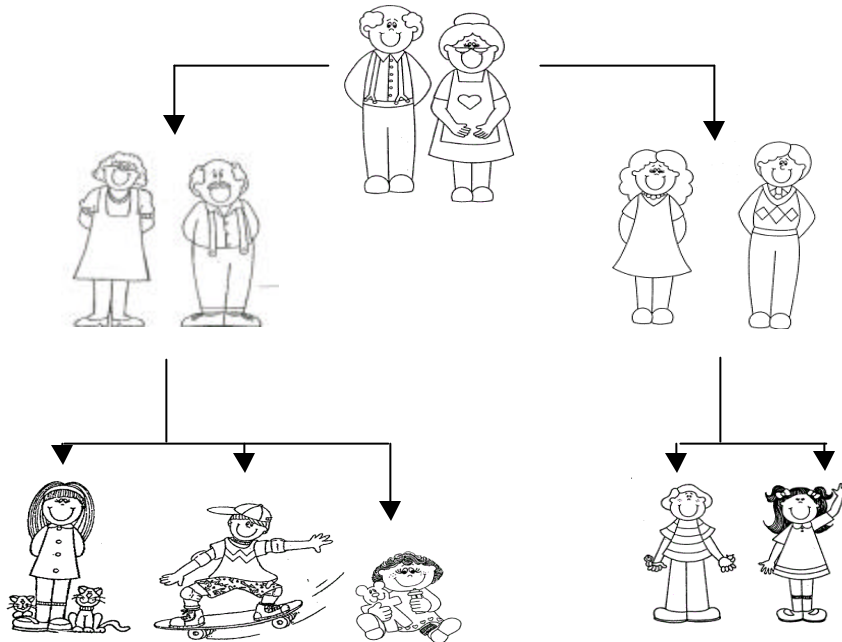


1. Qui est la mère de Lise? _____
2. Qui est le grand-père de Marc? _____
3. Qui est la petite soeur de Pierre et Annie? _____
4. Qui est la soeur de Luc Soleil? _____
5. Qui est le père de Christine? _____
6. Qui est la mère de Monsieur Soleil? _____
7. Qui est le frère de Lise et Annie? _____
8. Qui est la soeur de Marc? _____
9. Qui est le père d'Annie? _____
10. Qui est la soeur de Pierre et Lise? _____
11. Comment s'appelle la tante de Pierre? _____
12. Qui est l'oncle de Christine? _____
13. Comment s'appelle le bébé de la famille? _____
14. Comment s'appelle la cousine de Pierre, Annie et Lise? _____
15. Qui est le cousin de Christine et Marc? _____
16. Comment s'appelle le mari de Marie Étoile? _____
17. Qui est la fille de Marie et Robert Étoile? _____
18. Comment s'appelle le cousin de Pierre? _____
19. Comment s'appelle la femme de Luc Soleil? _____
20. Qui est la mère de Marie Etoile? _____

Annexe 3 (Grade 4)

Qui est-ce?

Étudie l'arbre généalogique de la famille Soleil et réponds aux questions.

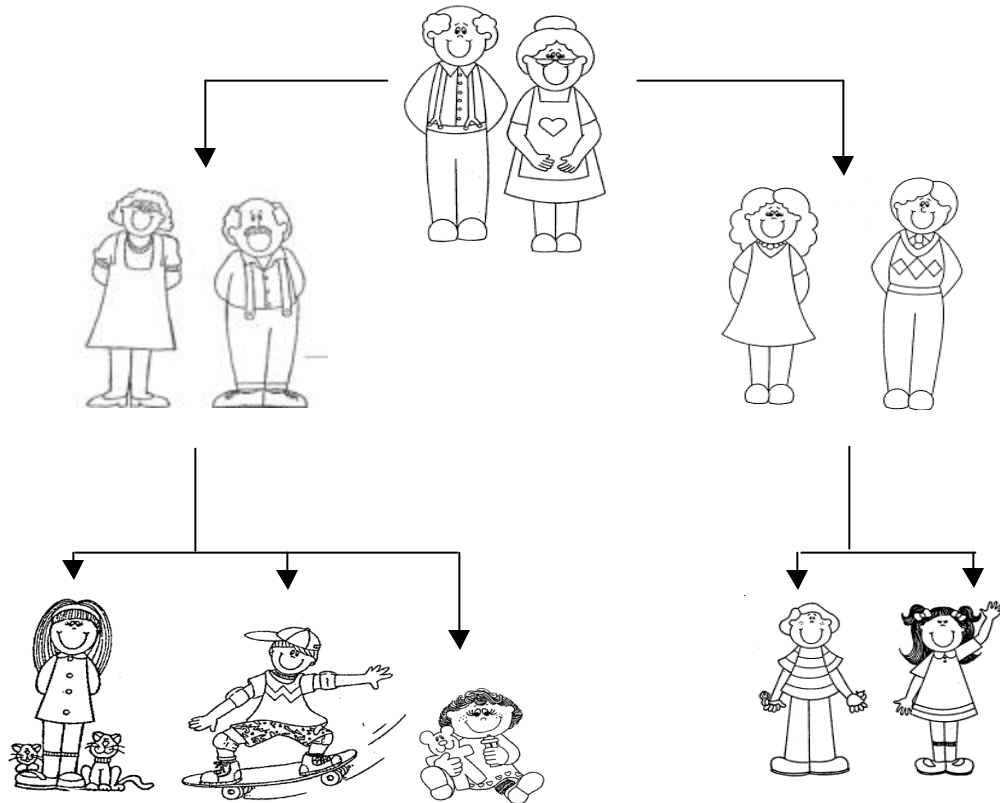


1. Qui est la mère de Lise? _____
2. Qui est le grand-père de Marc? _____
3. Qui est la petite soeur de Pierre et Annie? _____
4. Qui est la soeur de Luc Soleil? _____
5. Qui est le père de Christine? _____
6. Qui est la mère de Monsieur Soleil? _____
7. Qui est le frère de Lise et Annie? _____
8. Qui est la soeur de Marc? _____
9. Qui est le père d'Annie? _____
10. Qui est la soeur de Pierre et Lise? _____
11. Comment s'appelle la tante de Pierre? _____
12. Qui est l'oncle de Christine? _____
13. Comment s'appelle le bébé de la famille? _____
14. Comment s'appelle la cousine de Pierre, Annie et Lise? _____
15. Qui est le cousin de Christine et Marc? _____

Annexe 3 (Grade 3)

Qui est-ce?

Étudie l'arbre généalogique de la famille Soleil et réponds aux questions.



1. Qui est la mère de Lise? _____
2. Qui est le grand-père de Marc? _____
3. Qui est la petite soeur de Pierre et Annie? _____
4. Qui est la soeur de Luc Soleil? _____
5. Qui est le père de Christine? _____
6. Qui est la mère de Monsieur Soleil? _____
7. Qui est le frère de Lise et Annie? _____
8. Qui est la soeur de Marc? _____
9. Qui est le père d'Annie? _____
10. Qui est la soeur de Pierre et Lise? _____

Answer Key for Annexe 3:

Grade 5:

1. Nicole, Madame Soleil
2. Grand-père Soleil
3. Lise
4. Marie Étoile
5. Robert Étoile
6. Grand-mère Soleil
7. Pierre
8. Christine
9. Monsieur Soleil, Luc
10. Annie
11. Marie
12. Monsieur Soleil, Luc
13. Lise
14. Christine
15. Pierre
16. Robert Étoile
17. Christine
18. Marc
19. Nicole Soleil
20. Grand-mère Soleil

Grade 4:

1. Nicole, Madame Soleil
2. Grand-père Soleil
3. Lise
4. Marie Étoile
5. Robert Étoile
6. Grand-mère Soleil
7. Pierre
8. Christine
9. Monsieur Soleil, Luc
10. Annie
11. Marie
12. Monsieur Soleil, Luc
13. Lise
14. Christine
15. Pierre

Grade 3:

1. Nicole, Madame Soleil
2. Grand-père Soleil
3. Lise
4. Marie Etoile
5. Robert Etoil
6. Grand-mère Soleil
7. Pierre
8. Christine
9. Monsieur Soleil, Luc
10. Annie

Annexe 4

Les membres de ma famille

Comment s'appellent les membres de ta famille?

Exemples:

Ma
Mon

mère
frère

s'appelle
s'appelle

Beverly.
Jason.

1. _____ s'appelle _____.
2. _____ s'appelle _____.
3. _____ s'appelle _____.
4. _____ s'appelle _____.
5. _____ s'appelle _____.
6. _____ s'appelle _____.
7. _____ s'appelle _____.
8. _____ s'appelle _____.

Choix:

Mon
Ma

grand-père
père
frère
oncle
cousin
grand-mère
mère
soeur
tante
cousine

Annexe 5

Mon, ma, ton ta

A. Utiliser MON ou MA pour compléter les phrases suivantes.

1. _____ père s'appelle Luc.
2. _____ mère s'appelle Marie.
3. _____ grand-mère est petite.
4. _____ oncle Robert est tres drôle.
5. _____ frère Pierre aime sa planche à roulettes.
6. _____ tante s'appelle Nicole Soleil.
7. _____ fils aime manger la pizza.
8. _____ cousine aime les chats.
9. _____ fille a les cheveux longs.
10. _____ frère a une moustache.

B. Utiliser TON ou TA pour compléter les phrases suivantes.

1. Est-ce que _____ mère a les cheveux blonds?
2. Est-ce que _____ frère porte un chapeau?
3. Est-ce que _____ oncle aime regarder des films?
4. Est-ce que _____ soeur aime boire du Coke?
5. Est-ce que _____ grand-père écoute de la musique rock?
6. Est-ce que _____ père mange des hot-dogs?
7. Est-ce que _____ fils joue au baseball?
8. Est-ce que _____ cousine aimer regarder la television?
9. Est-ce que _____ cousin a les cheveux noirs?
10. Est-ce que _____ grand-mère a les yeux bleus?

Answer Key for Annexe 5:

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

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

Annexe 6 C'est logique

1.



C'est ma soeur.



C'est mon frère.

2.



C'est ma fille.



C'est _____.

3.

C'est ma nièce.



C'est _____.



4.



C'est mon fils.



C'est _____.

5.



C'est ma mère.



C'est _____.

6.

C'est ma
soeur.



C'est _____.

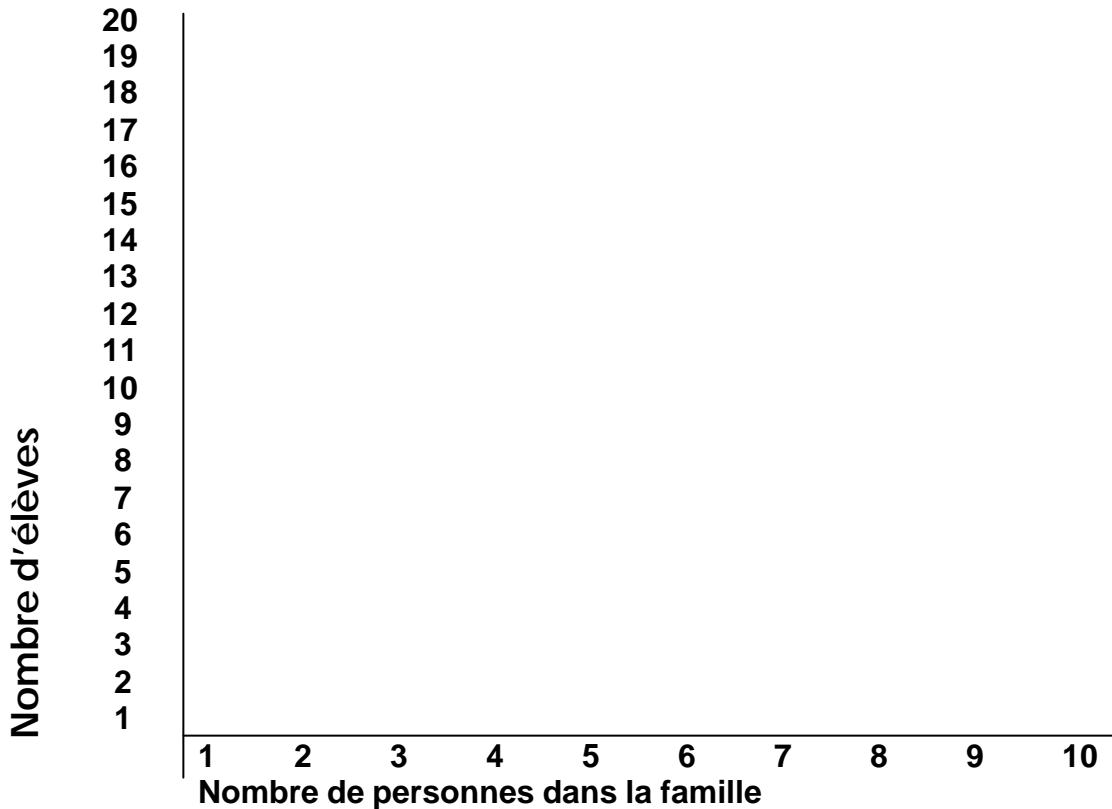


C'est logique Answer Key:

1. C'est mon frère.
2. C'est ma mère.
3. C'est mon oncle.
4. C'est mon père.
5. C'est ma fille.
6. C'est ma soeur.

Annexe 7

Combien de personnes est-ce qu'il y a dans ta famille?



