

Noël



Grades 1 - 4 Core French Model Unit

2001

P102.7

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.

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 : Roxanne Arams Core French Teacher Eyebrow School, Davidson S.D. No.31</p>

Guide

Suggested Vocabulary

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

Christmas Vocabulary

Noël – Christmas
un ange – angel
un renne – reindeer
un sapin – fir
une crèche – crib
une étable – stable
le bébé – baby
les bergers – shepherds
les Rois Mages – Three Wise Kings
un âne – donkey
un boeuf – ox
une cheminée – chimney
le Père Noël – Santa Claus
le pôle nord – North Pole
le réveillon – Christmas Eve dinner
un sac – bag
une surprise – surprise
un traîneau – sleigh
la messe de minuit – midnight mass
une tourtière – meat pie
décembre – December
l'anniversaire de Jésus – Jesus' birthday
la neige – snow
une fenêtre – window
une chandelle – candle

Decorations

une étoile – star
un arbre de Noël – Christmas tree
des boules de Noël – Christmas balls
un bas de Noël – Christmas stocking
une cloche – bell
une canne de Noël – candy cane
une guirlande/une couronne – wreath
des lumières – lights

Toys

un cadeau – gift
une auto – car
un camion – truck
un avion – plane
un jouet – toy
un train – train
une poupée – doll
un livre – book
un bateau – boat
une balle – ball
des patins – skates
des skis – skis

Verbs

accrocher – to hang
décorer – to decorate

Expressions

Joyeux Noël – Merry Christmas
Meilleurs voeux – Best Wishes
Bonnes vacances – Happy Holidays
Bonne année – Happy New Year

Functions	Linguistic Content Suggested Structure	Linguistic Content Vocabulary
discussing describing brainstorming working collaboratively collecting ideas organising information giving information presenting drafting and revising reflecting	présent passé composé phrase négation les pronoms	adorer aimer amour jouer aller écouter regarder être les couleurs les expressions les jouets les décorations

The Christmas theme should be introduced early in December. This unit will assist in developing Christmas activities and will encourage students to use Christmas vocabulary. This unit does not emphasize the religious aspect of Christmas but the vocabulary is included for those who wish to use it.

Field of experience : **Celebrations**

Topic to be Developed : **Noël**

Experiential goal : **Present a letter to Santa orally with a visual support**

Suggested Steps :

1. Introduce the topic and discuss the experiential goal.
2. Explore what Christmas means to the students.
3. Brainstorm ways Santa learns how the students have behaved this year.
4. Discuss what students would like for Christmas this year.
5. Plan and create the format for the letter.
6. Practise reading the letter and presenting the picture.
7. Present letters and send them to Santa.
8. Reflect and discuss unit.

Learning Objectives :

Students will:

- create a written letter to Santa
- communicate their ideas in oral and written forms.
- improve their presentation skills (body language, voice, enthusiasm)
- develop group skills.
- increase knowledge of vocabulary related to Christmas.

The experiential goal :

- Christmas vocabulary
- use of the writing process in creating letters
- collaboration
- descriptions of what Christmas is about, what gifts...
- oral and written skills

Evaluation :

- checklists of unit vocabulary used with flashcards and annexes
- self-reflection form

Suggested Step :

1. Introduce the topic and discuss the experiential goal.

- 1.1 To introduce the topic, distribute a Christmas shaped shortbread cookie to each student. A recipe is included in **Annexe 1**. Make sure no one eats the cookies until the end. Then start placing one « Noël » Christmas, « Décorations » decoration, and « Expressions » expression card on the board. Then go through the rest of the cards at random and the students will guess which category each card goes in. Go through the vocabulary and when the student has a corresponding cookie, they can eat it. « Je mange _____ » I am eating _____.

Teaching Notes :

You may want to bake the cookies as a class project.

- 1.2 Introduce the experiential goal to the students. It is to write a letter to Santa, present it to the class with a visual and then send the letter off to Santa. The visual could be a drawn or a cut-and-paste picture representing the letter's content. The letters could be mailed or emailed, depending on your grade level.

- 1.3 As a class and in groups, practise the vocabulary with a variety of games. These games should be used often throughout the unit for oral practise and review.

Games :

Concentration. Select cards and review as a class. Place two of each card on pocket chart (face down). Divide the class into two groups. A student points to two squares and turns them over. If they match, the student keeps them and gets another turn. If they do not match, the student puts the card back in the original spot. Encourage students to read the words aloud. Respond with « Bravo! » Bravo! or « Dommage! » Too bad!

Tic-Tac-Toe. Make a grid and put pictures instead of X's and O's. The teacher randomly chooses a word. When that word is on the student's card, the student will cross it out. The first student to get three in a row wins.

Charades. A student picks out a flashcard and acts it out while the other students try to guess it. The students

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can be placed in teams for this.

Qu'est ce que c'est? (What is it?) Divide the class into two teams. The teacher or a student shows a flashcard or the actual object. Whichever team gets the correct answer first gets a point.

Memory Game. Pick five flashcards and show them to the class. The students repeat the flashcards in French. Hide the cards and select students to try to remember as many of the cards as they can. To make it more difficult, increase the number of cards.

Which is Missing? Put five to ten cards on the chalkboard. Show them to the class and have the class repeat them. Divide the class into four teams. Send out four students – one from each team. While they are out of the room, have another student hide one card. Have the students come back in and guess which card is missing. The first one to say it correctly in French wins a point for the team.

Magic Flashcards. The teacher has a paper bag with flashcards in it and moves around the room. Each student, when it is his or her turn, says a word and then with their eyes shut, picks a card from the bag and says it. If what he says matches the card he wins and gets to keep the card. The student with the most cards at the end of the game wins.

Scramble. The teacher has the class (or part of) form a circle with one student in the middle. Everyone in the circle is given a card. The person in the centre calls out two vocabulary words. The students with those cards exchange places while the centre student tries to steal a place.

As-tu...? (Do you have...?). The students sit in a circle. Two students are asked to leave the room. The teacher tells one student sitting in the circle to hide a picture under himself or herself. The two students who left the room return and try to find the picture by asking, for example, « As-tu le Père Noël » Do you have the Santa Claus? The first student to find the picture wins.

Chaises musicales (Musical chairs). The students sit in a circle. Three chairs are placed in the centre of the circle. The picture cards are placed on the rug around

Teaching Notes

the chairs. Four students are chosen to walk around the chairs. As they walk around the chairs, the class sings or listens to a French song. When the four students hear a clap they stop but do not sit down. The teacher calls out a word and if the word is pictured they sit down. The student left standing is out. As in the real game, take a chair away each time.

- 1.4 **Annexe 2.** Students will listen to the recording on CD and colour the pictures the color indicated on the recording. The transcript of the listening activity is included in **Annexe 2.**



Teaching Notes :

- **Annexe 8.** You may want to reduce flashcards for individual sets.
- **Annexe 15** includes Christmas songs that can be sung throughout the unit.

