

# Core French 4

*Curriculum Guide 2023*



## ***Department of Education Vision Statement***

***Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.***

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# Section One: Newfoundland and Labrador Curriculum

## Introduction

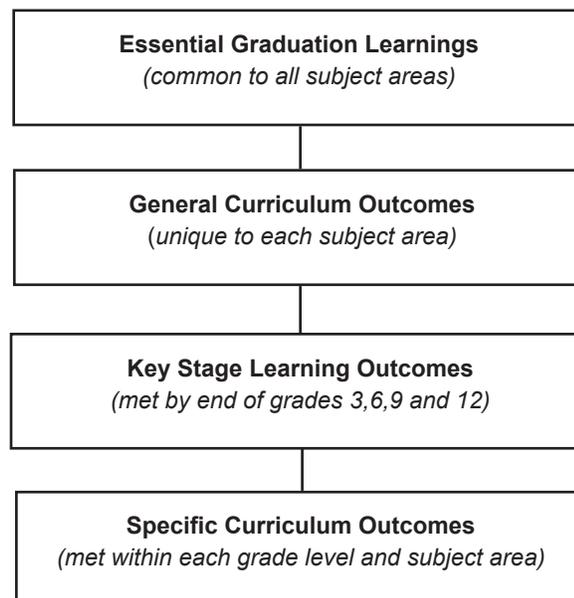
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

## Outcomes Based Education

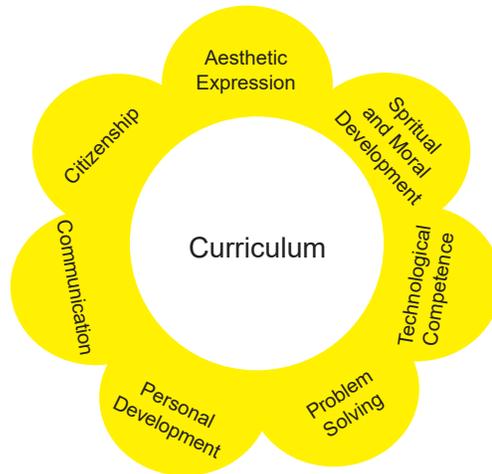
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



### *Essential Graduation Learnings*

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



**Aesthetic Expression** – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

**Citizenship** – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

**Communication** – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

**Problem Solving** – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

**Personal Development** – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

**Spiritual and Moral Development** – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

**Technological Competence** – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

### **General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

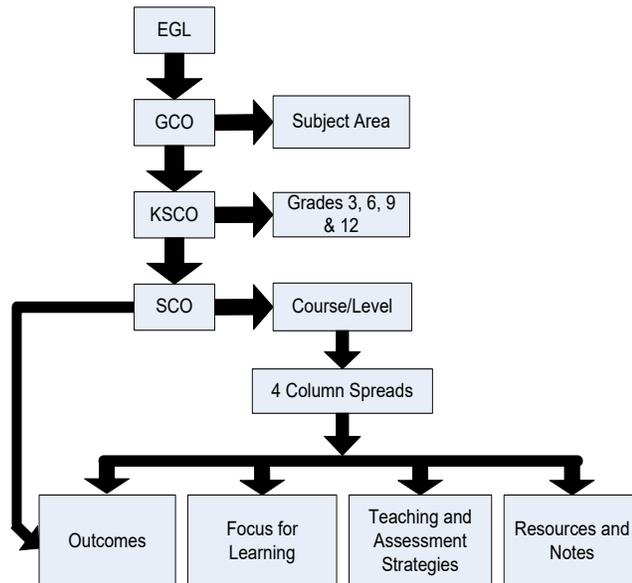
### **Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

### **Specific Curriculum Outcomes (SCOs)**

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

## EGLs to Curriculum Guides



## Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

### Inclusive Education

#### *Valuing Equity and Diversity*

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)*

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



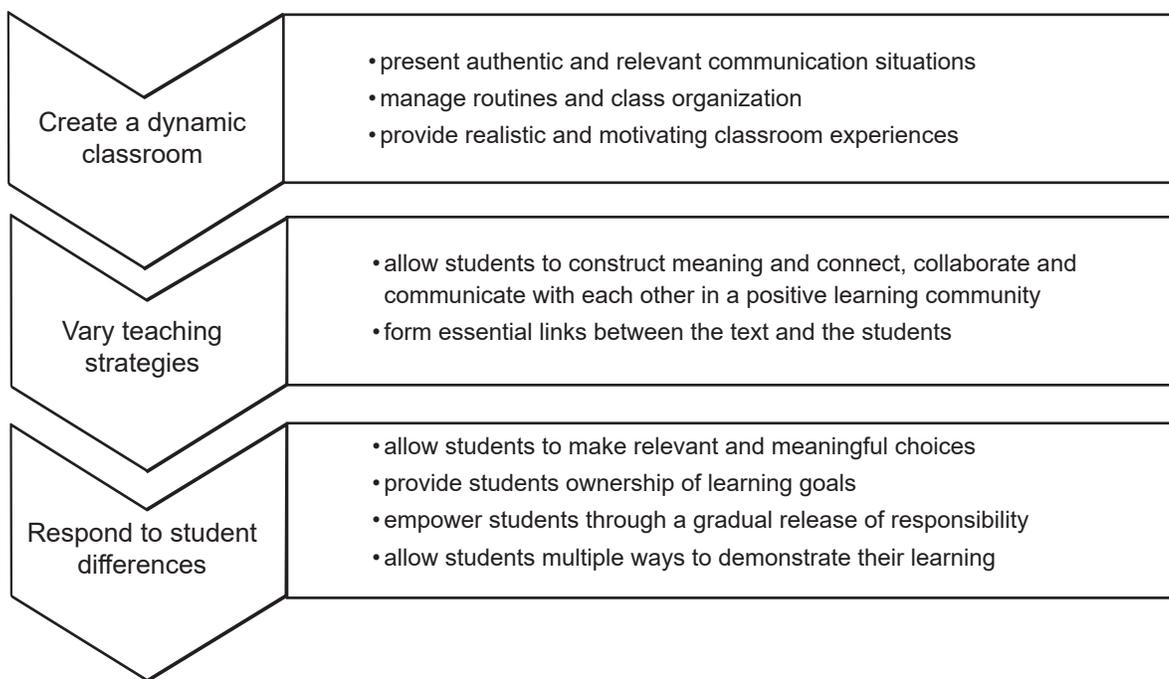
## Differentiated Instruction

*Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)*

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

### Planning for Differentiation



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more in-depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

### *Differentiating the Process*

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

### *Differentiating the Product*

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

## *Differentiating the Learning Environment*

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

## *Meeting the Needs of Students with Exceptionalities*

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see [www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html)

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at [www.cdli.ca/sdm/](http://www.cdli.ca/sdm/)

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs  
of Students who are  
Highly Able  
(includes gifted and  
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

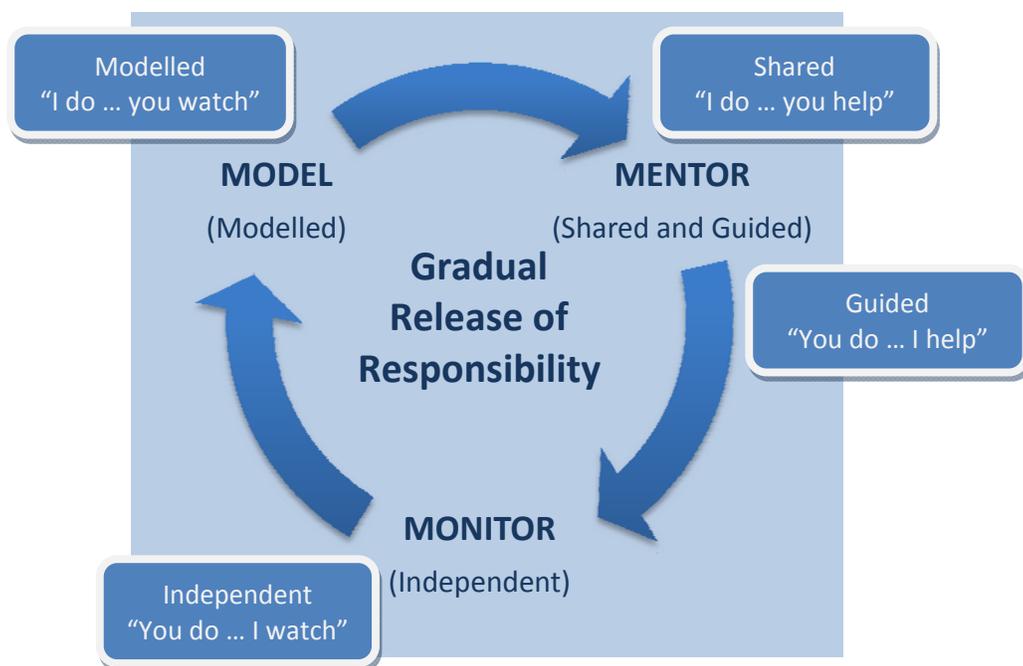
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

## *Gradual Release of Responsibility*

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

### *Gradual Release of Responsibility Model*



## Literacy

*“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)*

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools (CAMET)*.