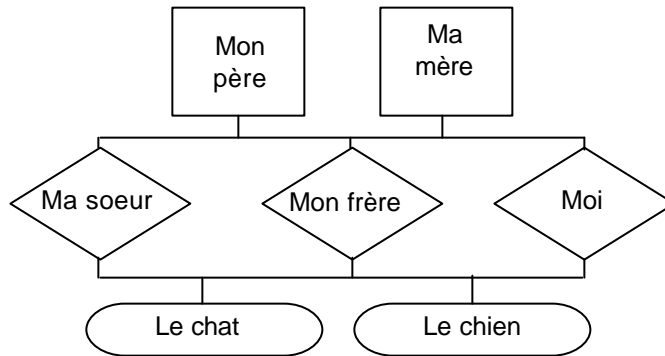
Teaching Notes:

This is intended for the teacher to use in the form of a chart or as an overhead. However, the activity could be modified so that each student has a copy of the annexe while they circulate in the classroom to survey fellow classmates about the number of people in their families. The end result of either method is a chart or graph of how many people are in each student's immediate family. You may wish to inform students of this activity ahead of time and have them bring pictures to share with the class when they are asked about their families. The pictures could then be placed on the branches of a « class » family tree.

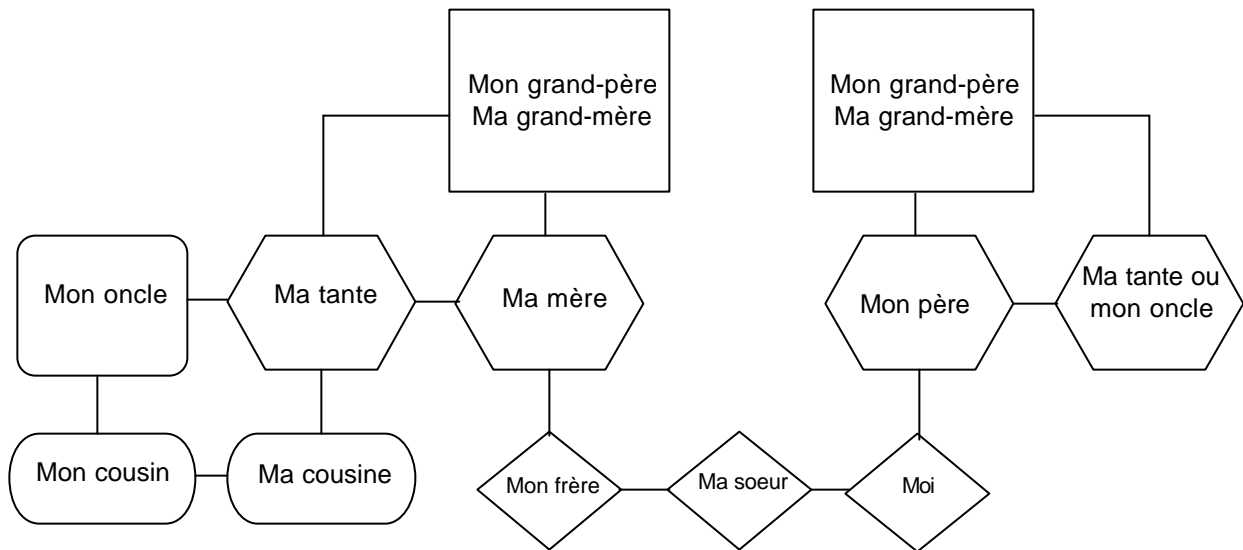
Annexe 8

L'arbre généalogique

Grade 3



Grades 4 and 5



Teaching Notes:

If the student's extended family includes many uncles and aunts, you may wish to have them limit their family tree so it doesn't become overwhelming. Many students will not have the mother / father / brother / sister type family. Many will have slots for one parent or perhaps two mothers or fathers. These students may require one on one assistance to create their family tree structure.

Annexe 9

Mon arbre généalogique

Nom: _____

Dessine ton arbre généalogique

Annexe 10

La personne mystère

Élèves A et B sont dos à dos. Élève A a deux minutes. Dessine le portrait d'un membre de ta famille sur une feuille. Utilise des crayons pour ton dessin. Décris ton dessin à ton/ta partenaire. Nomme au moins 5 caractéristiques physiques.

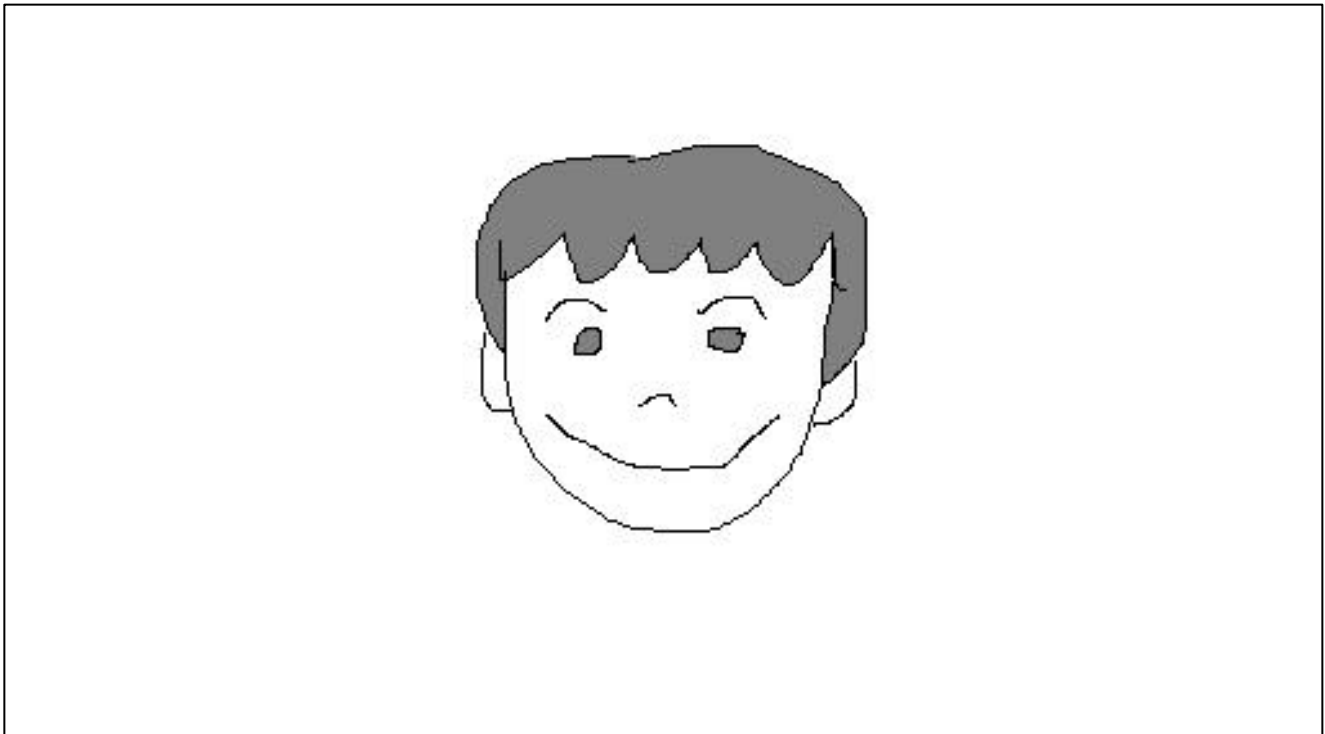
Élève B écoute la description. Dessine sur une feuille le portrait décrit par ton/ta partenaire.

Élèves A et B comparent leurs dessins quand ils ont fini. Ensuite, on change de rôles.

Voici un exemple:

1. C'est un garçon.
2. Il a les cheveux courts.
3. Il a les cheveux bruns.
4. Il a les cheveux lisses.
5. Il a les yeux noisette.
6. Il a un petit nez.
7. Il a une grande bouche.

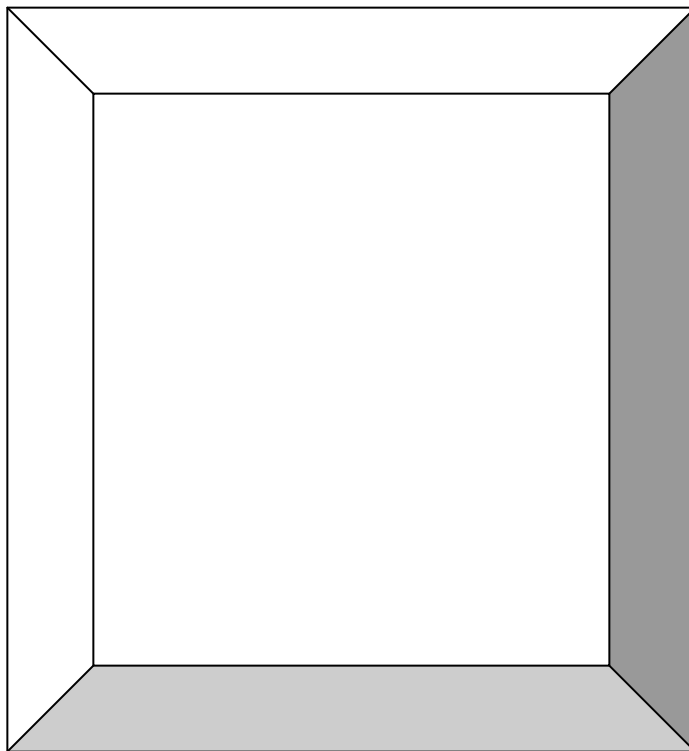
Dessin:



Annexe 11

Tu es spécial pour moi!

Dessine le portrait d'un membre de ta famille qui est spécial pour toi. Écris au moins 10 phrases qui décrivent ce membre de ta famille.



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

Teaching Notes:

Each student is to choose one member from their family and write a detailed description, including physical features and special qualities. The students must include at least 10 descriptive sentences about their special family member.

Annexe 12

Est-ce que ta famille aime ...?

Pose la question « Est-ce que ta famille aime...? » à un élève dans la classe. Si la réponse est « Oui » l'élève inscrit ses initiales. Si la réponse est « Non », trouve une autre personne.

1. Regarder la television.

2. Manger le souper.

3. Jouer au basketball.

4. Aller au parc.

5. Faire du camping.

6. Faire des promenades.

7. Écouter de la musique.

8. Aller chez des amis.

9. Faire de la bicyclette.

Teaching Notes:

Students will conduct a class survey. Students will circulate and ask classmates if their family enjoys doing an activity listed on this survey sheet. Students will ask « Est-ce que ta famille aime...? » The student who responds with a « Oui » will initial that square on the sheet. The teacher may wish to give the students a time limit and have them see how many initials they can accumulate.

Annexe 13

Les activités de ma famille

A. Complète les phrases.

1.



Ma famille aime

_____.

2.



Ma famille aime

_____.

3.



Ma famille aime

_____.

4.



Ma famille aime

_____.

5.



Ma famille aime

_____.

Les choix: Faire une promenade
 Regarder la télévision
 Manger le souper
 Faire de la bicyclette
 Jouer au base-ball

B. C'est vrai ou faux?

Vrai

Faux

Teaching Notes:

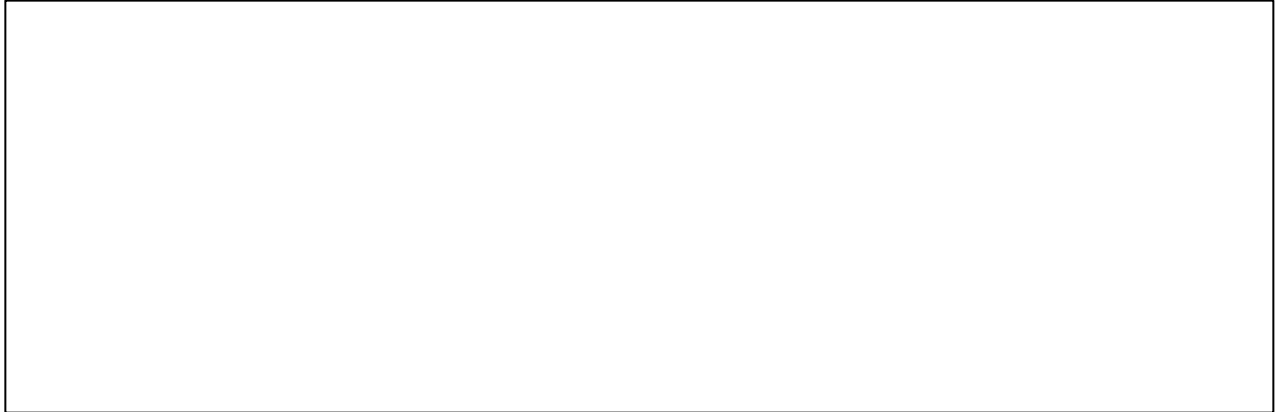
Students will complete the sentence in corresponding with the picture. The teacher should go over Part A with the students to ensure everyone has the correct response before going on to Part B. In part B, the students will indicate whether their families enjoy doing the activity or not.