Suggested Step :

2. Explore what Christmas means to the students.

- 2.1 Share your best Christmas memory with the class. Encourage students to share theirs.
- 2.2 **Annexe 3.** In groups, students draw a picture of what Christmas means to them. Each student should have three other pictures other than his or her own. Make sure that you discuss that each family has different traditions. This would be an appropriate time to bring in the concept of Christmas around the world. Some sites are listed in the Suggested Resources section of this unit so you can “visit” Christmas in different countries.

Suggested Step :

3. Brainstorm ways Santa knows how the students have behaved during the year.

- 3.1 Discuss how sometimes we write Santa a letter to tell him if we have been naughty or nice. Share examples of naughty and nice moments. « Un temps où j'ai été gentil, gentille, était _____ ». A time when I was good was _____. « Un temps où j'ai été mauvais/mauvaise était _____ » A time when I was bad was _____.
- 3.2 **Annexe 4.** Naughty & Nice Thermometer. Students rate how good they have been by colouring in the thermometer.

Suggested Step :

4. Discuss what students would like for Christmas.

- 4.1 Students choose flashcards that correspond to what they would like. Share these orally as a class. Prior to doing this activity, you may want to play some vocabulary games explained in **Suggested Step 1.3**.
- 4.2 On the board, add items that students would like but are not in the flashcards. You may want to have students draw pictures on paper the same size as the flashcards so you could include their words when playing future vocabulary games.
- 4.3 **Annexe 5.** What I Would like for Christmas. Orally share what students would like for Christmas. « Pour Noël j'aimerais _____ » For Christmas I would like _____. Possible answers could be the suggested vocabulary and flashcards. To make sure students are listening to each other, ask them what another student said they wanted for Christmas. « Qu'est-ce que _____ aimerait pour Noël? » What does _____ want for Christmas? « Il, elle aimerait un, une _____ » He, she, would like a, an _____. Have the students copy down the French word for what they want and draw a picture.

- 4.4 **Annexe 6.** Make a picture of the most incredible toy-

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making machine ever made. Have the students share their pictures in small groups. « Je veux présenter ma machine de fabrication de jouets incroyables » I would like to present my incredible toy-making machine.

Suggested Step:

5. Plan and create the format for the letter.

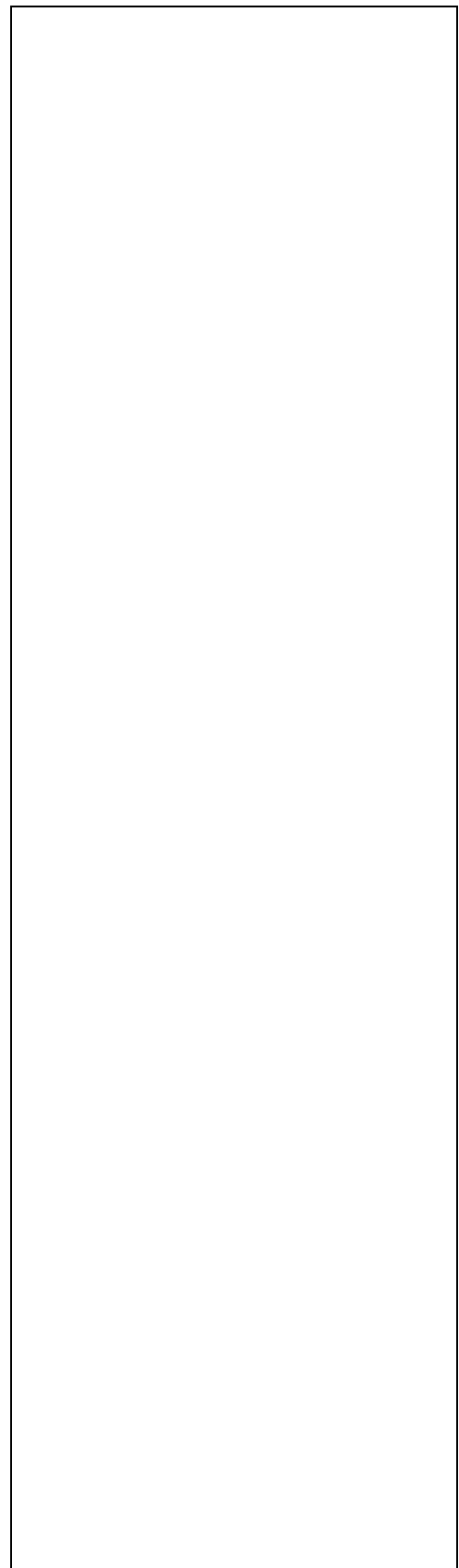
- 5.1 Review unit vocabulary by playing vocabulary games explained in **Suggested Step 1.3**.
- 5.2 Ask if any of the students have ever written a letter to Santa. « Qui a écrit une lettre au Père Noël? » Who wrote a letter to Santa? Ask what they said in their letters. « Qu'est-ce que vous avez écrit dans votre lettre au Père Noël? » What did you write in your letter to Santa? Make a list on the board of what students said in their letters. Look for answers like dear, what they asked for, from, the date, had been nice or naughty, plans for Christmas vacation, and so on. This is a good time to review **Annexe 12** for criteria for the final project.

Annexe 13 includes a planning sheet for students as they prepare their letters. **Annexe 14** includes the English version of the student planning sheet and is intended primarily for teacher reference.

- 5.3 From the list made above and on poster paper, make a letter that everyone can follow. Make this into an overhead. **Annexe 11** contains a sample letter. Fill in the student letters as a class. If an older grade is doing this unit, they can write their own letter or write a longer letter.

Teaching Notes:

For advanced classes, students can work on their letters in pairs, small groups, or alone. Another option is for the younger students to make up the letters and the older students to type up the letters, add to them, and then email them to Santa.



Suggested Step :

Teaching Notes

6. Practise reading the letter.

- 6.1 Students prepare a corrected version of their letter.
- 6.2 Practise reading the form letter as a class and in small groups. At this point, each student should have an opportunity to read his or her letter to the teacher and share his or her picture.

Suggested Step :

7. Present letters and send them to Santa.

- 7.1 **Annexe 12.** Students can read their letters and show their picture to the class or in small groups while the teacher circulates around the room and evaluates the presentations.