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

## Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

## Learning Skills for Generation Next

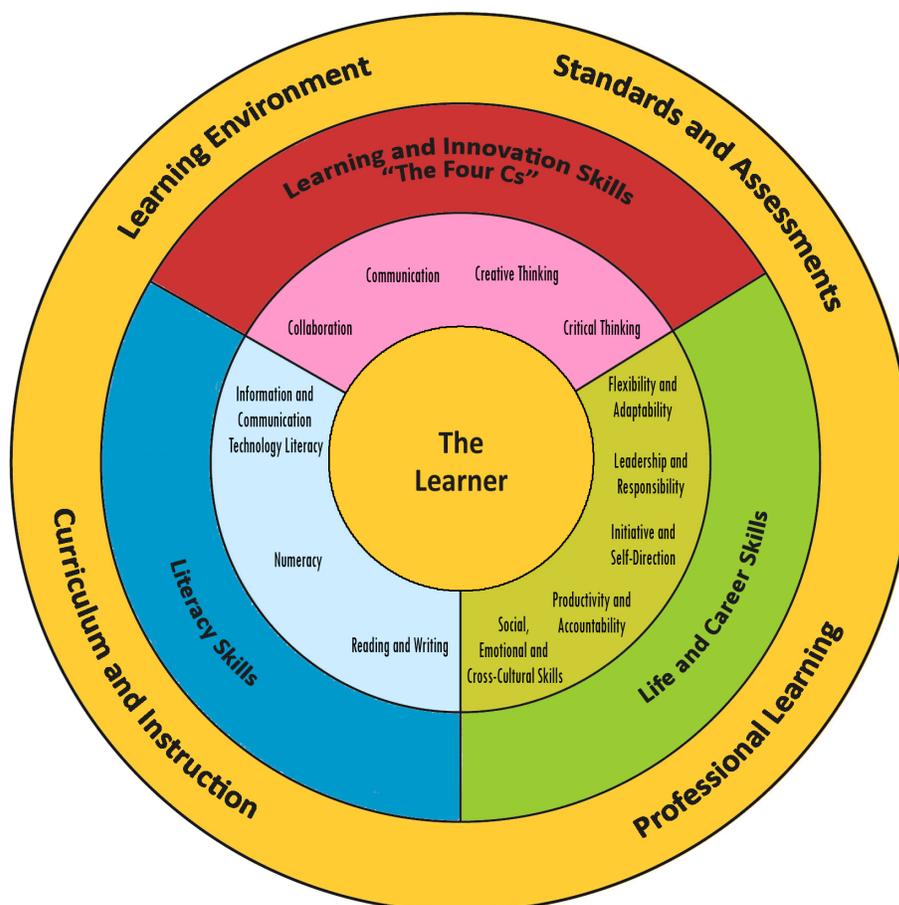
*Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.*

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21<sup>st</sup> century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



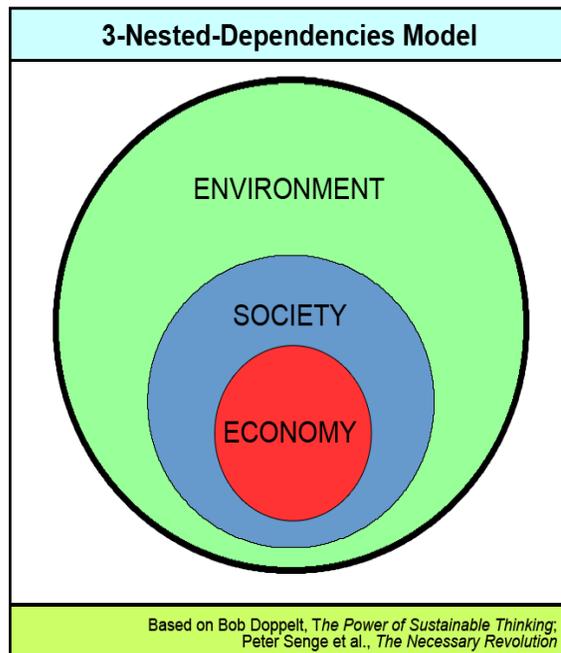
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

## Education for Sustainable Development

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)*

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

### 1. *Assessment for Learning*

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

## 2. *Assessment as Learning*

*Assessment as learning* involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

## 3. *Assessment of Learning*

*Assessment of learning* involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. *Assessment of learning* occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, *assessment of learning* is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

## *Assessment Tools*

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

## *Assessment Guidelines*

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

## *Evaluation*

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

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# Section Two: Curriculum Design

## Rationale

Being able to communicate in both French and English, Canada's official languages, is desirable for all students in Newfoundland and Labrador. Learning French as a second language and learning about Francophones promote an awareness of linguistic and cultural diversity. This helps foster an openness toward others, essential for full participation in today's bilingual, multicultural Canada and in the larger global, multilingual community. In Canada and elsewhere, the ability to communicate in a second language is an asset in finding employment. Most importantly, the study of a second language is an enriching educational experience, long recognized for its contributions to the social, emotional and intellectual development of learners. It fosters the development of problem solving and creativity, and it prepares students for opportunities to learn a third or fourth language. Throughout the world, second language education is offered as part of a regular school program.

In Newfoundland and Labrador, the majority of students study French as a second language through the Core French program. In a Core French program, students learn French during a regularly scheduled time slot in the school day. In this province, the Core French program is organized sequentially in three stages: elementary (grades 4, 5 and 6), intermediate (grades 7, 8 and 9) and senior high (French 1200, 2200 and 3200). Other program options in Core French include Primary Core French (grades K-3) and intensive Core French (Grade 6). The Department of Education has identified a set of essential graduation learnings for all students graduating from high school. These learnings describe the knowledge, skills and values which prepare students for lifelong learning. The Core French program reflects Essential Graduation Learnings. In addition to information on an outcomes-oriented approach, this document provides guidance on instruction, evaluation and resources. The resources, both suggested and recommended, and the authorized strategies for instruction and assessment, help teachers plan effective learning experiences for students.

## Fundamental Principles

The Elementary Core French program is based on the following principles, which form the foundation for teaching and learning activities.

**1. AUTHENTICITY:** In the French-as-an-additional-language (FAL) classroom, authentic communication starts immediately. Students must be able to express what they wish to say and share views with others. This is an extension of what they are already able to do in their first language, though in French, it will be very limited at this stage.

As Paradis (2004, 2009) points out in his *Neurolinguistic Theory of Bilingualism*, the only way to learn to use a language is to concentrate on the message rather than language forms. Teaching French, therefore, should be descolarized as much as possible, and the focus in the classroom must be on communication of authentic messages, related to students' lives. To encourage accuracy and fluency, the teacher must present a language model (see Appendix A for modelling process) and guide students to communicate by adapting the model to fit their own situation.

**2. LITERACY:** Learning a language for the purposes of communication consists of developing literacy skills. As is the case for literacy in L1, oral comprehension and production must be developed as well as reading and writing. In learning an additional language, the oral component should be taught before everything else. Usually, learners cannot read or write without first acquiring the ability to talk with a certain degree of spontaneity about the topic introduced in the reading. Therefore, FAL teaching must always start off with the oral language before engaging in reading or writing activities. Reading, in the initial stages, consists of recognizing the words in print as a representation of the previously acquired oral language. The same is true for writing skills. Oral, reading and writing skills are linked in the following way: oral skills precede reading, and reading skills precede writing. The cycle for a topic is completed with a discussion of written texts after they have been read.

**3. COGNITIVE DEVELOPMENT:** According to Paradis (2004, 2009), one learns to communicate in a new language by concentrating on something other than the language. A project-centred approach facilitates engagement in cognitive and language tasks. As students use the simple language structures (practiced and reused in classroom activities) to complete a project, they subconsciously internalize those structures. In the project-based approach, activities must be sequenced to ensure students' cognitive and linguistic development. Certain activities prepare students for others, using a limited number of structures and sentences. Teachers ensure that those structures are thoroughly modelled, used and reused by students, and adapted to their own circumstances. A project-based pedagogy provides a variety of situations in which the language forms may be used. Students are asked to perform tasks that are cognitively and linguistically demanding as they scaffold toward the completion of the larger project. These tasks contribute to the general cognitive development of students as well as the development of their language skills.

**4. INTERACTION:** Cognitive development is not only enhanced by the type of activities the students engage in, but also by interaction (Vygotsky, 1986). Research shows that social interaction contributes to an individual's cognitive development (Doise & Mugny, 1981; Perret-Clermont, 1980; SchubauerLeoni, 1989). Interaction allows for the reuse of language in authentic situations, which in turn allows for the development of internal grammar (see the next section) to facilitate language fluency. Therefore, students must spend considerably more time talking than the teacher. Unlike authentic conversations, a memorized dialogue is not a form of natural interaction. It does not involve logic and emotions, or the ability to react to an unexpected response. In a memorized dialogue, the students already know in advance the response of their partner. This is not the case in authentic interaction. The students should interact with spontaneity in authentic communication.

