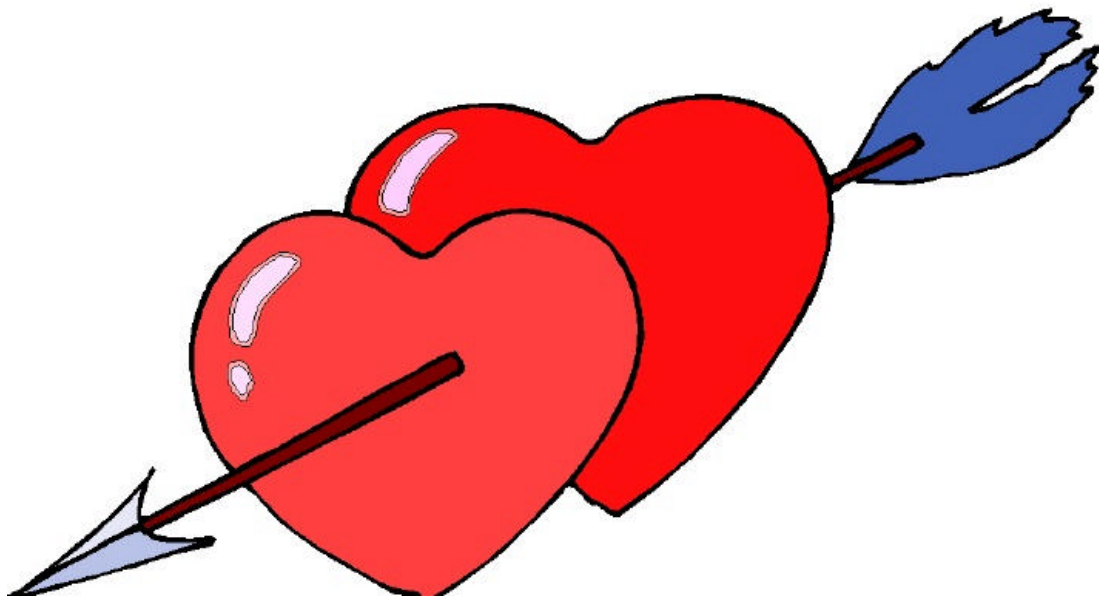


La Saint-Valentin



Grades 3 - 4 Core French Model Unit

2001

P102.8

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>

Suggested Vocabulary

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

Valentine Vocabulary	
<p>une amitié – friendship un(e) ami(e) – a friend l'amour – love une carte – a card le chocolat – chocolate un coeur – heart Cupidon – Cupid la dentelle – lace une flèche – arrow des friandises (f) – sweets un bonbon – candy La Saint-Valentin – Valentine's Day mon chéri, ma chérie – my sweetheart Je t'aime – I like you, love you pour – for de la part de – from des fleurs – flowers cher, chère – dear Serais-tu mon Valentin/ma Valentine? – Would you be my Valentine? une carte de la Saint-Valentin – A valentine card</p>	<p>embrasser – to hug aimer – to love, to like envoyer – to send</p>

Functions	Linguistic Content Suggested Structure	Linguistic Content Vocabulary
<p>describing brainstorming artistic creating writing drafting and revising reflecting</p>	<p>present future proche phrase</p>	<p>adorer aimer amour coeur</p>

Field of experience : **Celebrations**

Topic to be Developed : **Saint-Valentin**

Experiential goal : **Design a valentine for a friend**

Suggested Steps :

1. Discuss the meaning of Valentine's Day and the experiential goal.
2. Explore student experiences and develop student skills.
3. Design Valentine card and verse.
4. Perform the experiential goal and give the card to a friend.
5. Reflect on the unit.