Annexe 14

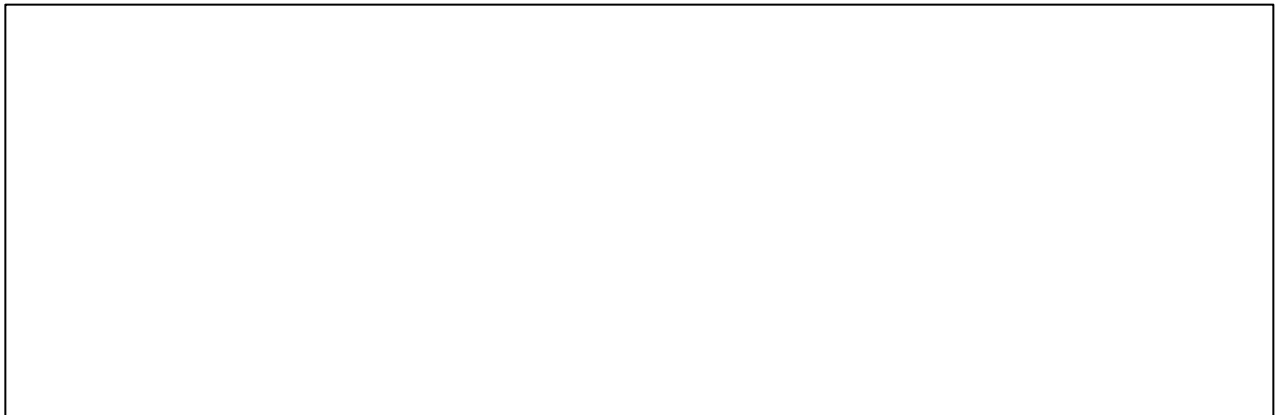
Les activités préférées de ma famille

Dessine deux activités que ta famille aime faire ensemble et écris une description sous chaque dessin.

1.



2.



Teaching Notes:

During this activity, the students will create page three of their family album. This page will indicate the activities the student's families enjoy doing together. They are to choose two of their family's favorite activities, draw a picture of their family doing that activity and create a sentence to describe each activity.

Annexe 15

Est-ce que ta famille aime manger ...?

Pose la question « Est-ce que ta famille aime manger...? » à un élève dans la classe. Si la réponse est « Oui », la personne signe ses initiales. Si la réponse est « Non », demande à une autre personne.

1. La pizza



2. Le hamburger



3. La soupe



4. La salade



5. Le bifteck



6. La saucisse



7. Les spaghettis



8. Les oranges



9. Les carottes

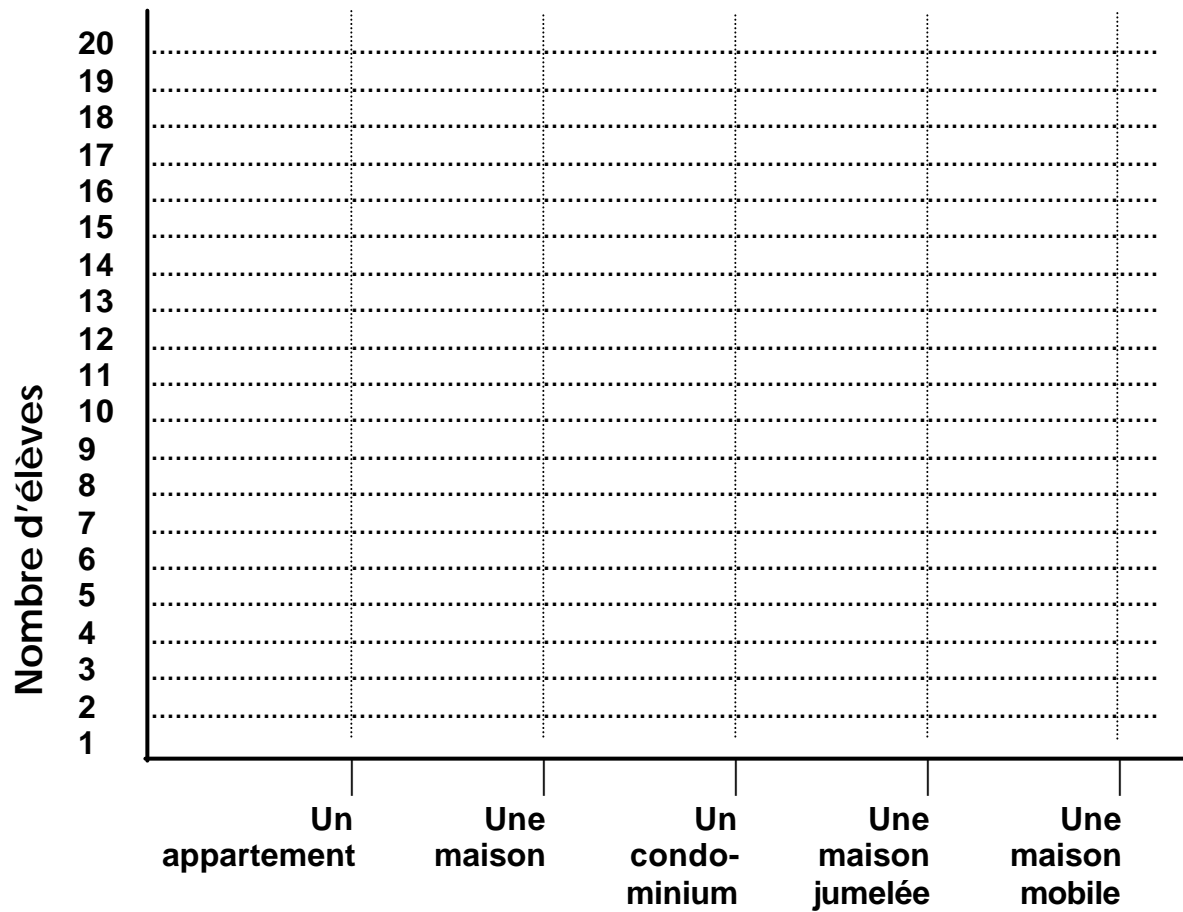


Teaching Notes:

Students will circulate and ask classmates if their family likes to eat certain foods. « Est-ce que ta famille aime manger...? » If the classmate answers Yes « Oui », then he or she signs the sheet. If the classmate answers No « Non », then move on to ask another student.

Annexe 16

Où est-ce que ta famille habite?



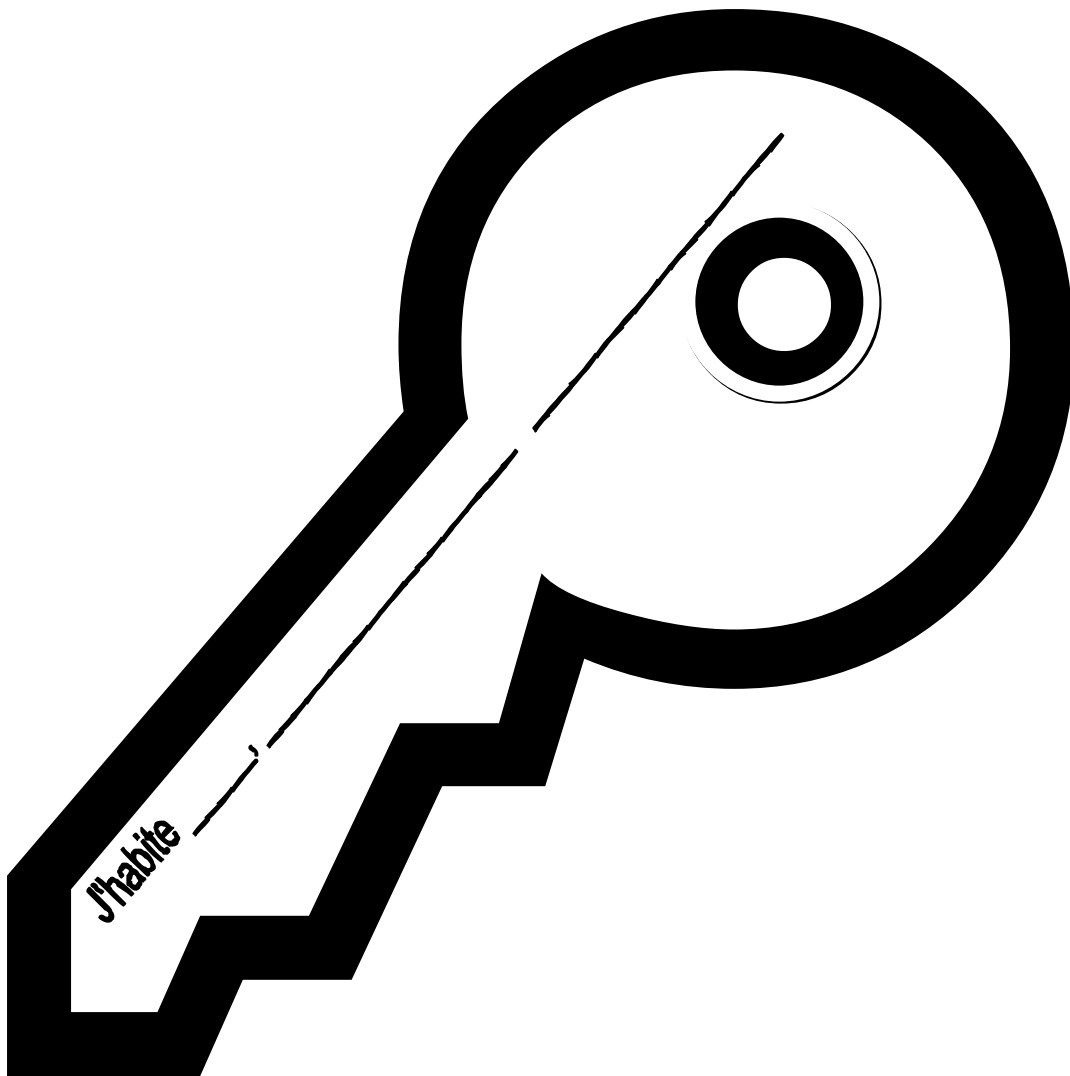
Teaching Notes:

Brainstorm with students the types of housing that families live in and compile a list. When the students have compiled the list, the teacher can conduct a class survey of what type of housing the students live in and record it on the chart.

Annexe 17

Ma clé, mon adresse

Ecris ton adresse sur la clé



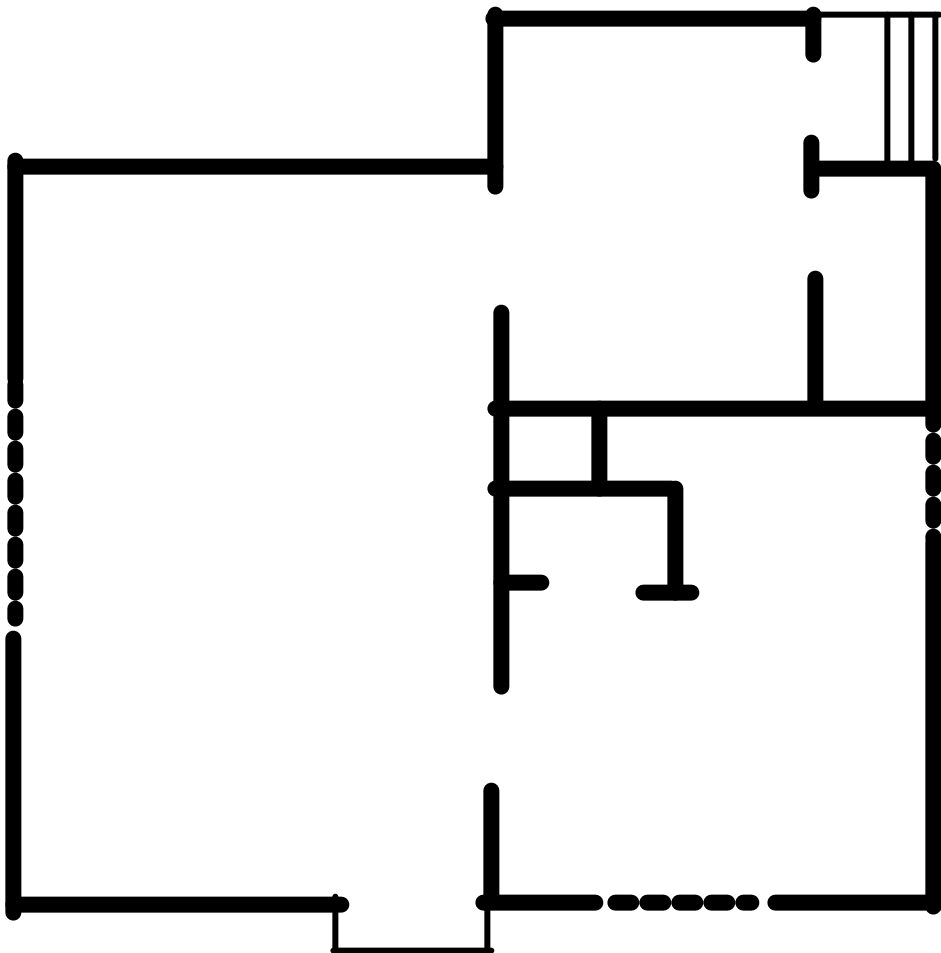
Teaching Notes:

Distribute copies « Ma clé, mon adresse » to each student in the class. They will print their address in French on the large key. These keys will then be used for **Suggested Step 7.3**.