**5. INTERNAL GRAMMAR:** Internal grammar or implicit competence consists of neural networks in the brain that allow students to use the language without being conscious of the forms involved. Building these neural networks is a necessary step in acquiring the skill of oral spontaneity. Internal grammar does not consist of memorized rules and cannot be acquired by transforming explicit knowledge (e.g., grammar rules) to skill through exercises. According to recent neurological research, explicitly learned knowledge and subconsciously acquired skill are separate aspects of language learning. Certain researchers have found that there is no direct link between these two parts of the brain (Paradis 2004, 2009), but only an indirect link in the direction of the explicit knowledge looking at the implicit competence already used (e.g. monitoring oral production). In an authentic conversation, it is, therefore, impossible to access explicit knowledge quickly enough to use it to communicate spontaneously and easily. Thus, learning grammatical forms explicitly is not useful for developing the ability to communicate spontaneously in the new language. This is why it is crucial to first focus on acquiring skills (implicit competence) before knowledge by having students use the language in the form of a conversation right from the start.

The distinct aspects of knowledge and skill must be developed by separate types of activities (Paradis 2004, 2009). The skills of fluency and accuracy are developed by emphasizing the use of complete sentences in authentic communication situations so that students subconsciously make the necessary links to build an internal grammar. Learning should focus on language structures in sentences, rather than vocabulary words. For every new structure, students use a complete and authentic sentence until the structure in question is internalized. By using complete sentences students are able to establish subconscious connections (or neural links) between the various language components. Without an internal grammar, students are unable to communicate spontaneously in the target language.

Accuracy and fluency in oral language are both skills related to internal grammar. In FAL programs, development of oral accuracy as a skill occurs only through the use and reuse of correct language forms in authentic communication situations. Teachers should pay particular attention to the simultaneous development of fluency (by having the student produce complete sentences) and accuracy (by regularly correcting students' oral errors). By acquiring an implicit competence that reflects a correct internal grammar, students will be more capable of achieving a balance between fluency and accuracy

## Literacy-Based Approach

In the perspective of literacy, specific to an additional language, reading closely follows oral production, writing closely follows reading, and all three language skills are intricately linked.

### **Importance of oral component**

As is the case for all authentic communicative situations, oral comprehension and production are closely linked (Brumfit, 1984). The oral language component must, therefore, be given considerable importance in the classroom. French is the language of communication in the classroom from day one, and students and teachers must regularly interact in French. To learn French, students need to speak French, not English. In terms of literacy development, students must be able to talk about their day-to-day life and personal experiences with a certain degree of spontaneity. At the elementary school level, they will use simple language structures modelled, used and reused, and then scaffolded one at a time.

### **Importance of the oral component in reading and writing**

Success in learning to read and write in an additional language is dependent upon an adequate oral foundation (Germain & Netten, 2005). Literacy, in its largest sense, consists of an integration of the three strands of language: oral, reading and writing. In other words, students read about a topic they have already talked about in class and then write about that topic. In terms of language use, when we write a message, the goal is to have this message read. Therefore, all texts written by the students must be read (by other students in most cases), and once these texts have been read, students should be able to talk about them. In this way, writing does not mark the end of the unit or lesson—the cycle is completed with a return to the oral. The teacher's role consists of helping students to participate in all these activities using French.

## Course Overview

In Elementary Core French, outcomes are organized around strands:

- Communication (oral comprehension, oral production and interaction)
- Reading and viewing
- Writing

### Program Content

The Elementary Core French program includes:

- friends, family, self;
- hobbies, interests, sports, adventures;
- school, community;
- holidays, celebrations, calendar;
- health, food;
- music, arts, technology;
- animals, pets, nature, environment, weather, seasons

### **General Curriculum Outcome - Communication**

Students will use French with accuracy and fluency to establish and maintain relationships, to share ideas and opinions and to get things done.

### **General Curriculum Outcome - Reading and Viewing**

Students will use language learning strategies to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

### **General Curriculum Outcome - Writing**

Students will use French to plan and create various written and visual texts with fluency and accuracy.

### **Key Stage Outcomes**

By the end of Grade 6, students should be able to:

- cope in a classroom where French is the language spoken
- share personal information by using sentences and/or by answering questions
- identify and describe objects, animals, people, events, and places that are part of their environment
- share their tastes, preferences, interests, and feelings
- participate in a variety of interactive activities
- ask simple questions
- demonstrate an understanding of the main idea in a simple text
- select relevant details in a simple text
- respond personally to simple texts through song, mime, drawing, and drama
- produce a variety of simple texts, often by following a model

## Suggested Yearly Plan

While language learning is not linear, and these language structures and activities may be intertwined in conversations throughout the year, this is a suggested timeline for introducing and mastering certain language functions and structures to facilitate communication.

Oral Communication			
Outcomes 1-9 Students will be expected to	September-December	January-March	April-June
1. Communicate simple messages with fluency and accuracy	<ul style="list-style-type: none"> <li>Greet &amp; take leave</li> <li>Personal info (name, community, age)</li> <li>Significant dates (e.g., jour de souvenir, les anniversaires)</li> <li>Alphabet</li> <li>Numbers</li> <li>Colours</li> <li>Class objects</li> <li>Personal preferences (J'aime)</li> <li>Days of week, months</li> <li>Class routines</li> <li>Rooms of the school</li> <li>Subjects</li> <li>Position titles at school (bibliothécaire, directeur/trice)</li> </ul>	<ul style="list-style-type: none"> <li>Describe another person or object</li> <li>Body parts</li> <li>Personal preferences (J'aime &amp; Je préfère)</li> <li>Responsibilities (Home &amp; school)</li> <li>24-hour clock</li> <li>Animals &amp; pets</li> <li>Food</li> </ul>	<ul style="list-style-type: none"> <li>Personal preferences (e.g., J'aime, Je préfère, Mon ___ préféré est___.)</li> <li>Franco Canadian Culture</li> <li>24-hour clock</li> <li>Food</li> <li>Mysteries (speculating, solving problems)</li> <li>Adjectives, adverbs (today, tomorrow, yesterday, before, after)</li> </ul>
2. Apply oral communication strategies in order to engage in structured and modelled short exchanges	<ul style="list-style-type: none"> <li><u>Quand j'écoute:</u> <ul style="list-style-type: none"> <li>J'écoute avec attention</li> <li>J'observe les images</li> <li>Je pense au sens global</li> </ul> </li> <li><u>Quand je parle:</u> <ul style="list-style-type: none"> <li>Je parle clairement</li> <li>Je parle assez fort</li> <li>Je prononce bien les mots</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><u>Quand j'écoute:</u> <ul style="list-style-type: none"> <li>J'écoute avec attention</li> <li>J'observe les images</li> <li>Je pense au sens global</li> </ul> </li> <li><u>Quand je parle:</u> <ul style="list-style-type: none"> <li>Je pose des questions</li> <li>Je réponds aux questions</li> <li>Je parle clairement</li> <li>Je parle assez fort</li> <li>Je prononce bien les mots</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><u>Quand j'écoute:</u> <ul style="list-style-type: none"> <li>J'écoute avec attention</li> <li>J'observe les images</li> <li>Je pense au sens global</li> <li>Je fais attention aux mots amis</li> <li>Je fais attention aux mots familiers</li> <li>Je pense à mes expériences liées à ce sujet</li> </ul> </li> <li><u>Quand je parle:</u> <ul style="list-style-type: none"> <li>Je pose des questions</li> <li>Je réponds aux questions</li> <li>Je parle clairement</li> <li>Je parle assez fort</li> <li>Je prononce bien les mots</li> <li>Je continue la conversation</li> </ul> </li> </ul>