Learning Objectives :

Students will:

- participate in various language activities.
- participate in discussions.
- improve writing and linguistical skills.
- demonstrate signs of friendship

The Experiential Goal :

- vocabulary related to Valentine's Day
- written skills
- uses of definite (la, le, les) and indefinite (un, une) articles.
- verbs
- sentences
- planning
- humour
- revising and editing

Evaluation :

- checklists of unit vocabulary
- self-reflection
- Valentine phrase (verse)

Suggested Step :

1. **Discuss the meaning of Valentine's day and the experiential goal.**
 - 1.1 Hand each student a heart that has been cut in half (an easy way is to use the scissors from Creative Memories). The student must find the match to their heart by asking Are you my partner? « Est-que tu es mon/ma partenaire? ».
 - 1.2 « Qu'est-ce que c'est la fête de la Saint-Valentin? ». What is Valentine's Day all about? « Qui la célèbre? ». Who celebrates it? « Est-ce que c'est seulement pour les jeunes couples? » Is it only for young couples?
 - 1.3 Introduce the experiential goal to the students. The goal is to design a valentine for a friend and give it to them. They must choose someone in the class as they will present their valentine to their friend in front of the class.

Suggested Step :

2. **Explore student experiences and develop student skills.**
 - 2.1 « Quand tu penses à la Saint-Valentin, à quoi penses-tu? » When students think of Valentine's Day, what do they think of? Brainstorm ideas and write the French words on the board. The teacher can refer to the vocabulary list at the beginning of the unit.
 - 2.2 Hand out **Annexe 1**. The students will write the French word next to the picture.

Teaching Note:

Flashcards are included in **Annexe 11**.

- 2.3 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 experience.

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

Teaching Notes

student keeps them and gets another turn. If they do not match, the student puts them back in original spot. Encourage students to read the words aloud. Respond with « Bravo! » Bravo! or « Dommage » Too bad.

Tic-Tac-Toe: Make the 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, 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 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. After the students have repeated the flashcards in French, hide the cards and select students to try to say 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, another student hides one card. 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/her turn, says a word, then with his/her eyes shut, picks a card from the bag and reads it. If what he/she said matches the card, he/she 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.

Teaching Notes

Teaching Notes

« **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/herself. The two students who left the room return and try to find the picture by asking for example, Do you have the heart? « As-tu le coeur? » The first one to find the picture wins.

« **Chaises musicales** » **Musical chairs:** The children sit in a circle. Three chairs are placed in the centre of the circle. The picture cards are placed on the rug around the chairs. Four children 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.

- 2.4 Word puzzles are included in **Annexes 2 and 3** and may be used to reinforce the related vocabulary.
- 2.5 An example of a letter to parents is included in **Annexe 10**. It is suggested that this be sent out early in the unit so parents can support their children as they discuss Valentine's Day in French.

Suggested Step :

3. Design Valentine card and verse.

- 3.1 Bring in old cards and look at them as models.
- 3.2 Brainstorm pictures and verses that the students can think of and write these on the board.
- 3.3 Become familiar with the verbs « adorer » and « aimer ». « Adorer » means to love and « aimer » means to like. Explain that you can like some things and love others. Students will give one example for like and one example for love. « J'adore _____, mais j'aime _____ . » Students can ask each other what they like and love by using **Annexe 5**.

- 3.4 Do the listening activity on **Annexe 4**. Listen to the tape and students will circle either « aimer » or « adorer »,



Teaching Notes

depending on which they hear.

3.5 Students will need to find out about their friends so they can make a card for them. In **Annexe 6** the students interview three friends to find out about them. Go over the possible questions on **Annexe 6**. Students will be asking:

1. « Comment t'appelles-tu? » What is your name?
2. « Quelle est ta couleur préférée? » What is your favourite colour?
3. « Quelle est ta nourriture préférée? » What is your favourite food?
4. « Quelle est ta fête préférée? » What is your favorite holiday?
5. « Donnes-tu des cartes de la Saint-Valentin à tes amis? » Do you give Valentine cards to friends?
You may want to generate more questions as a class or add some of your own depending on the grade level of your students. Have students pretend they are meeting these people for the first time.

3.6 Review **Annexe 7** for the criteria that is needed to complete the unit project *Valentine for a friend* and to present it orally.

Annexe 12 includes a planning sheet for students to use as they work on their cards.