Annexe 18

Teacher Reference of Floorplan

Teacher reference page of an example of a floorplan of a house to share with the students



Annexe 19

Voilà ma maison

Ma famille habite dans _____

Mon adresse est _____

Teaching Notes:

This activity will be the final page in the student's album. Each student will receive a copy of **Annexe 19 - Voilà ma maison** where they will create a floorplan of their home. This page must also indicate what type of home the student's family lives in and their address.

Annexe 20A

L'album de ma famille: guide d'accompagnement: version française

Nom : _____ Date de remise : _____

1. Titre: Mon nom et une photo ou un dessin de ma famille
2. Page 1: Mon arbre généalogique: J'ai inclus
 - a) une photo ou un dessin pour chaque membre de ma famille.
 - b) une phrase qui décrit chaque membre.
3. Page 2: Tu es spécial pour moi! J'ai inclus
 - a) une photo ou un dessin de ma personne spécial.
 - b) au moins 10 caractéristiques physiques et de personnalité.
4. Page 3: Les activités préférées de ma famille. J'ai inclus
 - a) 2 photos ou dessins des activités préférées de ma famille.
 - b) une phrase qui décrit chaque activité.
5. Page 4: Les aliments préférés de ma famille. J'ai
 - a) utilisé www.puzzlemaker.com pour les mots cachés.
 - b) une liste d'au moins 10 aliments préférés de ma famille.
6. Page 5: Ma maison. J'ai:
 - a) donné le type de ma maison et mon adresse.
 - b) fait un plan de ma maison.
 - c) donné le nom de chaque pièce dans ma maison.
7. Présentation de mon album: J'ai
 - a) parlé clairement et assez fort.
 - b) bien prononcé des mots.

Annexe 20B

Student Planning Sheet for Family Album: English version

Nom : _____ Date handed in : _____

1. Title page: Includes my name and a photo or drawing of my family.
2. Page 1: My family tree: I included
 - a) a photo or drawing of each member.
 - b) a sentence to indicate who each member is.
3. Page 2: Special Person Spotlight: I included
 - a) a photo or drawing of their special family member.
 - b) at least 10 descriptive sentences about physical characteristics and personality traits of the special member.
4. Page 3: Favorite Family Activities: I included
 - a) 2 photos or drawings of favorite family activities.
 - b) a sentence that describes each activity.
5. Page 4: Favorite Family Foods: I
 - a) used www.puzzlemaker.com to create a word search.
 - b) have a list of at least 10 favorite family foods.
6. Page 5: Our family home: I
 - a) stated the type of family home and the address.
 - b) included a floor of the family home.
 - c) labelled each room.
7. Presentation of my Family Album: I
 - a) spoke clearly and loudly enough for everyone to hear.
 - b) used accurate pronunciation.

Teaching Notes:

This annexe is intended to be used for teacher reference. It is preferred that students use the French student planning sheet (**Annexe 20A**). They should fill out this planning sheet before they hand in their project to ensure they have included everything and that they understand what they will be evaluated on.

Annexe 21

Checklist for Evaluating the Family Album (for the teacher)

Nom : _____ Date handed in : _____

1. Title page: Includes my student's name and a photo or drawing of his/her family.
2. Page 1: My family tree: The student included
 - a) a photo or drawing of each member.
 - b) a sentence to indicate who each member is.
3. Page 2: Special Person Spotlight: The student included
 - a) a photo or drawing of their special family member.
 - b) at least 10 descriptive sentences about physical characteristics and personality traits of the special member.
4. Page 3: Favorite Family Activities: The student included
 - a) 2 photos or drawings of favorite family activities.
 - b) a sentence that describes each activity.
5. Page 4: Favorite Family Foods: The student
 - a) used www.puzzlemaker.com to create a word search.
 - b) has a list of at least 10 favorite family foods.
6. Page 5: Our family home: The student
 - a) stated the type of family home and the address.
 - b) included a floor of the family home.
 - c) labelled each room.
7. Presentation of my Family Album: The student
 - a) spoke clearly and loudly enough for everyone to hear.
 - b) used accurate pronunciation.

Teaching Notes:









































This annexe is intended to be used for the teacher to evaluate the student's family album. The teacher may choose to assign point values to each box.

Annexe 22

Auto-évaluation

Ma Famille

Nom: _____ Date: _____

	Toujours	Souvent	Assez souvent	Quelquefois	Rarement
J'aime le français.					
Je participe et je coopère avec la classe.					
Je parle français.					
Je peux donner de l'information sur ma famille.					
Je peux nommer des activités préférées de ma famille.					
Je peux nommer des aliments préférés de ma famille.					
Je peux donner mon adresse.					
Je peux donner de l'information sur ma maison.					

Annexe 23

Fiche anecdotique

Fiche anecdotique

Activité: _____ Date: _____

Nom de l'élève: _____

Fiche anecdotique

Activité: _____ Date: _____

Nom de l'élève: _____

Adapted from « Core French: A Curriculum and Resource Guide for the Elementary Level » - Saskatchewan Education, September 1994.

Annexe 25

Letter to parents

Bonjour!

The grade ____ class has been studying a unit entitled “ Ma Famille ” (My Family). It has provided us with an opportunity to explore many exciting things about our families. We’ve learned that families come in many different shapes and sizes. We created our own family trees and chose one special person from our family to highlight. We also explored the different activities that families do and the different types of favorite family foods. During this unit, we’ve also studied different types of homes and created a floorplan of our own homes. Finally, we compiled our family information into a “ Family Album “ to share with the class.

Thank you for your assistance in finding photos and sharing the information needed to make this unit a success. We shared our albums at school, but are looking forward to sharing them with our family and friends at home.

Un gros Merci!
Core French Teacher

Teachers may or may not wish to include the vocabulary their students used in this unit as a part of the letter to parents. Only include vocabulary your students used and not the whole list.

Here are some of the vocabulary words we worked on during this unit.
Please feel free to go over these with your child.

La mère – mother

Le père – father

La soeur – sister

Le frère – brother

Le bébé – baby

La grand-mère – grandmother

Le grand-père – grandfather

La famille – family

Moi – me

La tante – aunt

L’oncle – uncle

Le cousin – boy cousin

La cousine – girl cousin

Le chat – cat

Le chien – dog

Le fils – son

La fille – daughter

Le mari – husband

La femme – wife

Les enfants – children

Le neveu – nephew

La nièce – niece

Le petit-fils – grandson

La petite-fille – granddaughter

Family activities:

Jouer au base-ball – playing base-ball
Jouer au basket-ball – playing basketball
Jouer aux cartes – playing cards
Jouer aux jeux vidéo – playing video games
Jouer au soccer – playing soccer

Regarder la télévision – watching TV
Regarder des films – watch movies

Aller chez des amis – going to a friends' place
Aller chez les grands-parents – visiting grandparents
Aller au zoo – visiting the zoo
Aller au parc – going to the parc

Manger le souper – eating supper
Écouter de la musique – listening to music

Faire du camping – camping
Faire des promenades – go walking
Faire du patinage – go skating
Faire du ski – go skiing
Faire de la natation – go swimming
Faire un pique-nique –to picnic
Faire de la bicyclette – cycling

Foods:

Le hamburger – hamburger
Le hotdog – hotdog
Les frites – fries
La pizza – pizza
Les spaghettis (m) – spaghetti
Le poulet – chicken
Le roti de boeuf – roastbeef
Le poisson – fish
Le jambon – ham
La saucisse – sausage
Le bifteck – steak
Les fruits de mer – seafood
Le macaroni – macaroni
Les côtelettes (f) – porkchops
Le sandwich – sandwich
Les pâtes (f) – pasta

Le taco – taco
Les fèves – beans
La lasagne – lasagna
La salade – salad
La pomme de terre – potato
Les fruits – fruits
Les légumes - vegetables
La viande – meat
Les desserts – desserts
Les boissons – drinks
Le lait – milk
Le jus – juice
L'eau – water

Descriptions and special qualities:

Il/Elle a... – He/She has...

J'ai... – I have...

Les cheveux – hair

Blonds – blonde

Bruns – brown

Noirs – black

Roux – red

Longs – long

Courts – short

Lisses – straight

Bouclés – curly

Les yeux – eyes

Bleus – blue

Bruns – brown

Noirs – black

Verts – green

Noisette – hazel

Il/Elle porte des lunettes – He/She wears glasses.

Il/Elle ne porte pas de lunettes – He/She doesn't wear glasses.

Il est spécial – He is special

Elle est spéciale – She is special

Il/Elle est... – He/She is...

Drôle – funny

Gentil, gentille – kind

Actif, active – active

Aimable – friendly

Généreux, généreuse – generous

Patient, patiente – patient

Honnête – honest

Timide – shy

Curieux, curieuse – curious

Artistique – artistic

Content, contente – happy

Amusant, amusante – amusing

Il/Elle aime manger – He/She likes to eat...

Il/Elle aime jouer... – He/She likes to play...

Types of Housing and Rooms in the Home:

Un appartement – an apartment

Une maison – a house

Un condominium – condominium

Une maison jumelée – duplex

Une maison mobile – trailer home

Une clé – a key

Grand, grande – big

Petit, petite – small

Une chambre à coucher – bedroom

Une cuisine – kitchen

Une salle à manger – dining room

Une salle de bains – bathroom

Un salon – living room

Une salle de récréation – rec room

Une porte – door

Une fenêtre – window

Une pièce – room

Habiter – to live in

Une ville – city

Un village – town

Une ferme – farm

J'habite dans ... – I live in ...

(J'habite dans un appartement. – I live in an apartment)

J'habite ...