Outcomes 1-9 Students will be expected to	September-December	January-March	April-June
3. Demonstrate understanding of short, simple oral texts with familiar language in structured situations related to their immediate and concrete environment	<ul style="list-style-type: none"> <li>Teacher-modelled oral text (Bonjour, je m'appelle Mme Smith)</li> <li>Joyeuse l'halloween (C'est l'halloween song)</li> <li>Classroom directions (tournez la page, fermez la porte)</li> </ul>	<ul style="list-style-type: none"> <li>Short dialogues (resource videos)</li> <li>Respond to step-by-step directions (Create a drawing based on teacher description: Mon robot a 3 jambes)</li> </ul>	<ul style="list-style-type: none"> <li>Respond orally to questions based on an oral text (resource videos)</li> <li>Short, repetitive stories read aloud (Ce n'est pas moi, Boomerang reader)</li> </ul>
4. Participate respectfully inauthentic conversations during daily interactions in school	<ul style="list-style-type: none"> <li>Est-ce que je peux aller aux toilettes/à la fontaine?</li> <li>La politesse (s'il vous plaît, merci, de rien, bonjour)</li> </ul>	<ul style="list-style-type: none"> <li>Et toi?</li> <li>Bien joué/fait</li> <li>Félicitations</li> <li>Bon anniversaire</li> <li>À demain / bientôt</li> </ul>	<ul style="list-style-type: none"> <li>À mon avis...</li> <li>C'est à ton tour</li> <li>Bonne idée</li> <li>Génial, chouette, super, magnifique, fantastique</li> <li>Je suis d'accord</li> <li>Je ne suis pas d'accord</li> </ul>
5. Express and share how they are feeling using simple language	<ul style="list-style-type: none"> <li>Ça va bien, ça va mal, comme ci comme ça</li> </ul>	<ul style="list-style-type: none"> <li>Je suis fatigué/triste/content/ en colère/ fâché/ gêné</li> </ul>	<ul style="list-style-type: none"> <li>J'ai hâte de</li> <li>Je suis fière</li> <li>J'ai soif/ faim</li> <li>J'ai chaud/ froid</li> </ul>
6. Identify and describe people, objects and places using simple and familiar language	<ul style="list-style-type: none"> <li>J'ai les cheveux bruns. J'ai les yeux bleus.</li> <li>Il y a un stylo.</li> <li>Identifying school rooms</li> </ul>	<ul style="list-style-type: none"> <li>Adjectifs (Le stylo est bleu)</li> <li>Mon robot a 3 jambes</li> <li>Describing animals (Le chien est loyal.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify cultures (food, dance, music, flag, cities)</li> <li>Identify francophone communities in NL</li> </ul>
7. Engage in authentic conversations about daily routines and classroom organization in school		<ul style="list-style-type: none"> <li>Qui est le chef aujourd'hui ?</li> <li>Quelle est la date ?</li> <li>Quel temps fait-il ?</li> <li>Puis-je emprunter ta gomme ?</li> <li>Madame/ Monsieur, j'ai fini</li> </ul>	<ul style="list-style-type: none"> <li>Qu'est-ce que vous avez après le français ?</li> <li>Quel cours avez-vous après le français ?</li> <li>Qu'est-ce que vous avez mangé ?</li> <li>Comment dit-on...</li> <li>Je ne comprends pas.</li> <li>Répétez s'il vous plaît</li> </ul>
8. Express preferences using simple and familiar language in everyday situations	<ul style="list-style-type: none"> <li>J'aime</li> <li>Je n'aime pas</li> </ul>	<ul style="list-style-type: none"> <li>Je préfère</li> </ul>	<ul style="list-style-type: none"> <li>Ma matière préférée est...</li> <li>C'est génial</li> <li>C'est intéressant</li> </ul>
9. Recognize the presence of francophone and other diverse cultures in their daily lives		<ul style="list-style-type: none"> <li>Recognize the presence of francophone communities in NL</li> <li>Pronounce Francophone names of places in NL</li> </ul>	<ul style="list-style-type: none"> <li>Identify francophone communities in NL</li> <li>Identify francophone celebrations (la Chandeleur)</li> </ul>

Reading and Viewing			
Outcomes 10-11 Students will be expected to	September-December	January-March	April-June
10. Read short, simple texts containing familiar and repetitive language with fluency and accuracy	<ul style="list-style-type: none"> <li>Simple thematic (seasonal) repetitive texts (e.g., C'est l'Halloween, c'est une citrouille orange, c'est un chat noir.)</li> <li>Calendars</li> <li>Graphic organizers</li> <li>Birthday Invitations</li> </ul>	<ul style="list-style-type: none"> <li>Directions or phrases such as those on anchor charts.</li> <li>Short songs</li> </ul>	<ul style="list-style-type: none"> <li>Poems</li> <li>Informational texts (bio cards)</li> <li>Picture books with simple language</li> <li>Short paragraphs with familiar repetitive language</li> <li>Participate in Readers' Theatre using short simple texts with used and reused language and vocabulary</li> </ul>
11. Apply reading strategies and demonstrate understanding of the main messages in a range of simple written and visual texts related to their immediate and concrete environment.	<ul style="list-style-type: none"> <li>Read and rehearse lyrics of simple songs to aid in pronunciation</li> <li>Read a class message together</li> </ul>	<ul style="list-style-type: none"> <li>Understand simple directions: écrivez, regardez, coloriez, tournez la page</li> <li>Understand advanced directions: découpez, collez, répondez aux questions, lisez, cherchez</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main character(s) and general details of short texts</li> <li>Respond orally, visually and/or in written form to identify the main idea or global meaning of simple texts</li> <li>Read and demonstrate understanding of texts related to their daily lives on topics such as school, family, animals, interests, hobbies and friends</li> <li>Associate intonation and expression with a message</li> </ul>

Writing			
Outcome 12 Students will be expected to	September-December	January-March	April-June
12. Plan and create various simple written and visual texts, using familiar language about their immediate and concrete environment	<ul style="list-style-type: none"> <li>Consult word/sentence walls, which reuse structures and vocabulary previously explored orally</li> <li>Collect interesting vocabulary and expressions on a chart or sorting sheet</li> <li>Apply writing strategies modelled by the teacher to create a text</li> </ul>	<ul style="list-style-type: none"> <li>Create written or visual texts about themselves, using a teacher model, adapting it to their own personal context (e.g., Je m'appelle Julie et j'ai 9 ans.)</li> <li>Create written or visual texts about a person, object or place using a teacher model, adapting it to their own personal context (Mon animal domestique s'appelle, Mon chien mange, Mon chat est mignon.)</li> </ul>	<ul style="list-style-type: none"> <li>Write short, simple yet complete sentences</li> <li>Create their own written and visual texts that are purposeful and connected to the communicative intent</li> </ul>

# How to Use the Four Column Curriculum Layout

## Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

## Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include

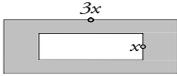
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

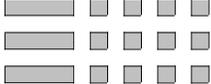
## Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
<p><b>Outcomes</b></p> <p><i>Students will be expected to</i></p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p><b>Focus for Learning</b></p> <p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p><b>Sample Performance Indicator</b></p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> <li>• The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul> <div style="text-align: center;">  </div>

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three <math>x</math>-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of polynomials and determine the quotient           <ol style="list-style-type: none"> <li><math>(6x^2 + 12x - 3) \div 3</math></li> <li><math>(4x^2 - 12x) \div 4x</math></li> </ol> </li> </ul> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> <li>Determine the length of an edge of the cube.</li> </ul>	<p><b>Authorized</b></p> <ul style="list-style-type: none"> <li><i>Math Makes Sense 9</i></li> <li>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</li> <li>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</li> <li>ProGuide: pp. 35-42, 43-51</li> <li>CD-ROM: Master 5.23, 5.24</li> <li>See It Videos and Animations:           <ul style="list-style-type: none"> <li>Multiplying and Dividing a Polynomial by a Constant, Dividing</li> <li>Multiplying and Dividing a Polynomial by a Monomial, Dividing</li> </ul> </li> <li>SB: pp. 241-248, 249-257</li> <li>PB: pp. 206-213, 214-219</li> </ul>

**Resources and Notes**

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

**Suggestions for Teaching and Assessment**

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

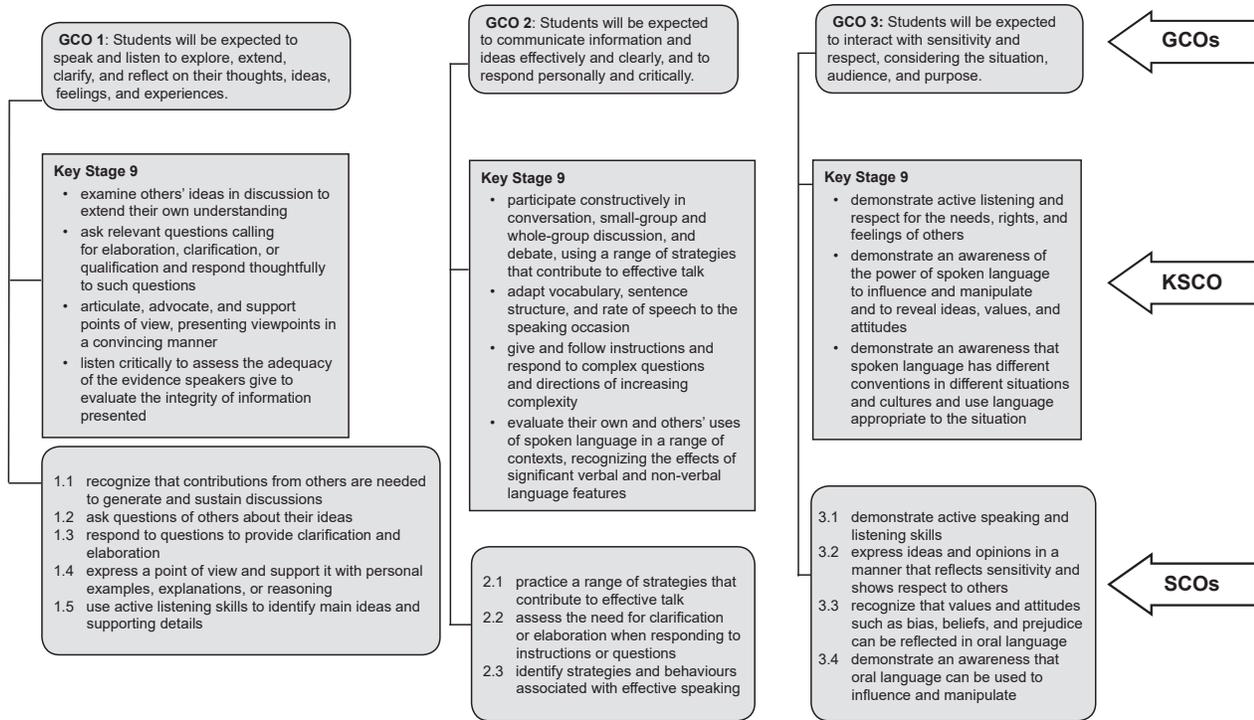
Suggestions for instruction and assessment are organized sequentially:

- **Activation** – suggestions that may be used to activate prior learning and establish a context for the instruction
- **Connection** – linking new information and experiences to existing knowledge inside or outside the curriculum area
- **Consolidation** – synthesizing and making new understandings
- **Extension** – suggestions that go beyond the scope of the outcome

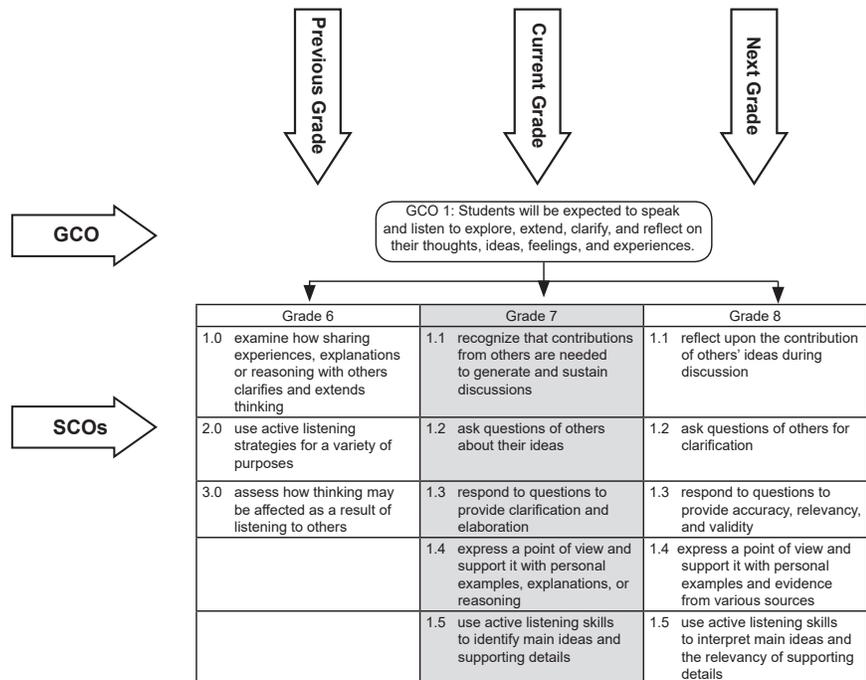
These suggestions provide opportunities for differentiated learning and assessment.

# How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.



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Section Three:  
Specific Curriculum Outcomes

Oral Communication

## Focus

As is the case for all authentic communicative situations, oral comprehension and production are closely linked (Brumfit, 1984). The oral language component must, therefore, be given considerable importance in the classroom. French is the language of communication in the classroom from day one, and students and teachers must regularly interact in French. To learn French, students need to speak French, not English. In terms of literacy development, students must be able to talk about their day-to-day life and personal experiences with a certain degree of spontaneity. At the elementary school level, they will use simple language structures modelled, used and reused, and then scaffolded one at a time. Success in learning to read and write in an additional language is dependent upon an adequate oral foundation (Germain & Netten, 2005).

## Outcomes Framework

**GCO 1 (Communication):** Students will use French with fluency and accuracy to establish and maintain relationships, to share ideas and opinions and to get things done.

- 1.0 communicate simple messages with fluency and accuracy
- 2.0 apply oral communication strategies in order to engage in structured and modelled short exchanges using simple and familiar language
- 3.0 demonstrate understanding of short, simple oral texts with familiar language in structured situations related to their immediate and concrete environment
- 4.0 participate respectfully in authentic conversations during daily school interactions
- 5.0 express and share how they are feeling using simple language
- 6.0 identify and describe people, objects and places using simple and familiar language
- 7.0 engage in authentic conversations about daily routines and classroom organization in school
- 8.0 express preferences using simple and familiar language in everyday situations
- 9.0 recognize the presence of francophone and other diverse cultures in their daily lives

## Suggested Unit Plan

Oral communication permeates all aspects of the Core French curriculum and has implications for all units of study. Teachers should treat all topics and themes using the five principles underpinning the Core French curriculum (see pages 21-23): authenticity, literacy, cognitive development, interaction and internal grammar. Particularly, teachers should understand the necessity of internal grammar development and its implications for the pedagogy of the complete sentence and oral modelling (see Appendix A).



## Fluency and Accuracy (Oral Production)

### Outcomes

*Students will be expected to*

- 1.0 communicate simple messages with fluency and accuracy [GCO 1]

### Focus for Learning

#### Students who achieve this outcome should be able to

- demonstrate the skill of fluency by communicating in authentic conversations, using simple language structures in complete sentences;
- speak spontaneously, with accurate grammar and syntax, about themes explored during the course;
- adapt and reuse language modelled by the teacher in new communication situations;
- draw on an internal grammar, developed through careful use and reuse of simple language structures, built through oral language proficiency; and
- employ correct pronunciation, expression and intonation when adapting modelled language structures to their personal situation.

Effective communication in additional-language learning requires learners to use the language accurately and fluently (Germain & Netten, 2001). The teaching strategy focused on developing fluency requires a sentence-based pedagogy, in which language structures are learned in the context of complete sentences in authentic conversations.

Through careful modelling (see Appendix A) by the teacher, with use and reuse of language structures in complete sentences, students build an internal grammar, or subconscious connections between messages, their corresponding language structures and the linguistic elements of those structures (i.e., phonology, morphology, syntax, and discourse). Internal grammar is critical to developing both fluency and accuracy in communication

Fluency development depends on the use of complete sentences at the beginning of learning a new structure; therefore, the student who is asked the question, “Où habites-tu?” must answer with a complete sentence, “J’habite à...” Similarly, accuracy develops through the use and reuse of correct language forms in authentic communication situations. Students are expected to use language, expressions, vocabulary and syntax correctly, as modelled by the teacher.

In the initial stages of additional language learning, such as Grade 4 Core French, students may imitate or, somewhat accurately, reproduce language models they hear used by the teacher; however, when the students attempt to create their own messages, there is higher risk of error. Error correction is important to avoid fossilization of the incorrect forms, but it is also essential that students feel safe in the French Additional Language (FAL) classroom; therefore, the manner in which error correction occurs should consider how the student may feel and react. Creating a safe, risk-free, and enjoyable FAL learning environment will allow learners to thrive, knowing that taking risks and making mistakes are welcome and essential in learning languages. Over time, students gradually learn to correct themselves.

Continued

## *Fluency and Accuracy (Oral Production)*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model (Appendix A)
  - personal, authentic examples (orally) using complete sentences with language relevant to theme and topic; and
  - self-correction of errors.
- Provide
  - necessary vocabulary, orally, based on students' personal situation or interests, using visuals and gestures to support communication,
  - opportunities for learners to ask each other questions.
- Scaffold language by focusing on one question, topic or theme at a time.

Students may

- Employ oral production and oral interaction strategies (see Appendix B), based on the teacher's model.
- Use active listening strategies (see Appendix B) during conversations as they listen to the teacher's model and to the responses of their peers.
- Employ visuals and gestures to support communication.
- Ask for clarification or repetition when needed.

#### Connection

Teachers may

- Engage students in a conversation using the modelling process (Appendix A), so they can adapt language in the teacher's model to their personal circumstances.
- Encourage
  - use of complete sentences,
  - risk-taking by promoting the importance of errors to the learning process,
  - students' efforts and student success with phrases such as *Super ! Bravo ! Bien Fait !*
- Provide several opportunities for students to work in pairs and small groups to reuse new language.
- Allow sufficient wait time for students to respond orally.
- Monitor student errors and continue to model correct language.
- Co-create sound charts (see Appendix B, e.g., *Il est content*. Highlight the "t" to remind students that in this sentence the "t" is "muet").

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti ! Bookshelf*

*C'est parti ! 1: Teacher Resource Guide (Teacher Resource [TR])*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (Student Resource [SR])*

Student Modules:

- *Je parle français !*  
Tableau référentiel 1: Les émotions
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix A

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Fluency and Accuracy (Oral Production)*

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### **Outcomes**

*Students will be expected to*

- 1.0 *communicate simple messages with fluency and accuracy [GCO 1]*

### **Focus for Learning**

#### **Sample Performance Indicator**

Introduce yourself to the class or to a partner (e.g., name, age, where you live, what you like). Recording the presentation is also an option.