3.7 Work on the unit project.

Suggested Step :

4. Perform the experiential goal and give the card to a friend.

4.1 The students will present their Valentine in front of the class. Prior to this, practise what they will say : « Je donne ma carte de la Saint-Valentin à _____. » I'm giving my Valentine card to _____. « Merci. » Thank you

Suggested Step :

5. Reflect on the unit.

5.1 Discuss the meaning of friendship, French words learned, and feelings.

5.2 **Annexes 8 and 9.** The students reflect on their learning and fill out the self-evaluation forms on the unit.

Teaching Notes

Annexes




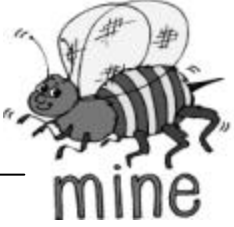


Annexe 1

La Saint-Valentin

Écris le mot français à côté de l'image.

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



<p>13.</p> <p>_____</p> 	<p>14.</p> <p>_____</p> 
<p>15.</p> <p>_____</p> 	<p>16.</p> <p>_____</p> 
<p>17.</p> <p>_____</p> 	<p>18.</p> <p>_____</p> 

Solutions:

- | | |
|---|--|
| 1. L'amitié | 10. Cupidon |
| 2. Un coeur | 11. Embrasser, aimer |
| 3. Une flèche | 12. Une friandise, un bonbon |
| 4. Des fleurs, une carte | 13. L'amour, aimer, embrasser |
| 5. Envoyer | 14. La dentelle |
| 6. La Saint-Valentin | 15. Le chocolat |
| 7. Des fleurs | 16. Une carte de la Saint-Valentin |
| 8. Une rose | 17. Amitié, aimer, embrasser |
| 9. Chéri, chérie, l'amour, embrasser, aimer | 18. Une carte de la Saint-Valentin, l'amitié |

Annexe 2

Mots cachés

La Saint-Valentin

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

Note: The accents are not included in the word search.

ADORER
AMOUR
COEUR
ENVOYER
LA SAINT-VALENTIN

AIMER
BONBONS
CUPIDON
FLÈCHE
PAR

AMIE
CARTE
DENTELLE
FLEURS
PETIT CHOU

AMITIÉ
CHOCOLAT
EMBRASSER
BONBONS
FRIANDISE

Annexe 2

Mots cachés (solutions)

La Saint-Valentin

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

Annexe 3

Phrase cachée

La Saint-Valentin

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

Note: The accents are not included in the word search.

Ami
Aimer
Embrasser
Cupidon
Chocolat
Friandises
Coeur

Envoyer
Je t'aime
Pour
Amour
Carte
Flèche
Valentin

Amitié
Dentelle
Fleurs
Ma chérie
Par
Bonbons

_____ - _____
_____?

Annexe 3

Phrase cachée (solutions)

La Saint-Valentin

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

VEUX-TU ÊTRE MON VALENTIN?

Annexe 4

Activité d'écoute



Écoute le CD pour voir si tu entends le verbe « aimer » ou « adorer ». Encerle le mot que tu entends.

- | | | |
|----|-------|--------|
| 1. | Aimer | Adorer |
| 2. | Aimer | Adorer |
| 3. | Aimer | Adorer |
| 4. | Aimer | Adorer |
| 5. | Aimer | Adorer |

1. J'**aime** la couleur rouge.
2. Je déteste la personne qui **adore** les chats.
3. Tu n'**aimes** pas La Saint-Valentin?
4. Elle **aime** les fleurs.
5. Il **adore** le chocolat et les friandises.

Teaching Notes:

The students listen to the CD and circle the word they hear in each of the five sentences, either aimer or adorer. A copy of the sentences is located below.

Annexe 5

Qu'est-ce que tu aimes?

Pose la question « Qu'est-ce que tu aimes? » ou « Qu'est-ce que tu adores? » à 5 élèves dans ta classe. Après, écris une phrase pour chaque élève. Au numéro 6, écris ce que tu aimes.

Les amis	Aimer / Adorer	Quoi	La phrase
Anne	Aime	Le chocolat	Anne aime le chocolat.
1.			
2.			
3.			
4.			
5.			
6. Moi, j'			

Teaching Notes:

The teacher should do several examples as models to ensure the students comprehend the task.

Annexe 6

Mes amis, mes amies

Interviewe trois amis pour mieux les connaître. Fais comme si tu leur parles pour la première fois.