(J'habite 12 rue Dieppe. – I live at 12 Dieppe Street)

une rue – street

une avenue – avenue

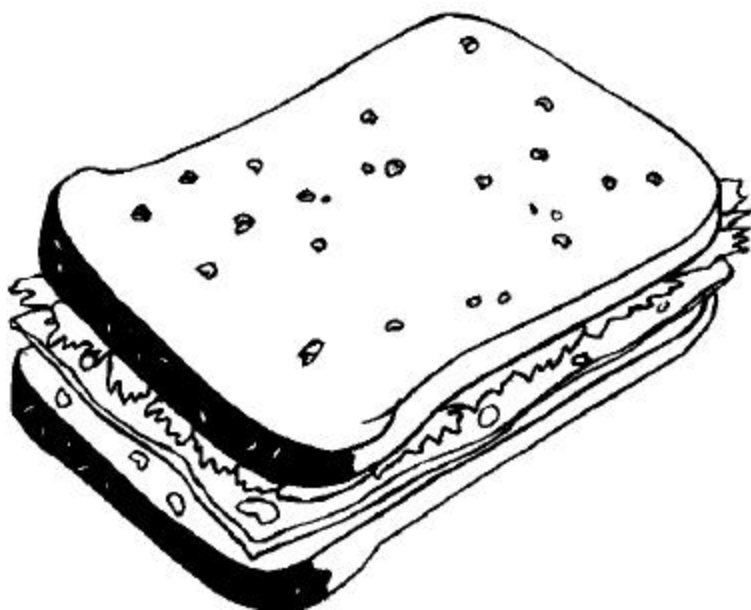
Annexe 26
Cartes éclair/Flashcards for Family Activities

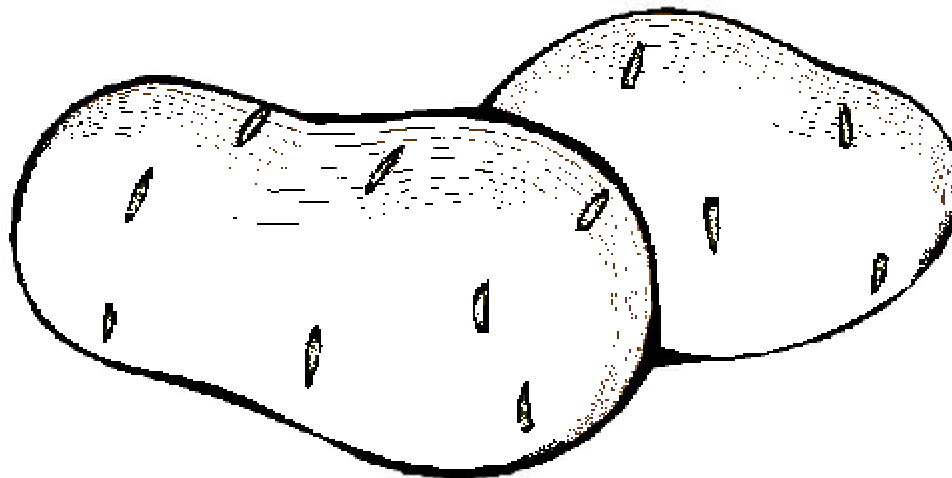




Annexe 27

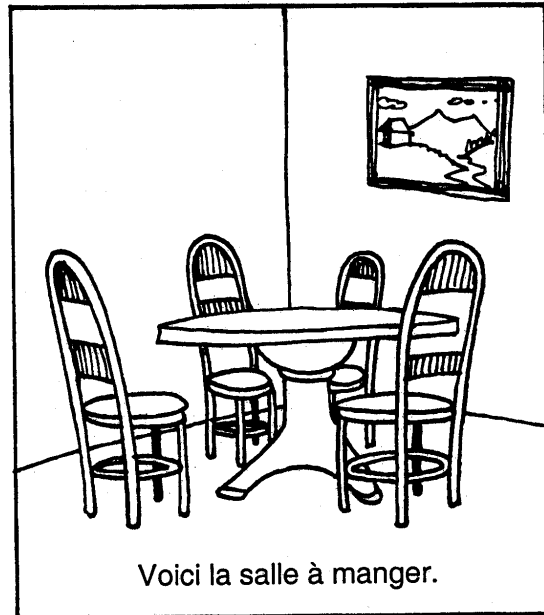
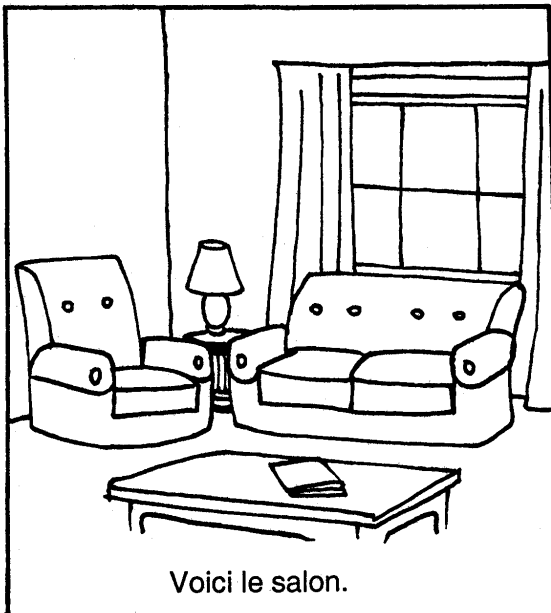
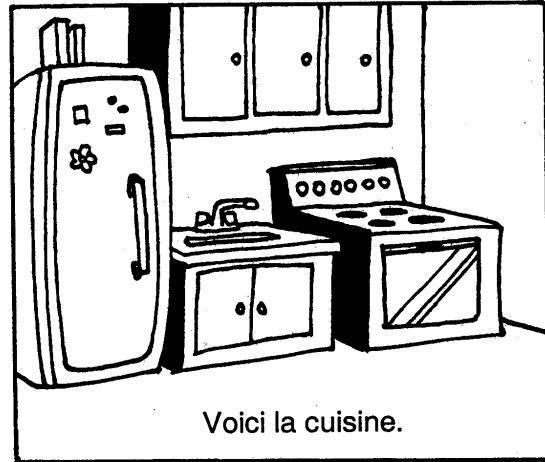
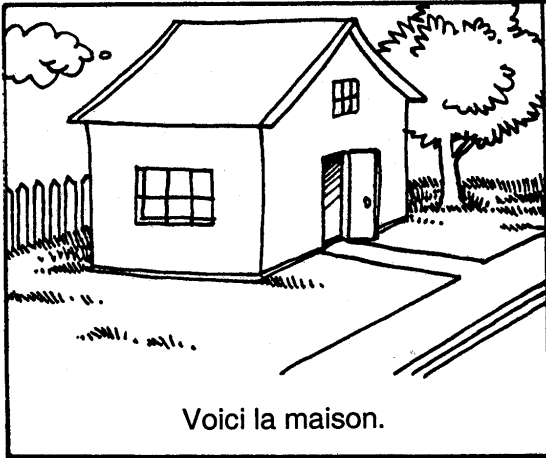
Cartes éclair/Flashcards for Favorite Family Foods



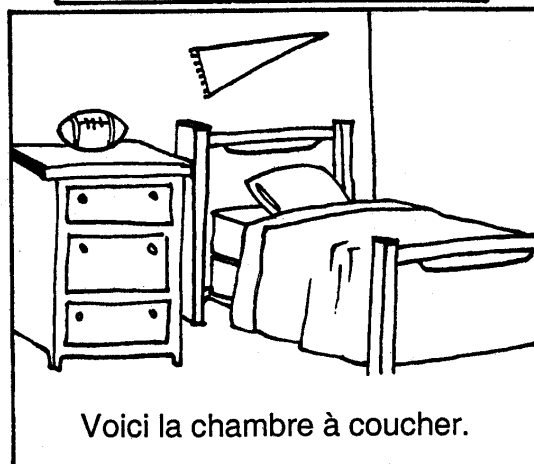
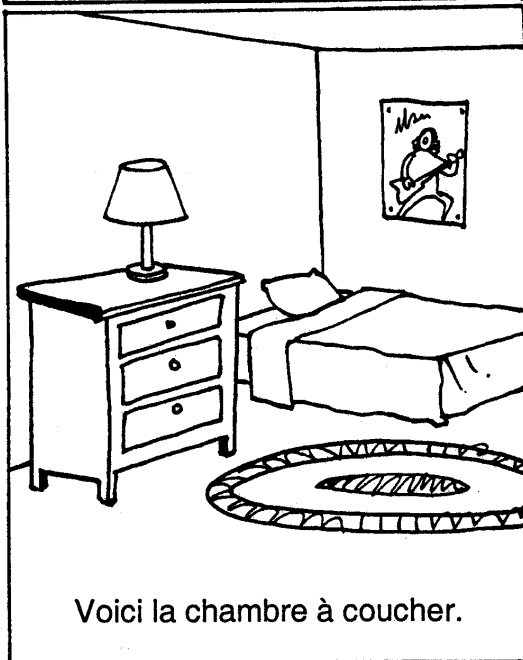
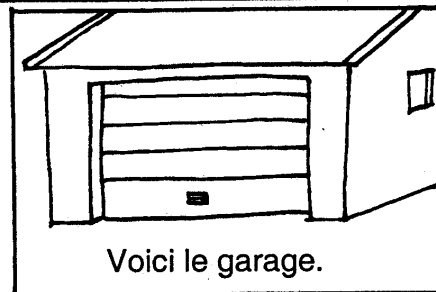
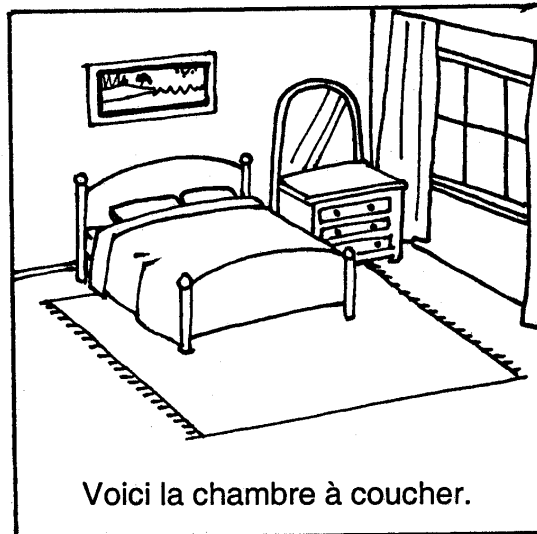
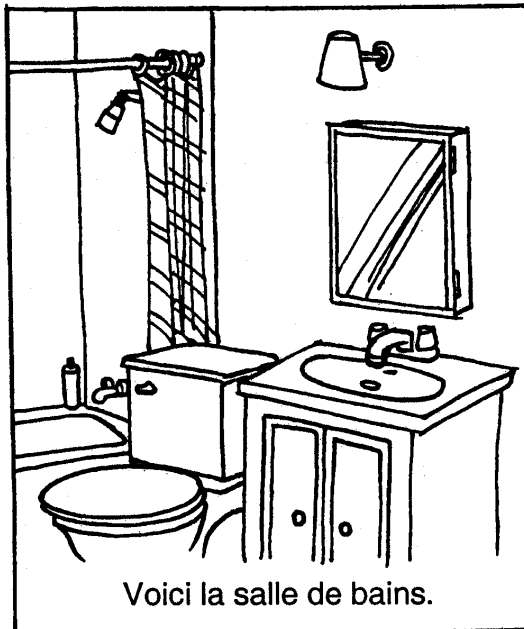


Annexe 28

Cartes éclair/Flashcards for Rooms in the Family Home

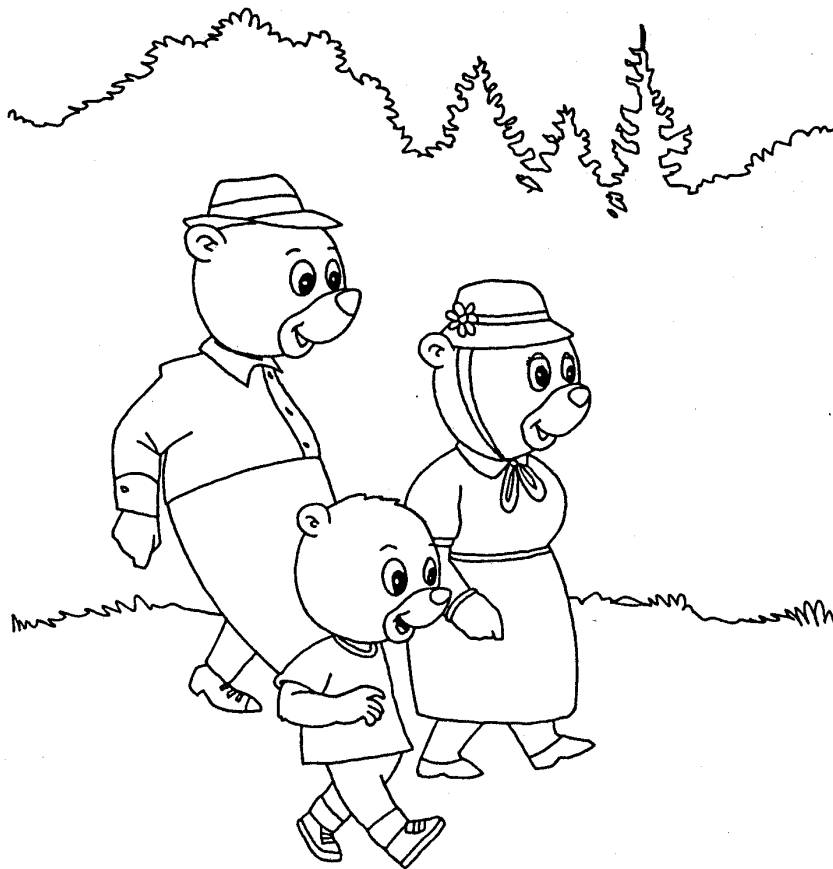


Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – février*, Manitoba Education and Training, 2000.