Teaching Notes:

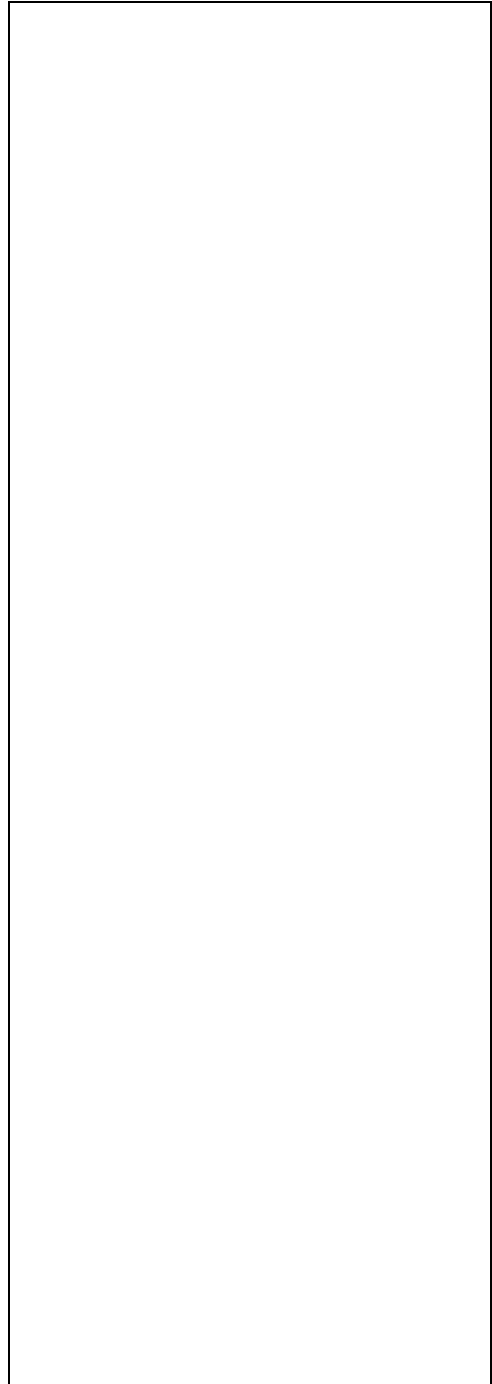
The parents could be invited to this presentation.

- 7.2 Take a trip down to the post office to mail the letters. Another option is to go on the Internet and email letters to Santa. If the students are not skilled at using the computer, an older student could type the letters for them as mentioned in **Teacher Notes 5.3.**

Suggested Step :

8. Reflect on the unit.

- 8.1 **Annexes 9 and 10.** Self-reflection sheets.
- 8.2 **Annexe 11.** Letter to parents.



Annexes

Annexe 1

Recette de biscuits de Noël

You can even make it up to 3 days ahead of time, as long as it is covered in plastic wrap and refrigerated.

- 3 1/2 cups all-purpose flour
- 1/2 teaspoon salt
- 1 cup unsalted butter, softened
- 2/3 cup sugar
- 1 large egg
- 1 tablespoon light corn syrup
- 1 tablespoon vanilla extract



In a medium-size bowl, mix the flour and salt. In a large bowl, cream the butter and sugar, stir in the egg, then the corn syrup and vanilla extract. One third at a time, add the flour mixture until thoroughly mixed. Pat the dough into two disks, wrap in plastic, and refrigerate for 1 to 2 hours, or until firm enough to roll. If the dough is too firm, soften at room temperature for about 5 minutes.

Preheat the oven to 375° F. Roll the dough between two pieces of waxed paper or plastic wrap, 1/4 inch thick. Remove the top sheet of waxed paper and cut out the dough with cookie cutters. Place cookie dough on a baking sheet. Bake for 8 to 10 minutes, or just until the cookies start to brown lightly around the edges. Set the baking sheet on a wire rack and cool for about 5 minutes. Transfer the cookies to racks and cool completely before you frost them. The cookies can be stored in an airtight container in the freezer for up to 1 month and for up to 3 days at room temperature. Makes 12 to 50 cookies, depending on their size.

Frosting:

- 2 cups sifted confectioners' sugar
- 1/4 cup unsalted butter, softened
- 1/2 teaspoon vanilla extract
- 1 to 2 tablespoons milk
- food coloring (optional)



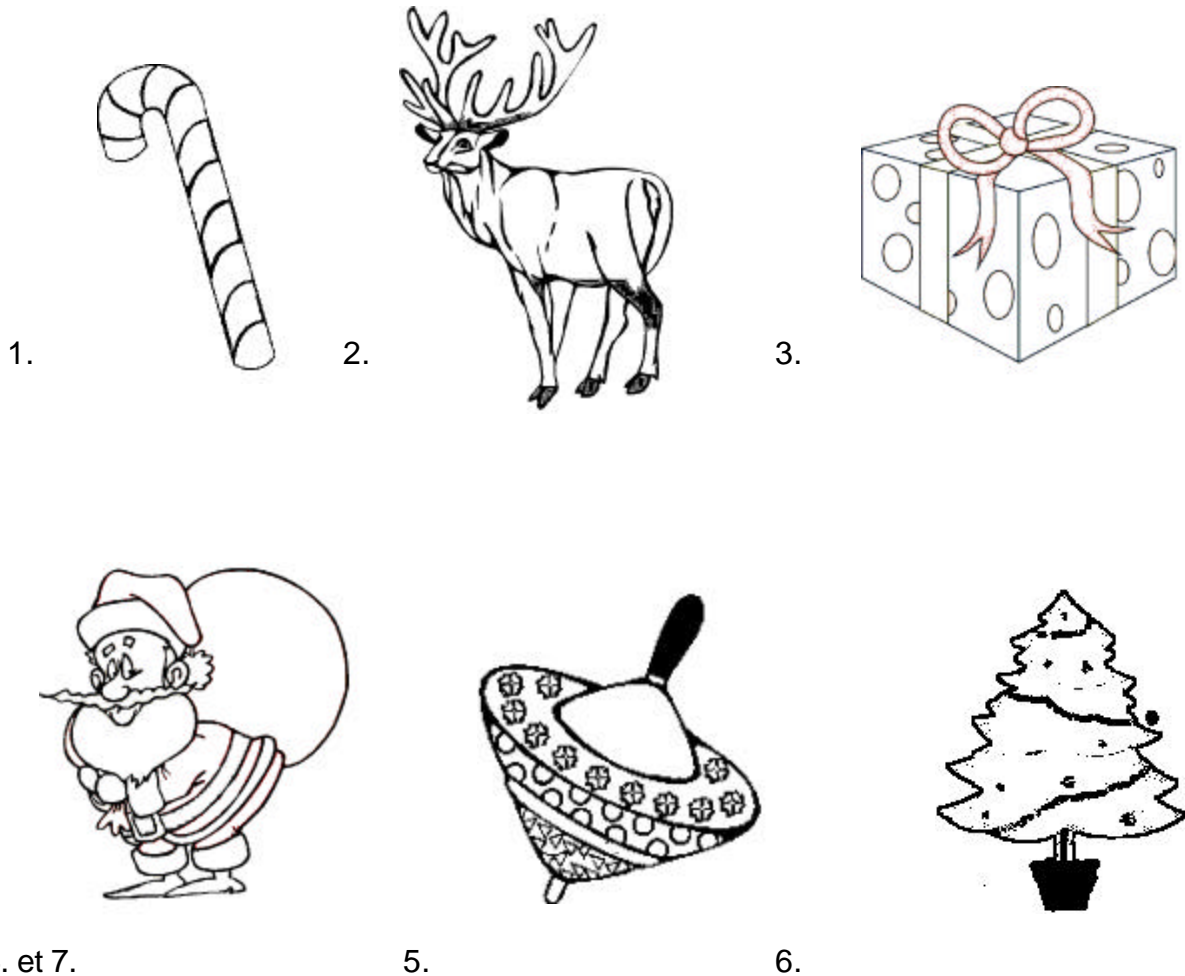
In a large bowl and using an electric mixer set at low speed, beat the confectioners' sugar, butter and vanilla extract until it reaches spreading consistency. Add more sugar or a little milk, if necessary, to achieve the right texture. Stir in the food coloring until combined, if desired. Makes about 1 1/2 cups.