Les Questions:

1. Comment t'appelles-tu?
2. Quelle est ta couleur préférée?
3. Quelle est ta nourriture préférée?
4. Quelle est ta fête préférée?
5. Est-ce que tu donnes des cartes de la Saint-Valentin à tes amis?

	Ami/e 1	Ami/e 2	Ami/e 3
1			
2			
3			
4			
5			



Teaching Notes:

The students interview three different classmates to find out more about them. Use the questions as a model. The students can ask other questions as well. Make sure the students record the answers on the chart.

Annexe 7

Liste de vérification pour l'enseignant.e (version française)

1. Écrit:
 - a) écriture est propre et lisible
 - b) la phrase contient le nom de la personne et le nom de l'élève qui l'écrit
2. Image:
 - a) joli dessin
 - b) beaucoup de couleur
3. Présentation:
 - a) volume de voix approprié
 - b) vocabulaire approprié (relié au sujet)
 - c) le message est clair
 - d) parle clairement

Annexe 7

Liste de vérification pour l'enseignant.e (version anglaise)

1. Written:

- a) Writing is correct and legible
- b) The sentence includes the name of the student and the name of the student who wrote it

2. Drawing:

- a) Attractive drawing
- b) Colourful

3. Presentation:

- a) Appropriate voice volume
- b) Appropriate vocabulary related to the subject
- c) The message is clear
- d) Speaks clearly

Annexe 8

Self-evaluation (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 gave my Valentine to a friend.



5. I listened when my friends spoke.



6. I shared ideas with my friends.



7. I would like to do a similar activity.



Annexe 9

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 dans cette unité.



4. J'ai donné mon Valentin à mon ami, à mon amie.



5. J'ai écouté mes amis parler.



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



7. J'aimerais faire une activité semblable.



Annexe 10

Letter to Parents

Dear Parents,

The Grade _____ class has been working on La Saint-Valentin, the Valentine's Day Unit in Core French. We have been doing various oral and written activities to develop our unit. We have been exploring the theme of friendship with this unit and plan to give a Valentine's Day card to a friend as our final project.

A way to keep in touch with what your child is learning in Core French is to practise the vocabulary at home. I am providing a list of our vocabulary in this letter.

If you have any questions or concerns please feel free to contact me at _____ (school telephone number). Happy Valentine's Day!

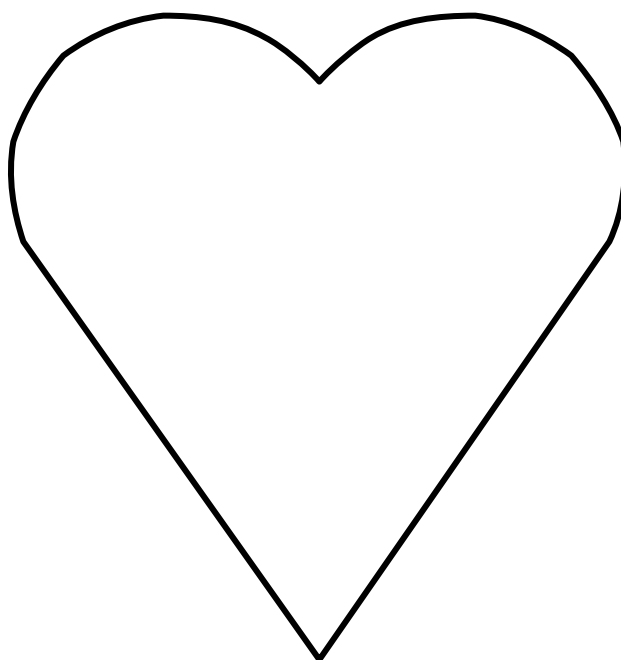
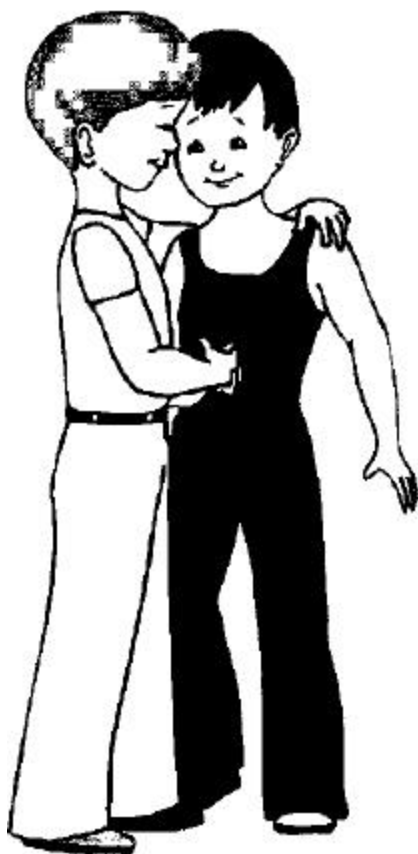
Sincerely,
Core French Teacher