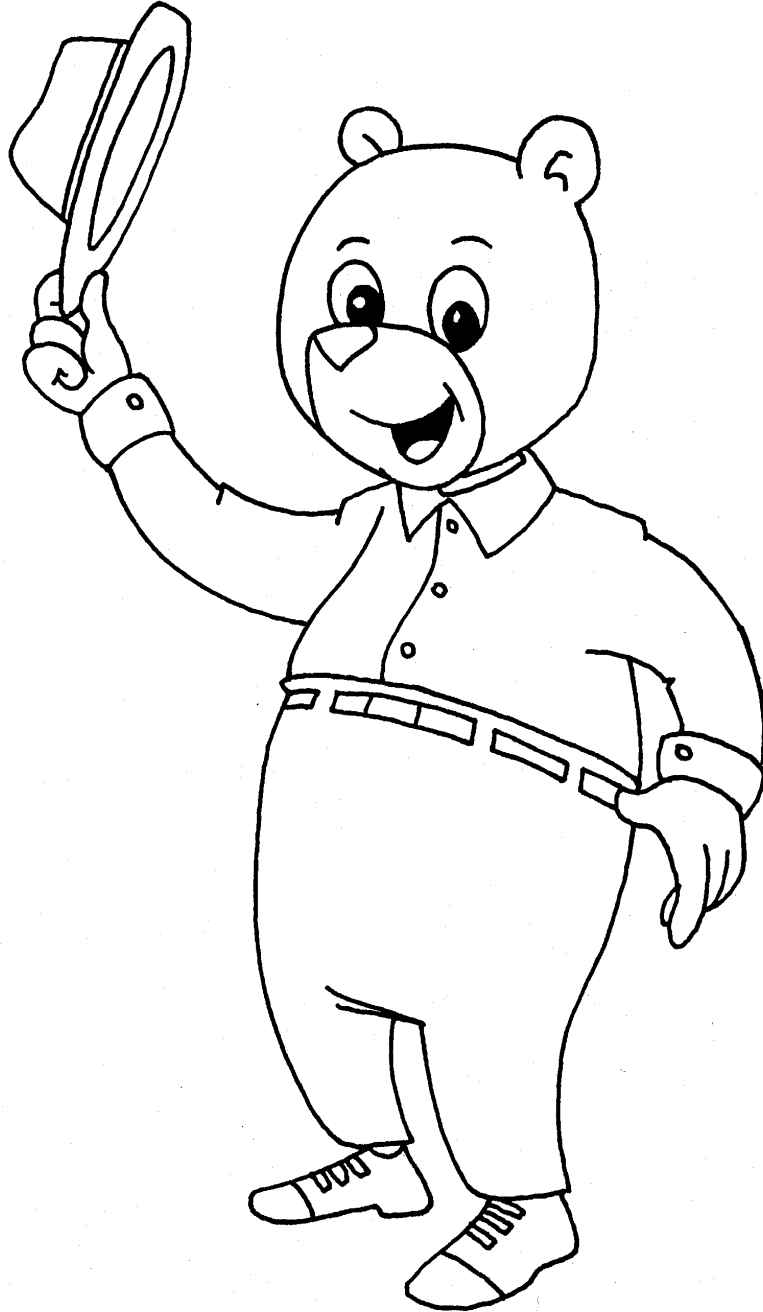
Annexe 29
Boucles d'Or et les Trois Ours

Boucles d'Or **et les trois ours**

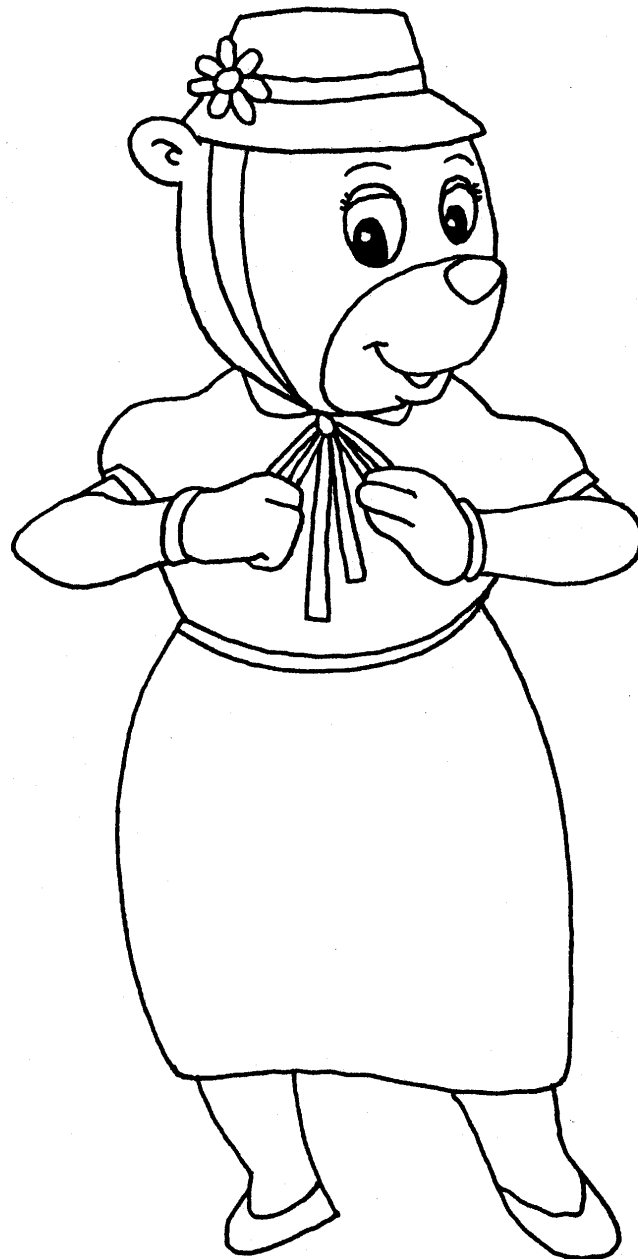


Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – novembre*, Manitoba Education and Training, 2000.

Voici les trois ours : Papa Ours...

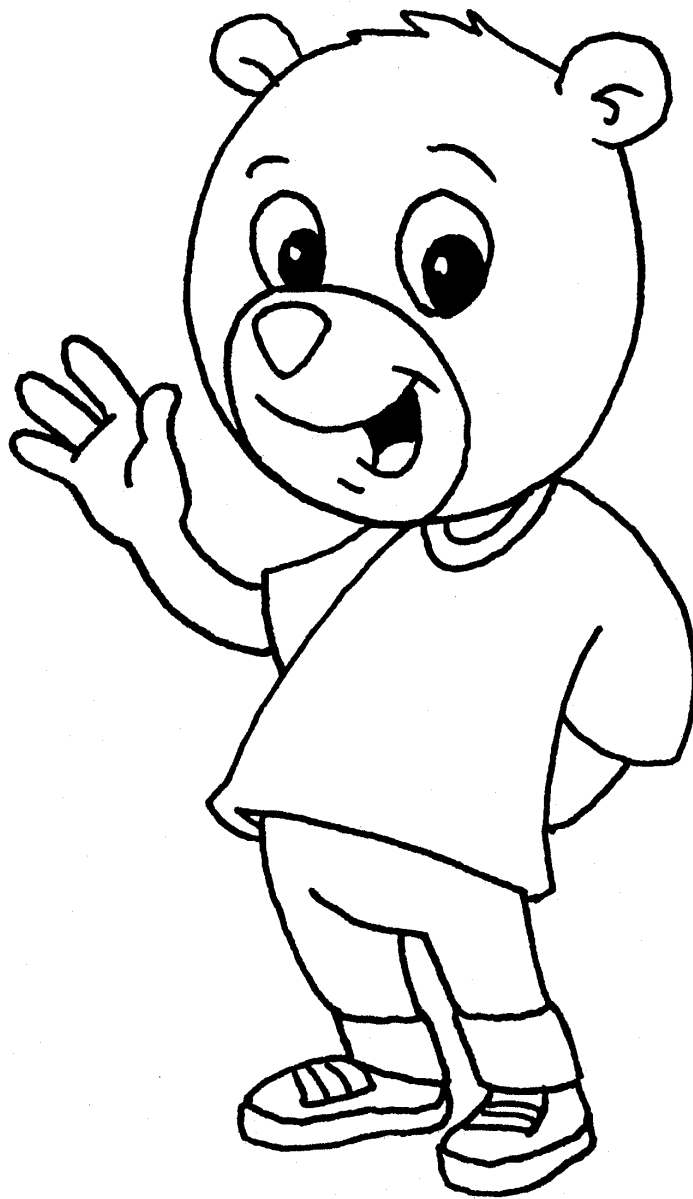


Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – novembre*, Manitoba Education and Training, 2000.



...Maman Ours...

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



...et Béb  Ours.

Adapted from *Au Manitoba, on s'amuse en franais, Maternelle et 1re ann e – novembre*, Manitoba Education and Training, 2000.



Les trois ours habitent dans une maison dans la forêt.

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



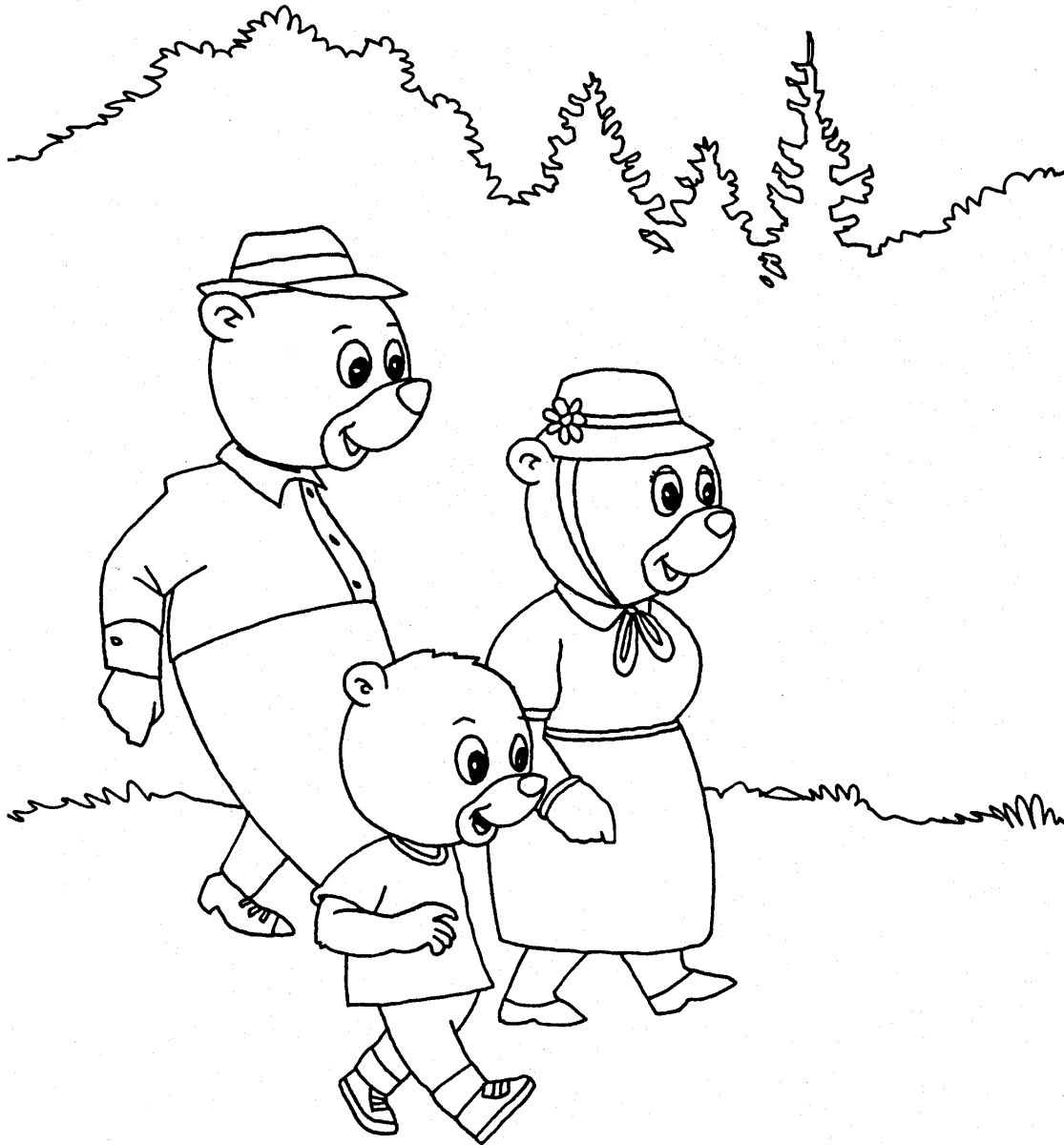
Un jour, Maman Ours prépare de la soupe pour la famille.

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



Voici un gros bol pour Papa Ours, un bol moyen pour Maman Ours et un petit bol pour Bébé Ours.

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



Mais la soupe est très, très chaude. Les trois ours font une promenade dans la forêt.