Annexe 2

Quelle couleur?

Écoute le disque compact et colore les images de la bonne couleur.

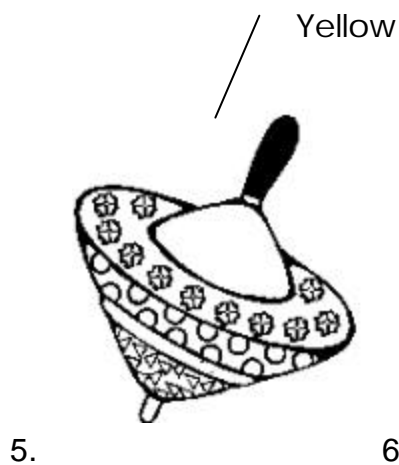
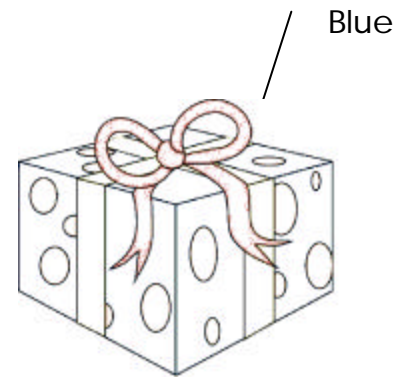
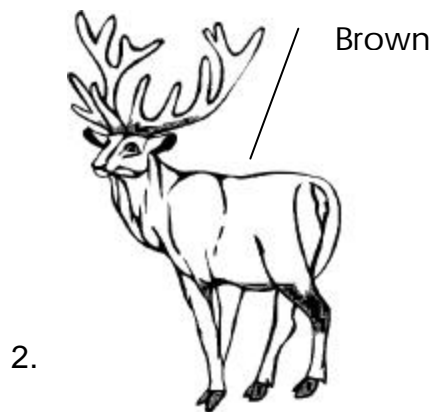
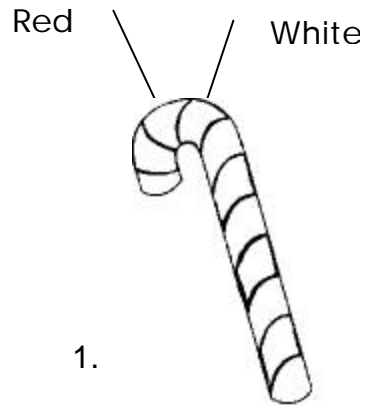


1. La couleur de la canne est blanc et rouge.
2. La couleur du renne est brun.
3. La couleur du cadeau est bleu.
4. La couleur du Père Noël est rose.
5. La couleur du jouet est jaune.
6. La couleur de l'arbre de Noël est vert.
7. La couleur du sac est gris.

Annexe 2

Quelle couleur? (Solutions)

Écoute le disque compact et colore les images de la bonne couleur.



8. La couleur de la canne est blanc et rouge.
9. La couleur du renne est brun.
10. La couleur du cadeau est bleu.
11. La couleur du Père Noël est rose.
12. La couleur du jouet est jaune.
13. La couleur de l'arbre de Noël est vert.
14. La couleur du sac est gris.

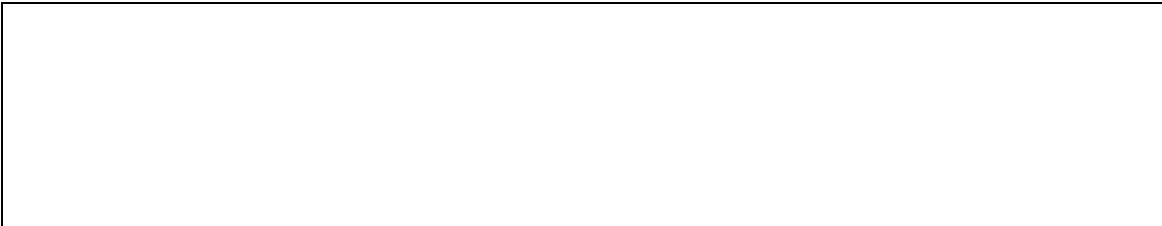
Annexe 3

Ce que Noël signifie pour moi

Dessine une image d'un temps de Noël. Demande-toi « Qu'est-ce que Noël signifie pour moi? ». Demande à trois autres personnes « Qu'est ce que Noël signifie pour toi? » et dessine leur réponse.

« Qu'est-ce que Noël signifie pour toi? »
« Qu'est-ce que tu fais pour Noël? »