## Fluency and Accuracy (Oral Production)

### Sample Teaching and Assessment Strategies

Students may

- Respond by
  - adapting the teacher model to their own personal situation (e.g., *Je m'appelle Julie et j'ai 9 ans.*), and
  - using complete sentences.
- Use
  - oral production and oral interaction strategies based on the teacher's model,
  - active listening strategies during conversations, and
  - visuals and gestures to support communication.
- Engage in conversations with the teacher and their peers to share information.
- Take risks in using the language.

### Consolidation

Teachers may

- Correct student errors, ensuring students reuse the structure correctly.
- Create opportunities for students to reuse the language and engage in *Les activités de réinvestissement*, such as tasks, games and projects (e.g., *J'ai besoin de...* reinforces vocabulary, particularly for school supplies.).
- Provide opportunities for students to use the language spontaneously (e.g., coloured chip speaking challenge, dice activity, see Appendix C).

Students may

- Share information orally by engaging in authentic tasks, games and projects (e.g., Students introduce themselves to 3-5 other students (*Bonjour, je m'appelle Claire*). As more structures are introduced, students can extend the conversation.
- Reflect on their use of learning strategies for oral communication (see Appendix B).
- Play I Spy (*Je vois avec mon petit œil*) to identify vocabulary or expressions with a certain sound using objects in the class or the word/sentence wall.
- Think of their own experience using simple French structures learned:
  - Je m'appelle \_\_\_\_\_
  - J'habite à \_\_\_\_\_
  - J'ai \_\_\_\_\_ ans.
  - J'aime \_\_\_\_\_
  - Je n'aime pas \_\_\_\_\_

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti ! Bookshelf*

*C'est parti ! 1: Teacher Resource Guide (Teacher Resource [TR])*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (Student Resource [SR])*

Student Modules:

- *Je parle français !*  
Tableau référentiel 1: Les émotions
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

*Fluency and Accuracy (Oral Production)*

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**Outcomes**

*Students will be expected to*

- 1.0 communicate simple messages with fluency and accuracy [GCO 1]*

**Focus for Learning**

## *Fluency and Accuracy (Oral Production)*

### Sample Teaching and Assessment Strategies

- Take risks with the language.
- Use anchor charts and sound walls.
- Begin to self-monitor fluency and accuracy and self-correct.

### Extension

Students may

- Role play, interview with the teacher, Tic Tac Toe Choice Board.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (Teacher Resource [TR])*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (Student Resource [SR])*

Student Modules:

- *Je parle français !*  
Tableau référentiel 1: Les émotions
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Fluency and Accuracy (Oral Production)

### Outcomes

*Students will be expected to*

- 2.0 apply oral communication strategies in order to engage in structured and modelled short exchanges using simple and familiar language [GCO 1]

#### SEL

- Use relationship skills
- Identify characteristics of attentive listening (see SEL 9.3)

### Focus for Learning

#### Students who achieve this outcome should be able to

- identify important words and structures in a modelled communication exchange,
- adapt modelled language structures to suit their personal situation,
- ask and answer simple questions using familiar and new language structures,
- ask clarifying questions and use des expressions de survie to indicate confusion,
- use forms of politeness to begin a conversation and to take leave,
- apply active listening strategies to follow directions and engage in short exchanges, and
- extend a conversation through questions or extending comments.

This outcome can be addressed on an ongoing basis and should consider use of oral communication strategies (see Appendix B) in structured situations. Students are expected to apply strategies to facilitate their listening comprehension, oral production, and oral interaction in a variety of learning situations, including presentations.

Students should be repeatedly exposed to—and have the opportunity to use—simple language structures. When modelling new language for Elementary Core French learners, consistent use of the same language structure is important. For example, in Grade 4 the teacher may focus on the language structure “Je m’appelle Monsieur Scott” instead of introducing “Mon nom est Monsieur Scott”.

#### Sample Performance Indicator

Create “Mon Monstre” for a new animated movie. You will audition in front of the class or record an audition video including a description of your monster (name, body parts, colours). Your audition will include a question and answer session so that directors can ask you questions.

Choices of tasks should be provided to accommodate student learning differences and preferences. Options should, however, allow for demonstration of spontaneous, authentic use of language structures. In Grade 4, this is limited to reproducing simple structures based on a model.

## Fluency and Accuracy (Oral Production)

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model use of appropriate listening strategies (see Appendix B).
- Engage students in pre-listening conversation to activate prior knowledge (e.g., *Le titre de cette chanson est “C’est l’Halloween”. C’est une chanson à propos de Noël? Non! C’est à propos de l’Halloween!*).
- Model authentic language in context relevant to the theme and topics explored.
- Select oral texts of appropriate length, structure and theme, featuring language familiar to students.
- Use visuals, gestures and images to facilitate comprehension.

Students may

- Use graphic organizers to assist with comprehension of oral texts.
- Ask for clarification or repetition when needed.
- Use facial expressions and gestures to indicate their lack of understanding during classroom interactions and learning activities.
- Use strategies to aid comprehension (see Appendix B).

#### Connection

Teachers may

- Allow
  - varied learning situations for demonstrating oral comprehension, such as teacher-student and student-student interactions or individual activities; and
  - students to work together during explicit listening activities.
- Chunk longer oral texts to facilitate comprehension.
- Co-create anchor charts with oral communication strategies as visual reminders.
- Provide ample wait time as students process meaning from oral texts.

Students may

- Monitor their own comprehension.
- Make connections with prior knowledge and their first language (e.g., identifying *mots-amis*) as they listen to oral texts.
- Create visual mental images to facilitate their comprehension of oral texts.
- Listen for, and note, key vocabulary or phrases from oral texts.
- Indicate level of comprehension through various means: Fist to Five, Thumbs up/Thumbs Down or entrance/exit tickets (see Appendix C).

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C’est parti !* Bookshelf

*C’est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C’est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Fluency and Accuracy (Oral Production)*

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### **Outcomes**

*Students will be expected to*

*2.0 apply oral communication strategies in order to engage in structured and modelled short exchanges using simple and familiar language [GCO 1]*

### **Focus for Learning**

## *Fluency and Accuracy (Oral Production)*

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Provide opportunities for students to reflect on their own use of oral production and interaction strategies.
- Model use of self assessment tools using *les énoncés Je peux/ I Can* statements (see Appendix B).
- Engage students in varied, interactive, authentic listening and speaking situations:
  - Games: “J’ai \_\_\_\_\_; qui a \_\_\_\_\_?” “Je cherche quelqu’un qui \_\_\_\_\_”
  - Peer introductions
  - Question and answer rounds
  - Partner conversations
  - Daily routines in the classroom to engage students spontaneously

Students may

- Reuse key language, expressions, and vocabulary to ask and respond to questions.
- Follow oral directions to complete a task.
- Use *les énoncés Je peux* to reflect on their own application of oral production and oral interaction strategies (see Appendix B).
- Adapt modelled language to create original messages and respond to questions in authentic conversations.

#### Extension

Students may

- Interview with a classmate and give a presentation.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C’est parti !* Bookshelf

*C’est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C’est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## *Fluency and Accuracy (Oral Production)*

### Outcomes

*Students will be expected to*

- 3.0 demonstrate understanding of short, simple oral texts with familiar language in structured situations related to their immediate and concrete environment [GCO 1]

### Focus for Learning

#### **Students who achieve this outcome should be able to**

- listen with understanding and participate in simple conversations to share information about themselves—such as their family, pets and interests—and the themes explored in Grade 4 Core French;
- use common and familiar language structures to talk about their immediate environment;
- use strategies highlighted with Learning Outcome 2.0 in order to engage in structured and modelled short exchanges;
- identify the main idea of a simple oral text;
- recognize simple, familiar vocabulary and sentences;
- understand classroom instructions; and
- understand simple statements and questions.

While additional-language learners may find listening or oral comprehension challenging, it is crucial to the development of all other language skills (Vandergrift, 1999). Most listening in the Grade 4 Core French classroom occurs during teacher-student and student-student interactions, such as brief conversations; however, learners will also engage in explicit listening tasks.

Listening situations for the Elementary Core French learner should be structured and contain simple and familiar language that they have already used and reused. Listening tasks which are not part of structured interactions will need to be differentiated to meet the readiness of all learners. Students at Grade 4 Core French level will require much support. Through use of frequent modelling, shared practice, and guided practice, students will gradually become prepared to complete tasks independently and become better FAL listeners.

Consider the sequence of pre-listening, listening, and post-listening learning activities. This will better prepare and guide students through the mental processes for successful listening comprehension. During the critical pre-listening phase, where modelling often occurs, students are prepared, orally, for what they will hear and are expected to do. They are able to make predictions about, and anticipate, what they are about to hear. Consistent use of French, supported by visuals and gestures, is crucial to developing oral comprehension in the Elementary Core French classroom.