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

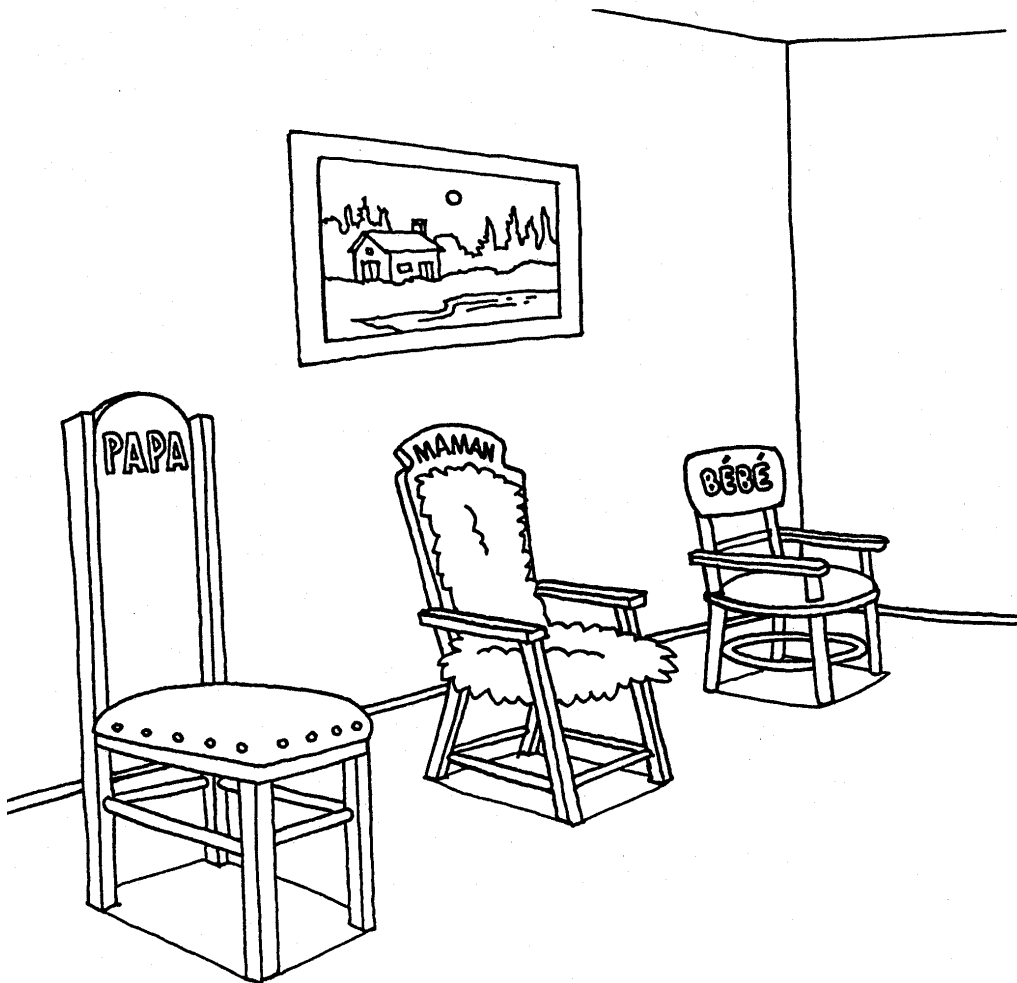


Boucles d'Or arrive à la maison des trois ours. Elle frappe à la porte. **Toc! Toc!** Silence. Boucles d'Or ouvre la porte et entre dans la maison.

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



Il y a trois bols sur la table.
Elle goûte la soupe dans le grand bol.
« Oh ! La soupe est trop chaude. »
Elle goûte la soupe dans le bol moyen.
« Oh ! La soupe est trop froide. »
Puis elle goûte la soupe dans le petit bol.
« Mmm ! Délicieux. » Et elle mange toute la soupe.



Dans la maison il y a trois chaises : une grande chaise pour Papa Ours, une chaise moyenne pour Maman Ours et une petite chaise pour Bébé Ours.

Elle s'assied sur la grande chaise de Papa.

« Oh ! C'est trop dur ! »

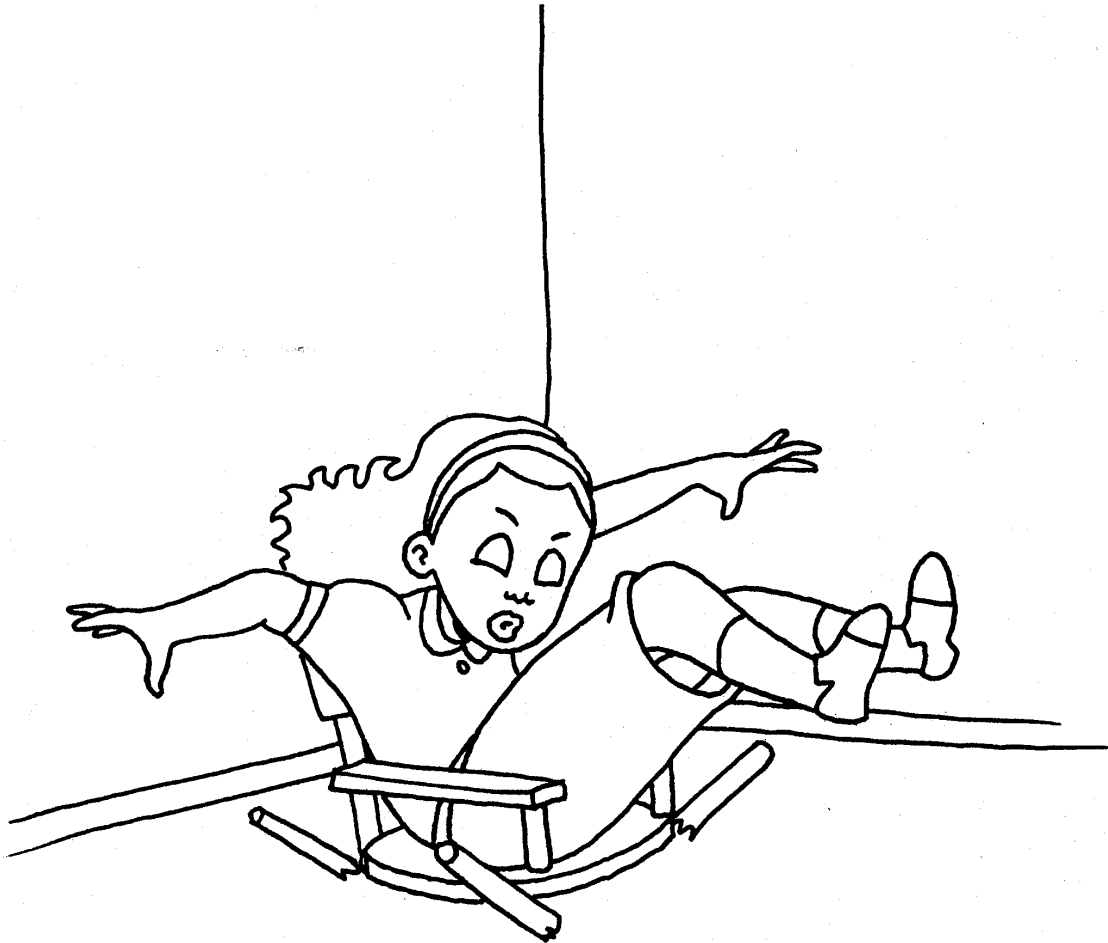
Elle s'assied sur la chaise de Maman Ours.

« Oh ! C'est trop mou ! »

Puis elle s'assied sur la chaise de Bébé Ours.

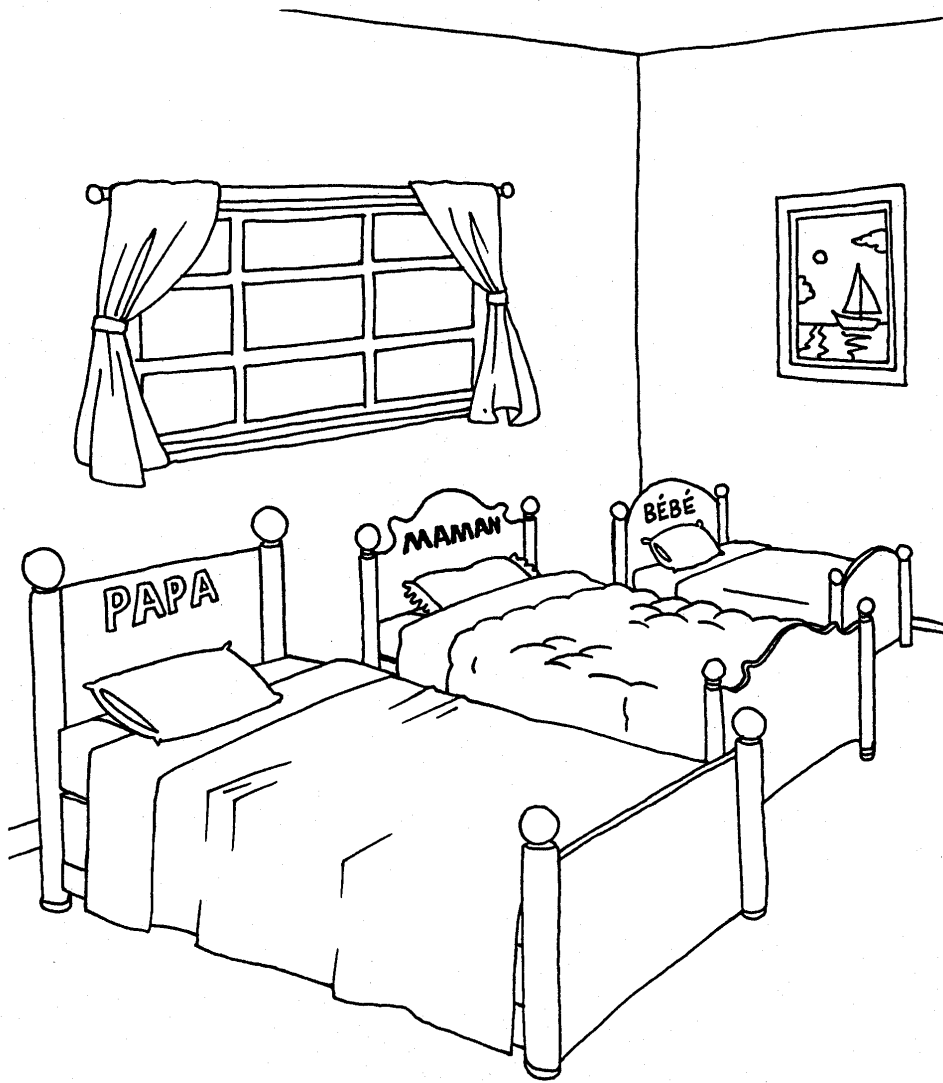
« Oh ! C'est très confortable ! »

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



Mais la chaise se brise (**CRAC**) et Boucles d'Or tombe par terre.

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



Boucles d'Or va dans la chambre à coucher. Dans la chambre à coucher il y a trois lits : un grand lit pour Papa Ours, un lit moyen pour Maman Ours et un petit lit pour Bébé Ours.

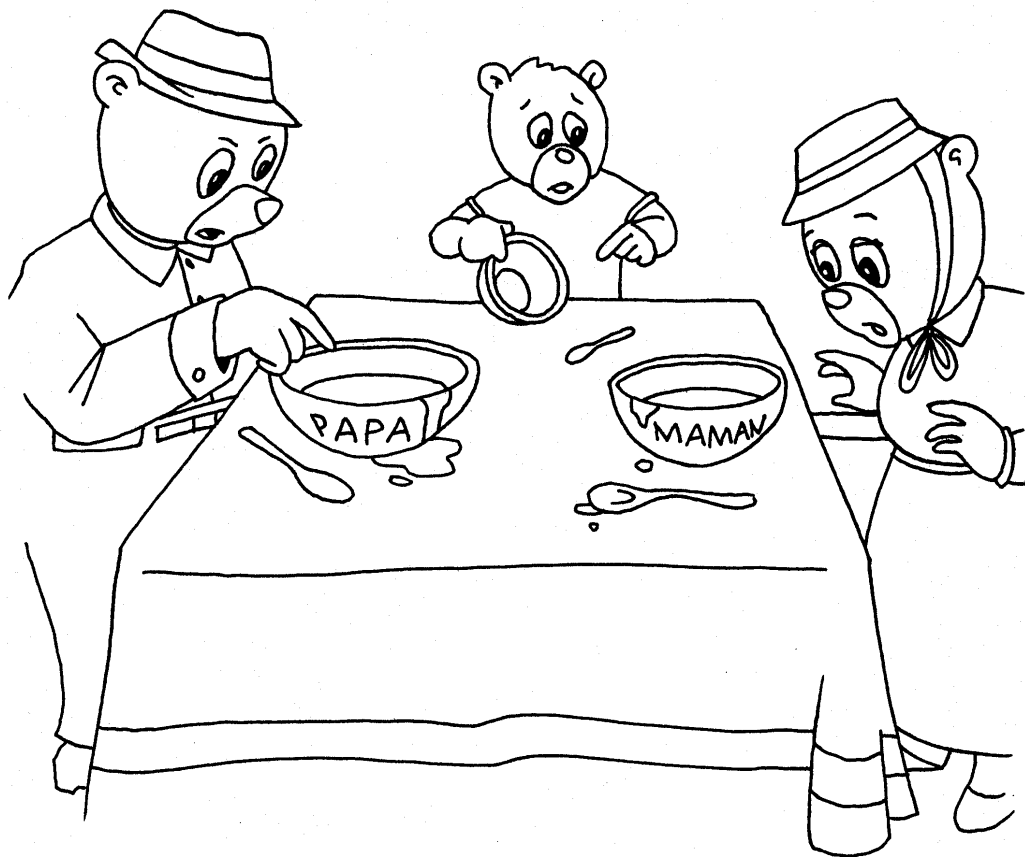
Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – novembre*, Manitoba Education and Training, 2000.