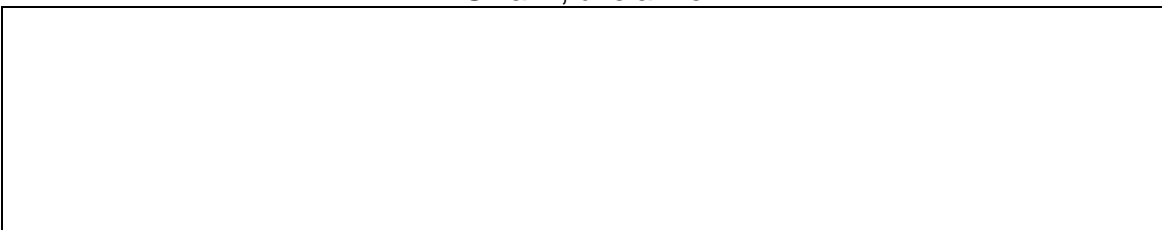
Moi



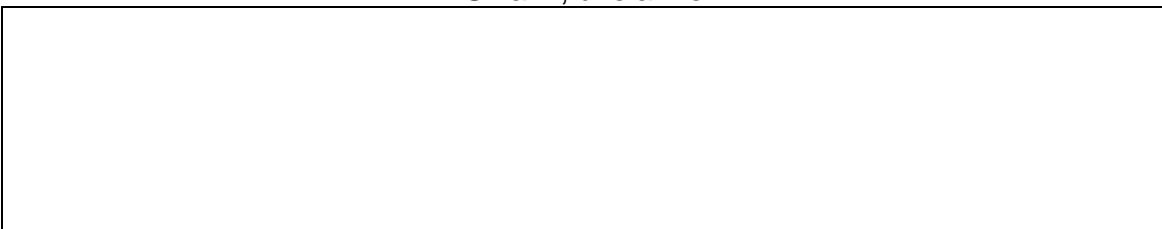
Un ami, une amie



Un ami, une amie



Un ami, une amie



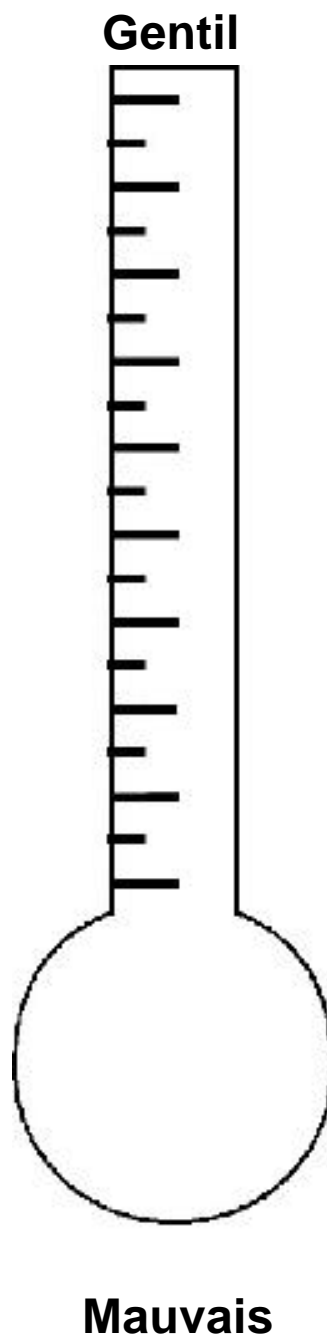
Teaching Notes:

After discussing Christmas memories and what Christmas means to the students, they choose one memory and draw it under « moi ». The students then pick three other students and draw what Christmas means to them. Each student will have three views other than their own.

Annexe 4

Thermomètre mauvais et gentil

Colorier la place où tu te trouves sur le thermomètre. As-tu été gentil, gentille, ou as-tu été mauvais, mauvaise?



Teaching Notes:

Students colour in the thermometer in relation to how good they have been this year.

Annexe 5

Ce que j'aimerais pour Noël

Relie les mots avec les images.

Les mots

Les images

1.	
2.	
3.	
4.	
5.	

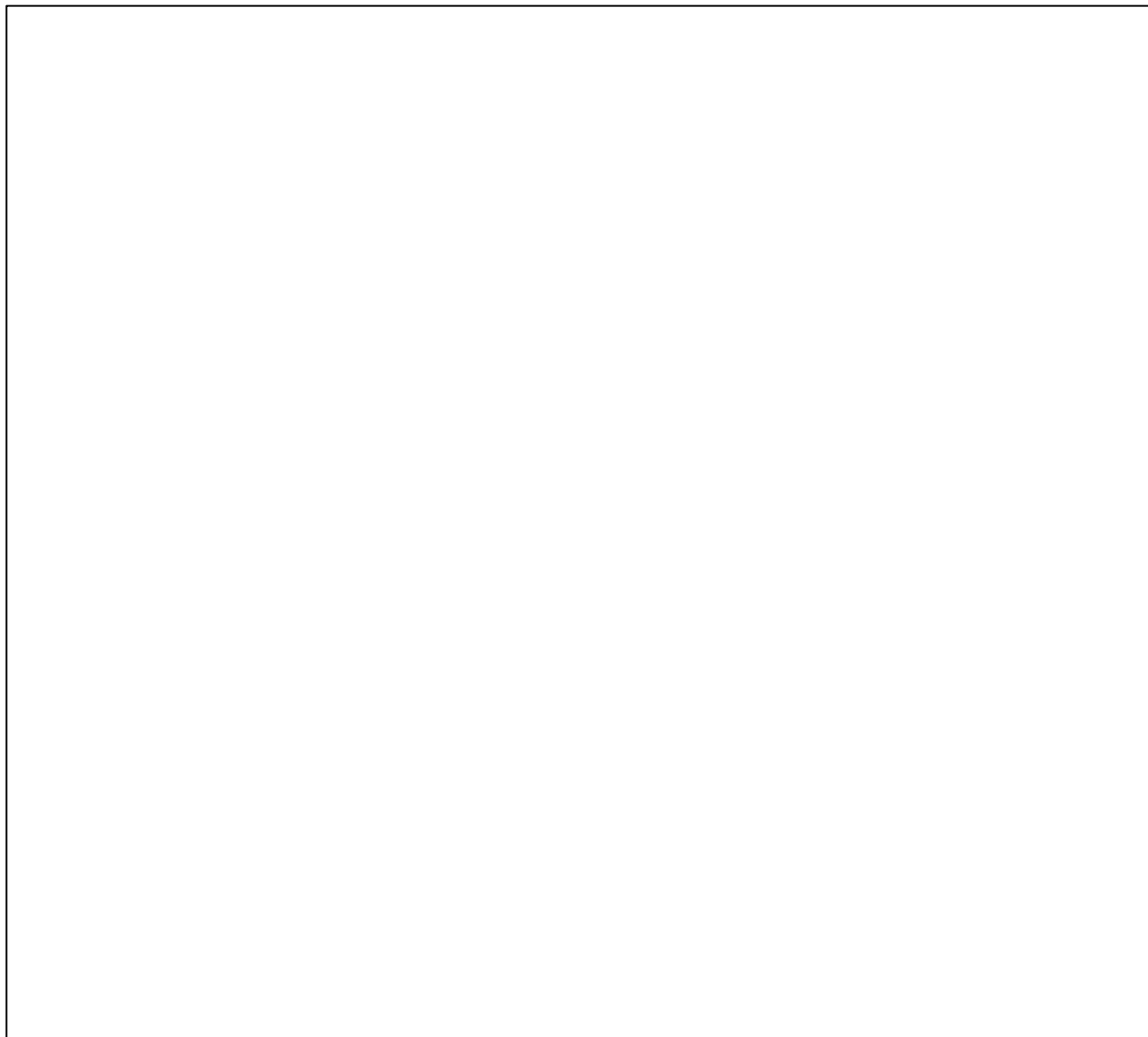
Teaching Notes:

Students will draw a picture of what they would like for Christmas and write the French word to go with it.

Annexe 6

Machine de fabrication de jouets incroyables

Dessine une machine de fabrication de jouets incroyables



Teaching Notes:

The students imagine that they are designing a incredible toy-making machine that will make a variety of toys for Santa to give.