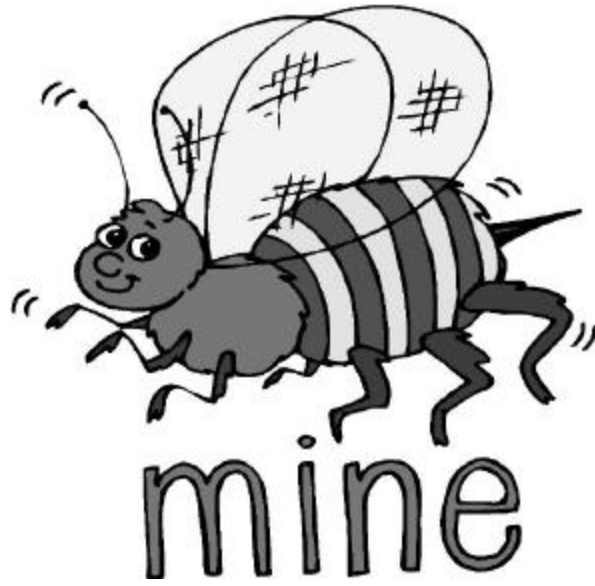
Vocabulary:

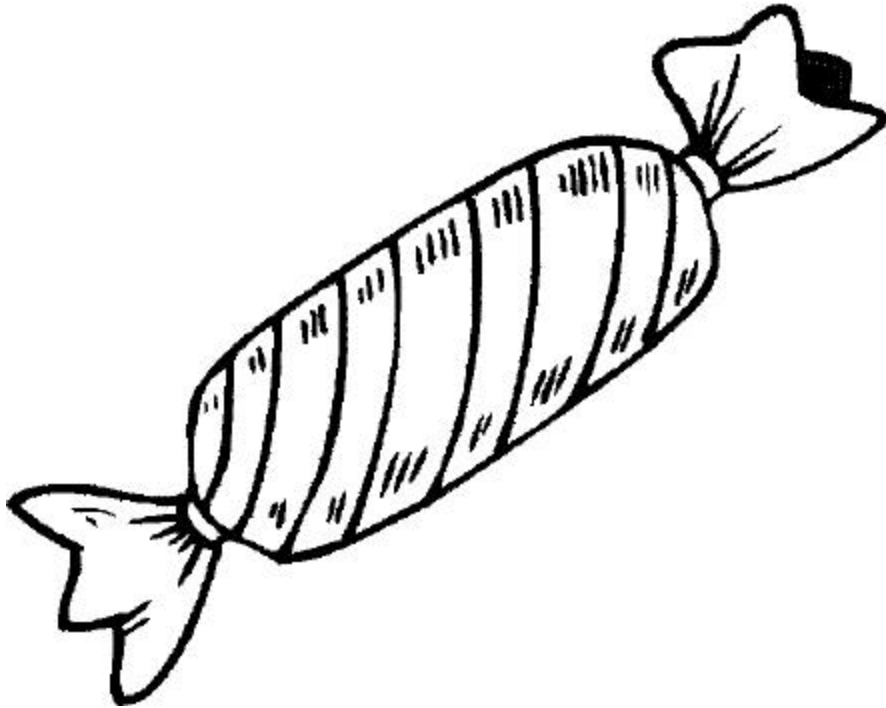
Friendship – l'amitié
A friend – un ami, une amie
Love – l'amour
Card – une carte
Chocolate – le chocolat
Heart – le coeur
Cupid – Cupidon
Lace – la dentelle
Arrow – la flèche
Candy – les bonbons
Sweets – les friandises (f)
Valentine's Day – La Saint-Valentin