Boucles d'Or se couche sur le grand lit: « Oh ! C'est trop dur ! »

Puis elle se couche sur le lit moyen. « Oh ! C'est trop mou ! »

Puis elle se couche sur le petit lit. « Oh ! C'est très confortable ! »
Et elle s'endort.



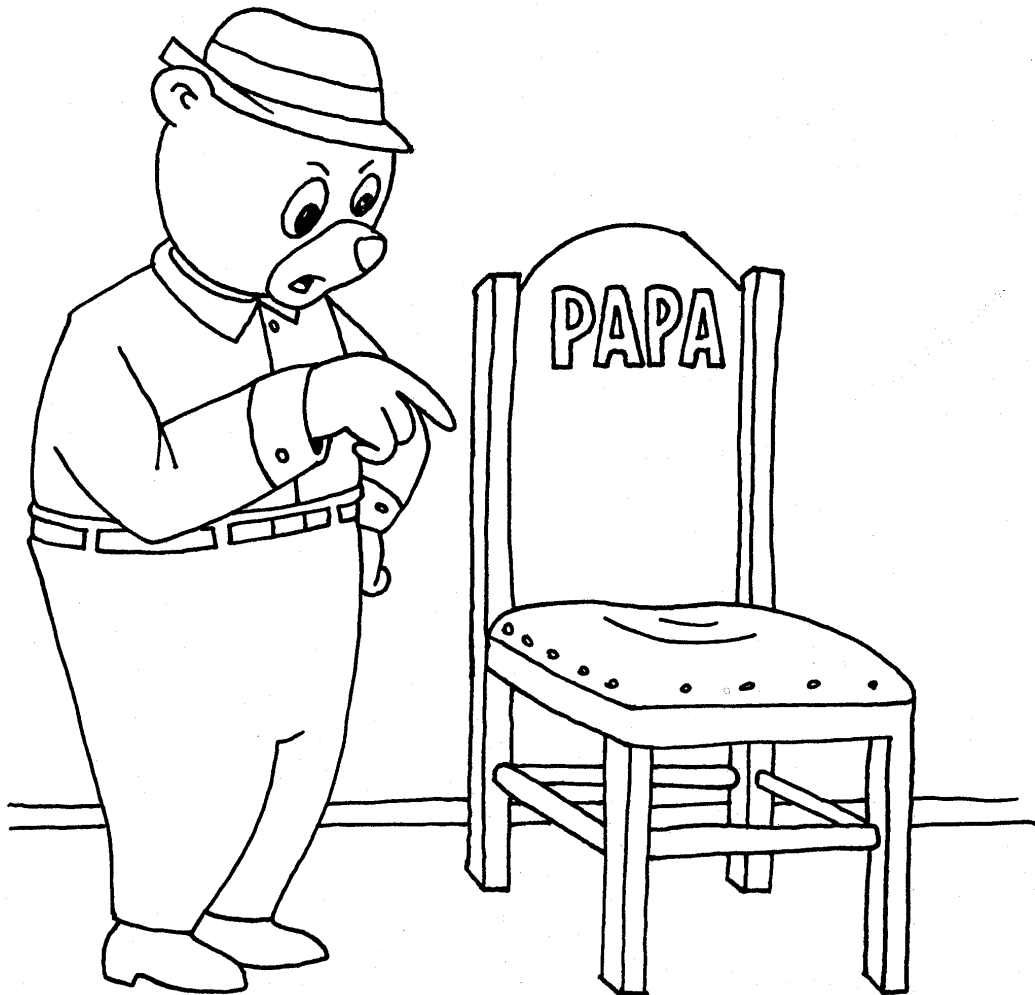
Les trois ours rentrent à la maison. Ils regardent les bols.

« Qui a goûté ma soupe ? » dit Papa Ours.

« Qui a goûté ma soupe ? » dit Maman Ours.

« Qui a mangé toute, toute, toute ma soupe ? » dit Bébé Ours. Bébé Ours pleure.

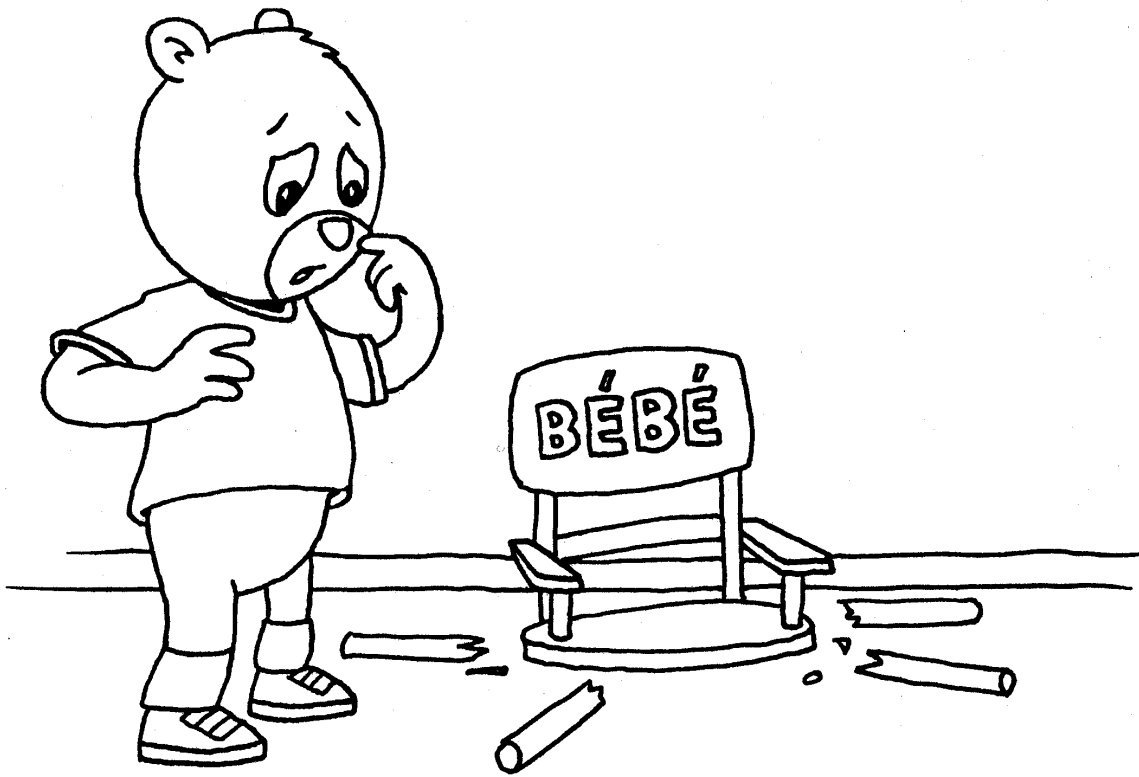
Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – novembre*, Manitoba Education and Training, 2000.



Les trois ours regardent les chaises.

« Qui s'est assis sur ma chaise ? » dit Papa Ours.

« Qui s'est assis sur ma chaise ? » dit Maman Ours.



« Qui s'est assis sur ma chaise et l'a brisée ? » dit Bébé Ours.

Il pleure.

Les trois ours regardent les lits.

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



« Qui s'est couché sur mon lit ? » dit Papa Ours.

« Qui s'est couché sur mon lit ? » dit Maman Ours.

« Qui s'est couché sur mon lit ? » dit Bébé Ours.



« La voilà ! C'est une petite fille. »

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



Boucles d'Or se réveille. Elle voit les trois ours. Elle a peur.
Elle saute du lit.

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



Elle court dans la forêt.

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



Maman Ours fait encore de la soupe pour Bébé Ours. Il est très content.

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

Annexe 30

Mots cachés

Ma famille aime manger...

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

Note : The accents will not be included in the puzzle.

BIFTECK
FRUITS
LÉGUMES
PIZZA
SALADE
TACO

CÔTELETTES
HAMBURGER
MACARONI
POISSON
SANDWICH
FRITES

JAMBON
PÂTES
POULET
SPAGHETTIS

Ma famille aime manger... (Solutions)

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

Les activités de ma famille

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

Note: The accents will not be included in the puzzle.

BASEBALL
CAMPING
NATATION
PROMENADES
VIDÉO
BASKETBALL
CARTES

PATINAGE
SKI
BICYCLETES
MUSIQUE
PIQUE-NIQUE
SOCCER

Les activités de ma famille (Solutions)

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

Les personnes dans ma famille

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

Note: The accents will not be included in the puzzle.

BÉBÉ
FAMILLE
FILS
GRAND-PÈRE
MOI
SOEUR
COUSIN
FEMME
FRÈRE

MARI
ONCLE
TANTE
COUSINE
FILLE
GRAND-MÈRE
MÈRE
PÈRE

Les personnes dans ma famille (Solutions)

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

Je t'aime parce que tu es...

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

Note: The accents will not be included in the puzzle.

ACTIF
ARTISTIQUE
DRÔLE
HONNÊTE
TIMIDE
AIMABLE

CONTENT
GÉNÉREUX
PATIENT
AMUSANT
CURIEUX
GENTIL
SPÉCIAL

Je t'aime parce que tu es... (Solutions)

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

Ma maison

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

Note: The accents will not be included in the puzzle.

APPARTEMENT
CHAMBRE
CUISINE
HABITE
MANGER
SALLE
VILLE
AVENUE
CLÉ
FENÊTRE

JUMELÉE
PORTE
SALON
BAINS
CONDOMINIUM
FERME
MAISON
RUE
VILLAGE

Ma maison (Solutions)

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

Suggested Resources

Books and Print Resources

- Acti-Vie 1: Souvenirs de ma famille (LRDC)
- Assessment Instruments for French as a Second Language: Beginner Level, 1998. CASLT. pp. 45-48 (LRDC)
- Au Manitoba, on s’amuse en français, Maternelle et 1re année. Manitoba Education and Training. 2000 (LRDC)
- Bienvenue B (Prentice-Hall Canada Inc.) (existing copies still appropriate but out of print.)
- Core French, A Curriculum and Resource Guide for the Elementary Level, 1994. (LRDC)
- Fun French Plays Matt and Wendy Maxwell (RES)
- Prêt-à-commencer Jocelyn Drozda Daunheimer (FSR)

Music

- « 21 amis »
Superhéros
Jacquot
(Tralco)
- « Rigolons »
Rogolons
Jacquot
(Tralco)
- « Qu’est-ce qu’il y a à manger? »
Rigolons
Jacquot
(Tralco)
- *Superhéros*
Activity Book: Jacquot
(Tralco)
- *Rigolons*
Activity Book: Jacquot
(Tralco)

Storybooks

- « Mon frère »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Ma soeur »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « La visite de grand-maman »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Moi »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Le cauchemar de papa »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Quelle idée »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Une journée avec grand-papa »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « La soupe »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Je mange tout le temps »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)
- « Petit ver, as-tu faim? »
Les Éditions l'Image de l'art (Ali Baba)
(GBE)

Websites

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. Build your own maze or print out specialty hand-drawn mazes around holidays and classroom topics.

List of Distributors

FSR:	First Step Resources P.O. Box 547 White City, SK	Telephone: (306) 584-1507 S0G 5B0	Fax: (306) 584-1573
GBE:	Groupe Beauchemin, Éditeur Ltée 3281 Avenue Jean-Béraud Laval, PQ	H7T 2I2	Telephone: (514) 334-5912 1-800-361-4504 Fax: (450) 688-6269 Website: www.beauchemin.qc.ca
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
RES:	The Resource Centre P.O. Box 190 Waterloo, ON	Telephone : (519) 885-0826 N2J 3Z9	1-800-923-0330 Fax : (519) 747-5629
Tralco:	Tralco Educational Services 1030 Upper James Street Suite 101 Hamilton, ON	L9C 6X6	Telephone: (905) 575-5717 1-888-487-2526 Fax: (905) 575-1783 Email: sales@tralco.com Website: www.tralco.com