Annexe 7

Lettre modèle

le 4 décembre 2000

Bonjour Père Noël,

Comment ça va? Je vais très bien. Pour ma classe de français, je vous écris une lettre. Cette année, j'ai été gentille. J'ai aidé ma mère quand elle a fait le ménage et quand elle a préparé le souper. Pour Noël, j'aimerais une poupée qui mange, une petite chienne et beaucoup de bonbons. Je mets des biscuits pour toi et des carottes pour tes rennes. Merci et au revoir.

Amitié,
Sally

le ____ décembre ____

_____ Père Noël,

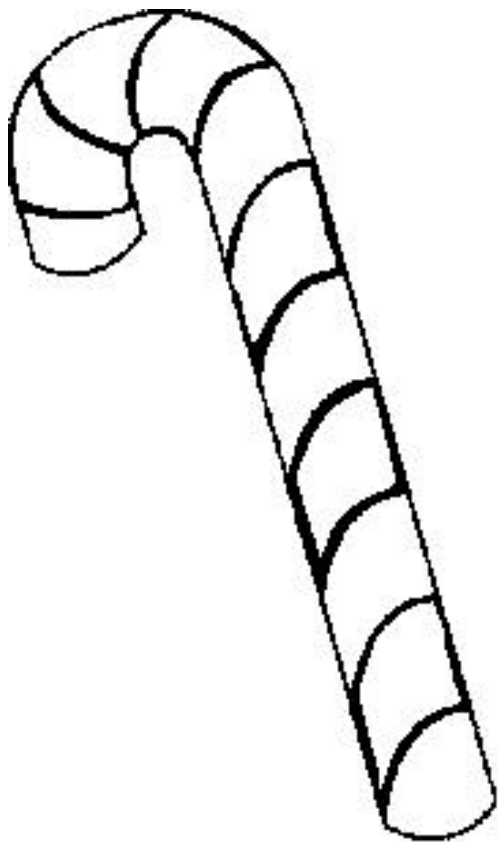
Comment ça va? Je vais _____. Pour ma classe de français, je vous écris une lettre. Cette année, j'ai été _____ . J'ai _____ et _____. Pour Noël, j'aimerais _____, _____ et _____. Je mets des biscuits pour toi et des carottes pour tes rennes. Merci et au revoir.

_____,

Teaching Notes:

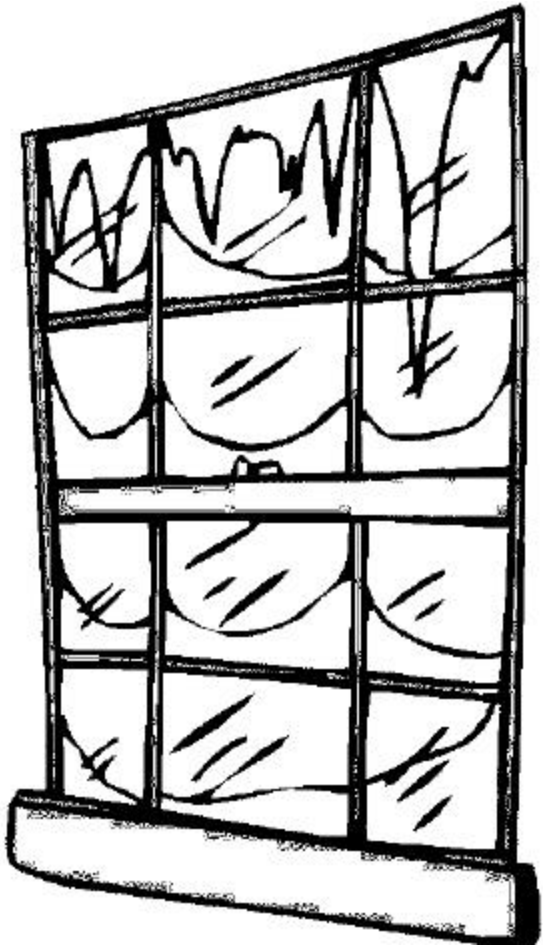
This is a sample letter of what could be written in a letter to Santa as a class. Once you have made your form letter, make it into an overhead or poster for the entire class to see and use as an example.