The Grade 4 Core French learner is beginning to understand simple questions and instructions, as well as expressions and vocabulary aimed at satisfying their immediate needs in the school and classroom context. French is the language of the Elementary Core French classroom; therefore, learners will be expected to demonstrate understanding during simple day-to-day interactions and routines. Learners will use strategies highlighted with Learning Outcome 2.0 to support their comprehension in listening situations. Oral texts should be supported through the use of visuals. This outcome should be addressed on an ongoing basis.

Continued

## Fluency and Accuracy (Oral Production)

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Identify classroom expressions using *Jacques a dit* (see Appendix C) with gestures and/or visual support as needed (e.g., *Jacques a dit*, « *Levez-vous* », gesturing to students to stand).
- Provide a variety of sound clips, sound effects, music clips and other oral texts that students can react to orally.
- Speak clearly and fluently to facilitate comprehension.
- Ask questions about classroom items:
  - *Montre-moi le tableau.*
  - *Est-ce que tu peux me montrer la porte?*
  - *Est-ce que tu peux me montrer le bureau? le tableau? la fenêtre? l'ordinateur?*
- Provide students with brief oral scenarios (e.g., *C'est ma fête! Il pleut.*).

Students may

- Follow the teacher's instructions when playing *Jacques a dit*.
- Use gestures and facial expressions to indicate their level of understanding.
- Take risks and be Jacques in the game *Jacques a dit*.

#### Connection

Teachers may

- Choose from a selection of visuals, familiar to students, to provide an oral description of one image for students to identify and visually describe (e.g., *L'animal est noir, gros et habite dans la forêt.*).

Students may

- Listen for and note key vocabulary or phrases.
- Make connections with prior knowledge as they listen to oral descriptions.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (Digital Bookshelf)*

- audio and video resources

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Fluency and Accuracy (Oral Production)

### Outcomes

Students will be expected to

3.0 demonstrate understanding of short, simple oral texts with familiar language in structured situations related to their immediate and concrete environment [GCO 1]

### Focus for Learning

#### Communicative Intent

- Negotiating understanding of texts

#### Examples of Language Structures

- J' écoute bien.
- Je comprends.
- Je ne comprends pas.
- Je ne sais pas.
- Je sais.
- Répétez, s'il-vous-plait!
- Est-ce que je peux...

#### Communicative Intent

- Reacting to a text; expressing opinions.

#### Examples of Language Structures

- C'est drôle. C'est intéressant. C'est amusant. C'est bizarre. C'est dommage. C'est bon. C'est triste. C'est parfait. C'est fantastique. C'est incroyable. C'est magnifique. C'est difficile.
- Bravo ! Bien fait ! Super ! Sensas !
- J'aime..., Je n'aime pas....

Elementary Core French students may react to an oral text in a variety of forms: oral, written and visual (including facial expressions and other forms of visual cues). At this level students do not have the language to express their opinions in detail; however, teachers may model simple language and vocabulary and provide opportunities for students to share their opinions in various learning contexts. The teacher can encourage use of such language structures in an authentic manner, modelling expressions and celebratory phrases such as *C'est bien fait !* or *C'est incroyable !*, through daily classroom interactions. Use of these expressions can also be encouraged during student-student interactions or class presentations. This will reinforce students' self-confidence and encourage risk taking in second-language learning, as well as provide a model for language that students may use as they express their own opinion in a simple way.

### Sample Performance Indicator

Students will react to a variety of oral texts, including short audio and video clips from *C'est parti ! 1* and presentations from classmates, using familiar language. Students can demonstrate understanding and react through pictures, words, music or other type media.

An exit card with pictures could be used for students to select the correct image in response to comprehension questions.

## *Fluency and Accuracy (Oral Production)*

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Provide opportunities for students to hear and use language structures.
- Observe and record student participation and success.

Students may

- Listen and respond to teacher's oral directions while playing a game.
- Create descriptions of animals for classmates to guess.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (Digital Bookshelf)*

- audio and video resources

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Fluency and Accuracy (Oral Production)

### Outcomes

*Students will be expected to*

- 4.0 participate respectfully in authentic conversations during daily school interactions [GCO 1]

SEL

Understand social norms at home and school (see SEL 8)

### Focus for Learning

#### Students who achieve this outcome should be able to

- use French in routine interactions with their peers and the teacher;
- give and receive authentic feedback, using very simple language;
- display respect towards the teacher and each other;
- understand and express gratitude;
- use expressions of politeness and salutations to ask permission or make a request;
- ask and answer questions related to routines and classroom instructions; and
- demonstrate understanding and use of familiar vocabulary and expressions to interact in authentic situations.

This outcome is addressed on an ongoing basis throughout the year in daily conversations and interactions. Initially, many common classroom expressions may need to be explicitly taught; however, they will be reused and reinforced in different contexts on an ongoing basis throughout the school year. Students should be introduced to these simple expressions early in the year and their continued use in context and authentic situations should be encouraged. Over time, spontaneous use of the language will begin to occur.

This outcome offers opportunities to explore how various cultures use expressions of politeness through verbal and nonverbal language customs. Consideration should be given to expressions of greetings, politeness and celebratory comments in a culturally acceptable manner.

#### Communicative Intent

- Use classroom expressions.
- Employ the language of group work, including congratulating others and giving feedback.
- Understand classroom directions.
- Follow directions.
- Greet people.
- Express thanks.
- Accept or refuse an invitation.
- Apologise and excuse oneself.
- Ask for something or request someone do something.

Continued

## Fluency and Accuracy (Oral Production)

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use routines and classroom opportunities to model language structures of daily procedures and common classroom interactions (e.g., *Quel temps fait-il ? C'est à ton tour. Est-ce que je peux aller aux toilettes ?*).
- Model expressions of politeness in authentic contexts throughout the year (e.g., *Merci beaucoup. Bon travail.*).

Students may

- Identify classroom expressions based on visual cues (e.g., teacher sits down, and says, *Asseyez-vous.*).
- Use common classroom vocabulary and expressions with prompting.

#### Connection

Teachers may

- Greet students as they enter and leave the classroom and in the corridor.
- Role-play different situations requiring students to express a need (e.g., Show students a broken or short pencil and ask a student, *Est-ce que je peux avoir un crayon, s'il te plaît ?*).
- Monitor students' spontaneous use of expressions of politeness and salutations during classroom interactions.
- Begin class by greeting a shoulder buddy using appropriate expressions.
- Role-play simple situations incorporating appropriate expressions of politeness, greetings and leave-taking.

Students may

- Greet the teacher and each other on a daily basis with prompting (e.g., *Bonjour, comment ça va ?*).
- Use expressions of politeness with teachers and classmates (e.g., *Merci !*) and expressions of leave-taking with teachers and classmates (e.g., *Au revoir !*).
- Role-play classroom expressions using visual cues (e.g., play charades using classroom expressions, or *j'ai besoin de* using classroom items).
- Match an expression with a visual; or a question with an answer (e.g., *J'ai.., Qui a...? game*).

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti ! Bookshelf*

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
  - Fiche d'activité 33B
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Continued

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## *Fluency and Accuracy (Oral Production)*

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### **Outcomes**

*Students will be expected to*

*4.0 participate respectfully in authentic conversations during daily school interactions [GCO 1]*

### **Focus for Learning**

#### Examples of Language Structures

- Salut. Bonjour.
- Au revoir. À demain. À plus tard. À la prochaine.
- Comment ça va ? Ça va ?
- Merci. S'il te plait. Bienvenue. De rien. Pas de problème.
- Pardonne-moi. Excuse-moi. Excusez-moi.
- Je m'excuse
- Oui, merci. Non, merci. Je suis d'accord.
- Félicitations ! Bravo ! Bien fait ! Super ! Bonne idée ! Fantastique !
- Allez ! Vas-y ! Allons-y ! C'est mon tour. C'est ton tour. Vite !
- Je comprends. Je ne comprends pas.
- Comment dit-on. Comment écrit-on ?
- Est-ce que je peux avoir... Est-ce que je peux aller...

#### **Sample Performance Indicator**

Complete a mini-dialogue to present to peers, either in front of class or record it first.

## *Fluency and Accuracy (Oral Production)*

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Model a game in partners or small groups practicing expressions such as *Vas-y !, Allez !, C'est à ton tour !, Bravo !*.
- Encourage students to reuse the modelled language.
- Observe students to encourage precision and accuracy.

Students may

- Spontaneously use appropriate expressions of politeness with their peers and teacher on a daily basis (e.g., *Bonjour. Au revoir. Pardonne-moi.*).
- Create their own *Jacques a dit* activity and facilitate it in small groups or for the class.
- Play a game in partners or small groups practicing expressions such as *Vas-y !, Allez !, C'est à ton tour !, Bravo !*.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*  
- Fiche d'activité 33B
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

## Interaction

### Outcomes

*Students will be expected to*

- 5.0 express and share how they are feeling using simple language [GCO 1]

#### SEL

- Demonstrate awareness of one's interests, values and strengths (see SEL 1)
- Recognize there are different viewpoints (see SEL 6)

### Focus for Learning

#### Students who achieve this outcome should be able to

- communicate their feelings, wants and needs using simple language in short sentences, primarily in the present tense;
- use simple questions to ask how others are feeling.