My sweetheart – mon chéri, ma chérie
I like, I love – Je t'aime
For – pour
From – de la part de
Flowers – les fleurs
Dear – cher, chère
Would you be my Valentine? – Serais-tu mon
Valentin, ma Valentine?
To hug – embrasser
To love/like – aimer
To send – envoyer

Annexe 11
Cartes éclair/Flashcards

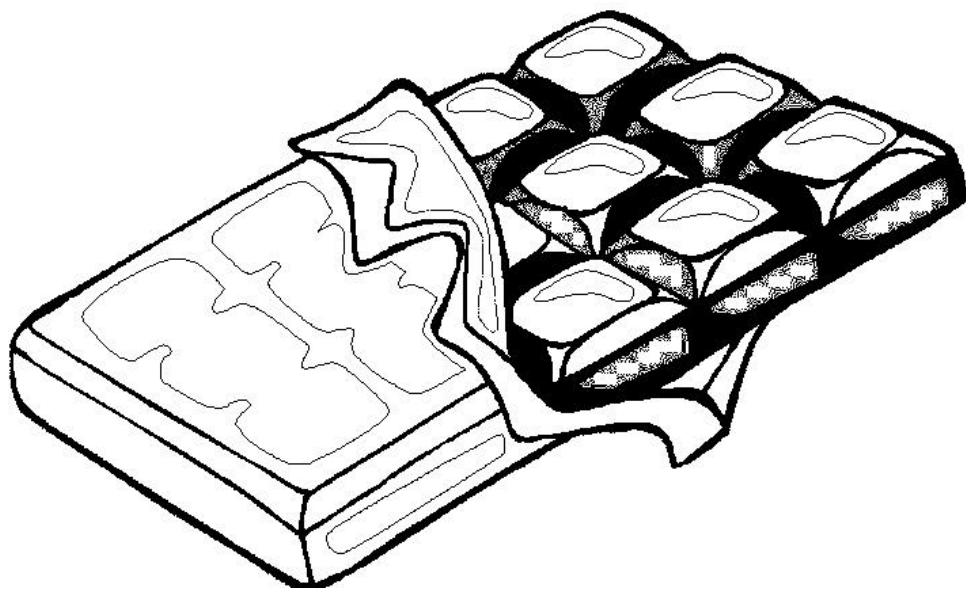


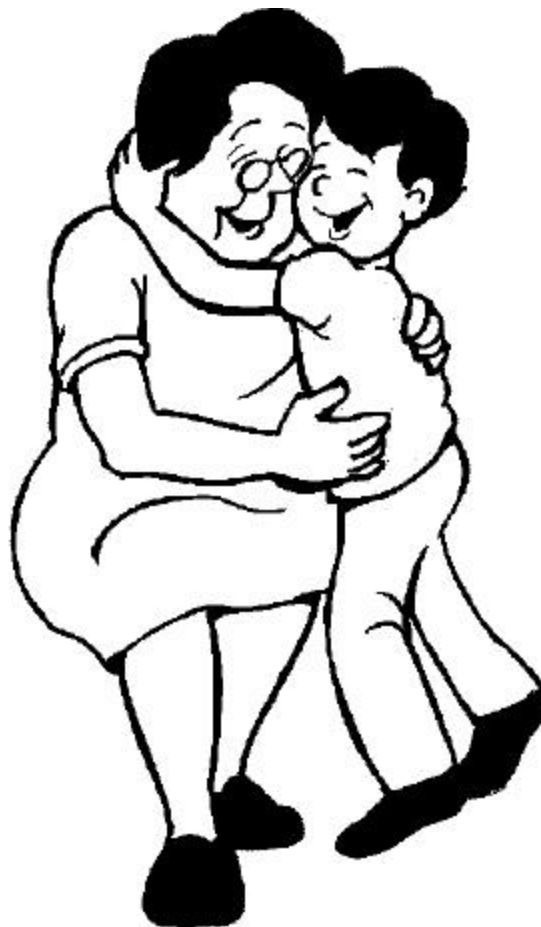




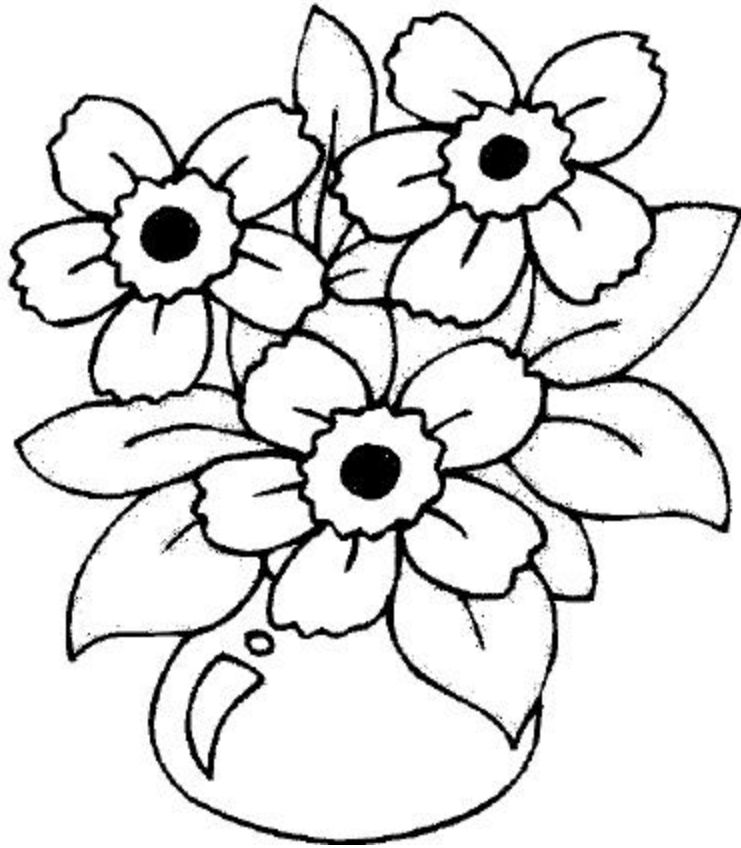












Annexe 12

Guide d'accompagnement (version française)

Ma carte

Coche (✓) la boîte quand tu as complété la tâche suivante:

Ma carte inclut:

- un joli dessin
- beaucoup de couleurs
- une phrase

La phrase contient:

- le nom de la personne
- mon nom
- les mots liés à la Saint-Valentin
- des mots bien écrits

J'ai:

- vérifié dans « les fiches de référence »
- vérifié ma carte avec mon ami ou mon amie
- présenté ma carte oralement à la classe
- donné ma carte à l'enseignant ou l'enseignante
- donné ma carte à mon ami ou à mon amie

Annexe 13

Planning sheet (English version)

My card

Check (✓) the box when you finish each of the following tasks:

My card includes:

- an attractive drawing or picture
- lots of colour
- a sentence

The sentence contains:

- the name of the person
- my name
- words related to Valentine's Day
- words that are written correctly

I:

- verified the words on my reference sheet
- reviewed my card with a friend
- presented my card orally to the class
- handed my card in to the teacher
- gave my card to my friend

Suggested Resources

Books and Printed Resources

- *Core French, A Curriculum and Resource Guide for the Elementary Level*, 1994
(LRDC)
- *Le français Sans Souci*
1987
(PERS)
- *Au Manitoba, on s’amuse en français: Français de base - Maternelle et 1^{re}*
2000
(LRDC)

Songs

- « Oh! À la Valentin »
Au Manitoba, on s’amuse en français
(LRDC)
- « Pour la Saint-Valentin »
Une lune
Suzanne Pinel
(SCL)
- « Si »
Comme moi
Suzanne Pinel.
(SCL)
- « La Saint-Valentin »
Le loup du nord
Matt Maxwell
(Tralco)

Conte

- Didi la souris
Au Manitoba, on s’amuse en français
(LRDC)

List of Distributors

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
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