Annexe 8
Cartes éclair/Flashcards



Canne de Noël

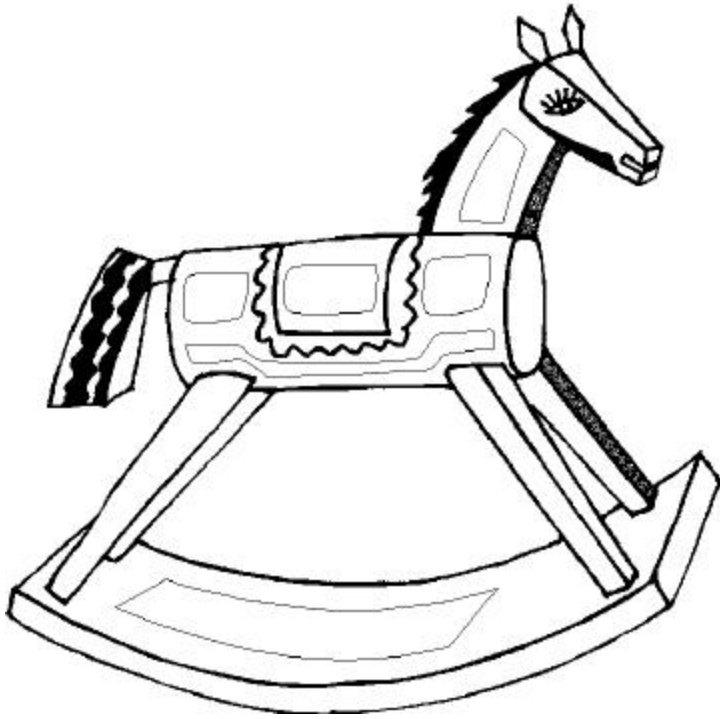




La neige
Une fenêtre

Des boules de
Noël





Un jouet

Une couronne





Une crèche
Une étable
Une étoile
Le bébé

Un cadeau





Le Père Noël
Un traîneau
Un renne

Une chandelle

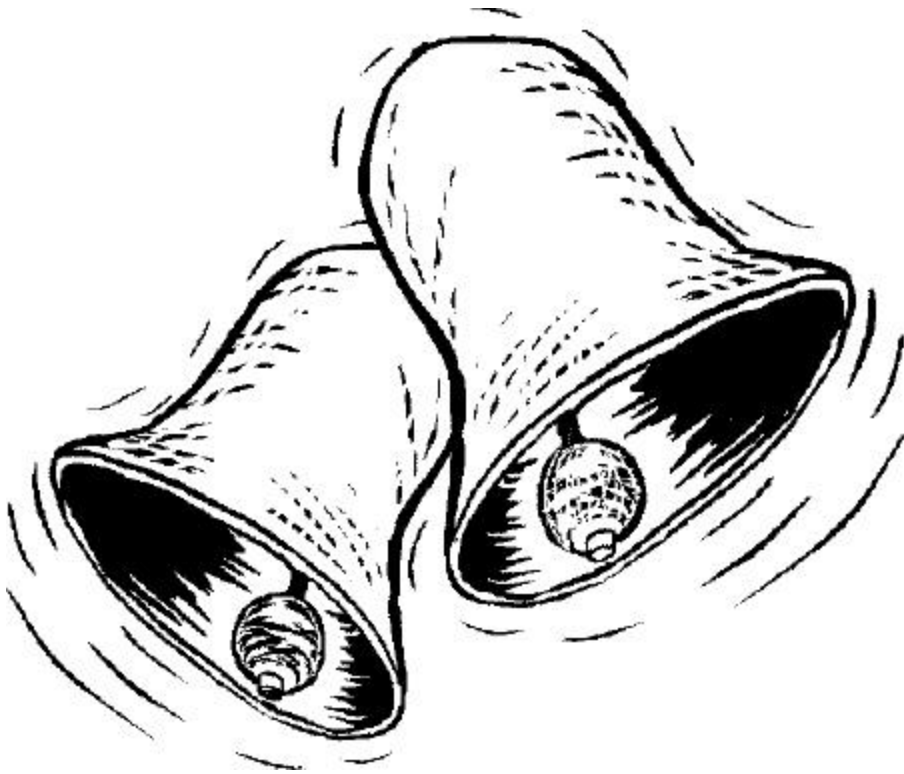




Le Père Noël
Des cadeaux
Des jouets
Un sac

Le bébé
Une crèche





Des cloches



Le Père Noël

Annexe 9

Auto-évaluation (English)

Échelle d'appréciation pour l'auto-évaluation.

Nom: _____

Date: _____

1. I learned new things.



2. I made an effort to try my best.



3. I completed all the sheets in this unit.



4. I sent my letter to Santa.



5. I listened when my friends spoke.



6. I shared ideas with my friends.



7. I would like to do a similar activity.



Annexe 10

Auto-évaluation (Français)

Échelle d'appréciation pour l'auto-évaluation.

Nom: _____ Date: _____

1. J'ai appris de nouvelles choses.



2. J'ai fait un effort pour essayer de mon mieux.



3. J'ai complété tous les devoirs de cette unité.



4. J'ai envoyé ma lettre au Père Noël.



5. J'ai écouté parler mes amis.



6. J'ai partagé des idées avec mes amis.



7. J'aimerais faire une activité semblable.



Annexe 11

Letter to Parents

Dear Parents:

The Grade ____ class has been working on a Noël, or Christmas, unit in Core French. We have done various activities in this unit pertaining to what Christmas is like at our house, whether we have been naughty or nice, and what we want for Christmas. All of these activities have been leading up to our final project. As a final project, we wrote a letter to Santa.

Our letters are nearly complete and it would be great if you could join us on _____ (date) when each student will read his or her letter to the rest of the class before sending it off to Santa.

If you have any questions or concerns please feel free to contact me at _____ (school telephone number). I hope to see you on _____ (date).

Have a Merry Christmas!
Sincerely,

Core French Teacher

Annexe 12

Liste de vérification (for the teacher)

La Lettre:

- Les élèves partagent de l'information
- Salutation (bonjour, salut)
- La date
- Comment vas-tu? (bien, mal, très bien)
- Quel est ton comportement? (bon, mauvais)
- Qu'est-ce que tu as fait cette année?
- Qu'est que tu aimerais pour Noël?
- Ton nom

Presentation:

- Volume de voix approprié
- Vocabulaire et prononciation
- Parler fort et claire

Autre:

- Écriture est propre et lisible

Teaching Notes:

The teacher may choose to assign points to each box.

Annexe 13

Guide d'accompagnement (version française)

Ma lettre inclut:

- une salutation (bonjour, salut)
- la date
- comment je vais (bien, mal, très bien)
- comment est mon comportement (bon, mauvais)
- ce que j'ai fait de bien cette année
- ce que j'aimerais pour Noël
- mon nom

Ma présentation orale:

- j'ai lu ma lettre à mon ami, à mon amie
- j'ai lu ma lettre à l'enseignant ou l'enseignante
- j'ai parlé avec une voix forte et claire
- j'ai écrit la version finale de ma lettre _____
(la date)
- je suis prêt/prête à faire ma présentation le _____
(la date)

Teaching Notes:

This sheet is intended for students to use as they prepare their letter and oral presentation.

Annexe 14

Student Planning Sheet (English version)

My letter includes:

- a greeting (bonjour, salut)
- the date
- how I'm feeling (bien, mal, très bien)
- how I've behaved this past year (bon, mauvais)
- what positive actions I did this year
- what I would like for Christmas
- my name

My oral presentation:

- I practiced reading my letter to a friend.
- I practiced reading my letter to the teacher.
- I spoke clearly and loudly.
- I wrote the final version of my letter. _____
(date)
- I am ready to do my oral presentation on _____
(date)

Teaching Notes:

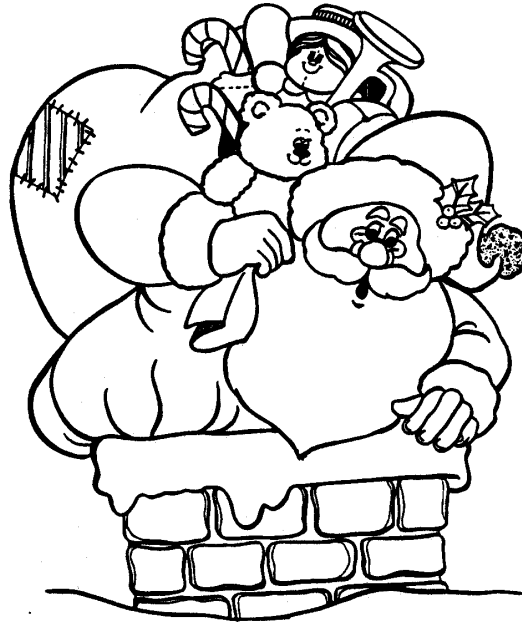
This sheet is included primarily for teacher reference. It is always preferable to have students use the French version (**Annexe 13**).

Annexe 15

Les chansons (1)

1. Le Père Noël

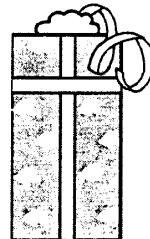
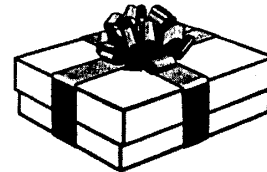
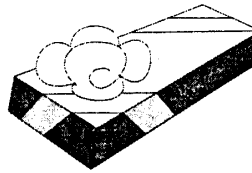
Deux petits yeux
Un petit nez
Deux joues rouges
Un sourire gai
Un gros sac
Sur le dos
C'est le Père Noël
Qui dit : « Ho ! Ho ! Ho ! »



2. Beau Noël

Beau Noël
Apporte des jouets
Aux petits enfants.

Beau Noël, beau Noël
Apporte du bonheur
À tous les gens.

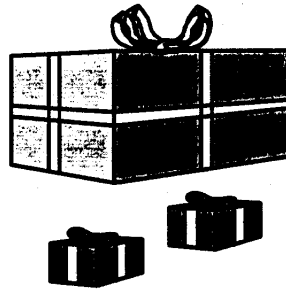


Annexe 15

Les chansons (2)

1. **Le Père Noël** (Tune: Bonhomme, bonhomme)

Le Père Noël a trois cadeaux.
Le Père Noël a trois cadeaux,
Un grand et deux petits cadeaux,
Un grand et deux petits cadeaux.
Le grand cadeau est pour papa
Et les deux autres pour maman.
Ah ah ah oui vraiment
Le Père Noël est bien charmant.



2. **Voilà ce que le petit Noël**

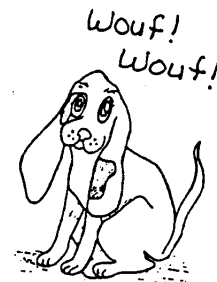
Voilà ce que le petit Noël m'emporte en cadeau du ciel
Un violon qui fait zing (6)
Un tambour qui fait boum (6)
Une trompette qui fait too (6)



Voilà ce que le petit Noël m'emporte en cadeau du ciel
Un petit chien qui fait wouf (6)
Un petit chat qui fait miaou (6)
Un mouton qui fait bêê (6)



Voilà ce que le petit Noël m'emporte en cadeau du ciel
Une auto qui fait vroum (6)
Un marteau qui fait toc (6)
Un petit train qui fait chou (6)
Voilà ce que le petit Noël m'emporte en cadeau du ciel



Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année* – décembre, Ministère de l'Éducation du Manitoba, 2000

Annexe 15

Les chansons (3)

3. **Si tu aimes le Père Noël** (Tune : If You're Happy and You Know It)

Si tu aimes le Père Noël, tape les mains (2 x)
Si tu aimes le Père Noël, si tu aimes le Père Noël, si tu aimes le Père Noël, tape les mains

Si tu aimes sa barbe blanche, frappe les pieds (2 x)
Si tu aimes sa barbe blanche, si tu aimes sa barbe blanche, si tu aimes sa barbe blanche, frappe les pieds

Si tu aimes ses bottes noires, crie hurra ! (2 x)
Si tu aimes ses bottes noires, si tu aimes ses bottes noires, si tu aimes ses bottes noires, crie hurra !

Si tu aimes ses cadeaux, fais les trois. *
Si tu aimes ses cadeaux, si tu aimes ses cadeaux, si tu aimes ses cadeaux, fais les trois.

* (clap your hands, tap your feet and say « hurra »)



Annexe 15

Les chansons (4)

4. **Nez Rouge** (Tune : Rudolph the Red-Nosed Reindeer)

On l'appelait Nez Rouge.
Ah ! Comme il était mignon !
Ce p'tit renne au nez rouge
Rouge comme un lumignon.



5. **Les dix rennes** (Tune : Ten Little Indians)

Un petit, deux petits, trois petits rennes;
Quatre petits, cinq petits, six petits rennes;
Sept petits, huit petits, neuf petits rennes;
Dix petits rennes de Noël.

Dix petits, neuf petits, huit petits rennes;
Sept petits, six petits, cinq petits rennes;
Quatre petits, trois petits, deux petits rennes;
Un petit renne de Noël.

Directions: Ten children are chosen to come to the front, and sit on the floor.
Each child holds a picture of a reindeer, and stands up as his
number is called. In verse II, they sit down as their number is
called.

Suggested Resources

Web Sites

<http://www.officialsantaclaus.com/>

This site includes information about Christmas as well as links to other Christmas sites. It is both French and English.

<http://www.claus.com>

This site includes many Christmas activities: choose an Elf Buddy, play Elf games, sing songs, enjoy recipes, email Santa, track Santa on Christmas Eve. This site is in English.

<http://www.santa.com>

(Only available around Christmas time.) You can write and email a letter to Santa on this site. This site is in English.

<http://www.canadapost.ca>

This site is in English and French. When you visit it in December you can write and email a letter to Santa and check out related links to Christmas.

<http://www.quebectel.com/noel>

This French site includes a variety of activities including stories, a coloring book, making a snowman, a survey and a guided tour of Santa's place.

<http://www.cortland.edu/www/flteach/civ/fetes/fetes.htm>

This site includes a self-discovery journey on various celebrations in France. The site includes photos and is in French.

Books

- *Core French, A Curriculum and Resource Guide for the Elementary Level*, Saskatchewan Education (LRDC)
- *Au Manitoba, on s'amuse en français, Maternelle et 1re année* (LRDC)
- *L'Étoile de Noël*
Les histoires illustrées (SCBE)
- *Noël et Patapouf*
Les histoires illustrées (SCBE)
- *Frosty, le bonhomme de neige*
Les histoires illustrées (SCBE)
- *Trois cadeaux pour Caroline*
Les histoires illustrées (SCBE)
- *Le français Sans Souci*
Addison-Wesley Publishers Limited (PERS)

Songs

- « J'aime le Père Noël »
Une salade de fruits
Alexandre
(BEL)
- « Le gentil Père Noël »
Le loup du nord
Matt Maxwell
(Tralco)
- « Petit Papa Noël »
Fêtons Noël
Suzanne Pinel
(SCL)
- « L'enfant Noël »
Fêtons Noël
Suzanne Pinel
(SCL)
- « D'où viens-tu Bergère? »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Vive le vent »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Des oeufs pour Noël »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Le Père Noël »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Dans le ciel »
Fêtons Noël
Suzanne Pinel
(SCL)
- « L'arbre de Noël »
Fêtons Noël
Suzanne Pinel
(SCL)
- « La parenté (la famille) »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Noël chaque jour »
Fêtons Noël
Suzanne Pinel
(SCL)
- « Quatre semaines »
Fêtons Noël
Suzanne Pinel
(SCL)

List of Distributors

BEL:	Bélangel Productions Inc. C.P. 37 St. Boniface, MB R2H 3B6	Telephone: (204) 694-0903 Fax: (204) 233-8122
LRDC:	Learning Resources Distribution Centre 1500 – 4 th Avenue Regina, SK S4P 3V7	Telephone: (306) 787-5987 Fax: (306) 787-9747 Website: www.lrdc.sasked.gov.sk.ca
PERS:	Pearson Education Canada 26 Prince Andrew Place Don Mills, ON M3C 2T8	Telephone: (416) 447-5101 Fax: (416) 443-0948 Website: www.pearsoned.com
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