This outcome is addressed during routine conversations throughout the school year.

#### Communicative Intent

- Express feelings at school.

#### Examples of Language Structures

- Ça va bien. Ça va mal.
- Je suis content. Je ne suis pas content.
- Il est heureux. Il n'est pas heureux.
- Je suis fatigué. Elle est fatiguée.
- Comment ça va ?
- Et toi, comment te sens-tu à l'école ? Je me sens content.

#### Sample Performance Indicator

Students may complete a survey, asking *Comment ça va ?* to classmates, and record the responses on a template (See Sample Emotions Survey Template in Appendix C).

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model
  - how they are feeling, orally, using visuals (e.g., *Ça va bien, Ça va mal.*);
  - questions like *Comment ça va ?* or *Comment te sens-tu ?*; and
  - conversations with several students by having them respond orally and adapt the teacher model.

Students may

- Use active listening strategies (see Appendix B) as they listen to the teacher's model and to the responses of their peers.
- Support peers by using gestures or giving clues.

#### Connection

Teachers may

- Model the language structures using a student volunteer (e.g., *Voici Simon. Il est heureux.*).
- Provide visuals of various situations to which students may react (e.g., a cute bunny, a happy face emoji, a child crying).
- Engage students in short conversations about their feelings.
- Facilitate guided opportunities for students to ask the question to each other in pairs and then in a small group setting.

Students may

- Engage in conversations with the teacher and their peers to share their feelings.
- Adapt the teacher's model to their personal situation to share how they are feeling.
- Use visuals to express how they feel in various situations (e.g., visuals of puppies, the beach, haunted house).
- Participate in a Think-Pair-Share to respond to a prompt.
- Participate in a game of Quatre-Coins (see Appendix C).
- Interact using emotions charades to represent and orally identify different emotions (see Appendix C).
- Play Tic-Tac-Toe/Bingo.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

Continued

## *Interaction*

---

### **Outcomes**

*Students will be expected to*

- 5.0 *express and share how they are feeling using simple language [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Encourage expression of feelings in various contexts throughout the year.
- Gauge students' feelings at various points of school day or learning experiences using "classroom thermometer" (e.g., a visual/scale/metre, where one end shows happiness and the other discontentment).
- Provide opportunity for students to practice short conversations (e.g., Three-step interview. See Appendix C).

Students may

- Spontaneously ask and answer questions about feelings throughout the school year (e.g., during the morning routine).
- Use modelled structures, anchor charts and visuals to participate in short conversations regarding feelings.

### Resources and Notes

#### Authorized

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- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix C

## Interaction

### Outcomes

*Students will be expected to*

- 6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]

#### Cultural Links

- Recognize that there are equivalents in French for common English first names (e.g., Guillaume, Pierre, Marie).
- Recognize that different French accents exist in Canada, just as different English accents exist.
- Understand that phone numbers are composed differently in France.
- Recognize the song “Happy Birthday” varies from culture to culture.
- Students recognize diverse cultures and respect differences in language, dress and religious beliefs.
- Recognize elements of Francophone cultures in the school.
- Recognize the presence of the French language in the school.

### Focus for Learning

#### Students who achieve this outcome should be able to

- share basic personal information about themselves using very simple language;
- use purposeful language to talk about their lives, and, therefore, make personal connections to learning French;
- describe, in general detail, people, objects and places in their concrete and immediate environment; and
- ask and answer simple questions during conversations.

Throughout the Core French program, students spend a great deal of time sharing information about, and describing, people, objects and places in their concrete and immediate environment. They will have opportunities to use and reuse language, vocabulary and expressions. In the Grade 4 classroom, this is limited to concrete and general details.

Several examples of how this may look in the Grade 4 Core French classroom are presented for this outcome. The communicative intent and examples of simple language structures students and teachers may use are also suggested. Language structures, expressions and vocabulary, such as *Je suis...*, *C'est*, *Il y a...*, *J'ai...*, *Je ne suis pas...* will be used over and over throughout the year. In this way, learners will internalize the language for eventual spontaneous use.

#### Communicative Intent 1

- Introduce themselves with their name, grade, age, phone number, town.
- Spell their name.
- Introduce another person or an animal.

#### Examples of Language Structures

- Bonjour, je m'appelle Paul. Comment t'appelles-tu ?
- Je m'appelle Danielle.
- Comment ça s'écrit ? D-A-N-I-E-L-L-E.
- J'habite à Stephenville. Où habites-tu ?
- Voici mon ami. Il s'appelle... Il habite à...
- Quel est ton numéro de téléphone ? C'est 709-123-5678.
- Je m'appelle Addison et je suis en 4<sup>e</sup> année.
- J'ai 9 ans. Quel âge as-tu ?
- Quelle est la date de ton anniversaire ? C'est le 25 juillet.
- Voici Vicki. Elle a 10 ans.

Continued

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation (Communicative intent 1)

Teachers may

- Orally model
  - their own name, where they live, their age and their birthday;
  - sharing a phone number in a conversation (\*students and teachers can create fictional phone numbers to share); and
  - the use of the alphabet by spelling their name.
- Play the game Pouah! or Dix! (see Appendix C) to review numbers.
- Review months of the year.
- Use visuals, gestures or objects to support oral communication (e.g., photo of a birthday party or months of a year on a calendar).
- Use daily routines to acknowledge birthdays with a birthday song and to play the Alphabet Song.

Students may

- Use active listening strategies as they listen to the teacher's model and the responses of their peers.
- Adapt the teacher's model to their personal situation and engage in conversations to share their own name, where they live and a phone number.
- Sing the alphabet in French.
- Ask each other information based on the teacher model in pairs and small groups.
- Use complete sentences and self monitor language structure and targeted vocabulary.

#### Connection

Teachers may

- Encourage *l'intention d'écoute* by having students answer questions based on the responses of others.
- Encourage student successes by using celebratory language such as *Bravo ! Bon travail !*
- Facilitate guided opportunities for students to ask questions to others (e.g., shoulder buddies, Move to the Music Cooperative Learning Strategy, Appendix C).
- Conduct a simple survey orally (*un sondage*) to determine how many students have their birthday *en janvier, en février*, etc.
- Create a class calendar highlighting the birthdays of students.
- Take advantage of opportunities to celebrate special occasions such as student birthdays throughout the year.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Interaction

### Outcomes

Students will be expected to

- 6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]

### Focus for Learning

#### Communicative Intent 2

- Describe themselves and others.
- Introduce members of their family.
- Introduce classmates.

Students will create simple oral texts to describe themselves and others, sharing basic personal information such as physical description (e.g., *J'ai les yeux bleus*) and personality type.

Providing authentic models and engaging students in simple exchanges create optimal learning situations for students. Always begin with your own model, orally, describing yourselves. Follow-up would include conversations asking students to describe themselves using the modelled structure. Students will require many opportunities to use and reuse the structure in different learning situations, so that they can internalize it and use it with fluency. These opportunities can be provided through the oral modelling process (see Appendix B).

#### Examples of Language Structures

- J'ai les yeux bleus et les cheveux bruns. Je suis grand. (Note: In this context, grand means tall.)
- Je porte un jean bleu. Qu'est-ce que tu portes ?
- Je suis poli et je suis sérieux. Je ne suis pas sportif.
- Mon ami est drôle. Il porte une casquette brune.
- Voici un singe. Le singe est brun. Il est actif.
- Il y a cinq personnes dans ma famille. Voici ma famille.

#### Communicative Intent 3

- Talk about their life at school and in their community.
  - Name and describe places in the school and community; Nommer et décrire les endroits dans l'école et dans la communauté;
  - Identify objects and indicate their colour. Nommer les objets de l'école et indiquer la couleur;
  - List their school subjects. Nommer les matières à l'école;
  - Identify and describe people in their community. Nommer et décrire les personnes dans l'école et la communauté.

Continued

## Interaction

### Sample Teaching and Assessment Strategies

Students may

- Share their age and birthday with a partner or small group.
- Engage in the activity *Qui est-ce ?* (Students are provided with birthdates and must link the birthdate with the classmate).
- Line up according to their date of birth. In order to line up, students must ask each other their birthdates (e.g., *Quelle est la date de ton anniversaire ?*). Students may then present their birthdates orally to the person standing next to them to confirm their correct position in the line.
- Celebrate each other's birthday by singing Happy Birthday in French.
- Sing culturally relevant songs under the guidance of the teacher.
- Encourage classmates in collaborative activities by using celebratory language such as *Bravo ! Super ! Bien fait !*

### Consolidation

Teachers may

- Create a class phonebook with a unique fictional phone number for each student. Teacher may "call" students to have short conversations.
- Observe students to encourage precision and accuracy.
- Use classroom routine to talk about students (e.g., *Est-ce que c'est l'anniversaire de quelqu'un aujourd'hui? Regardez notre calendrier. C'est l'anniversaire de Saja !*).

Students may

- Create and share a visual representation of a character including name, location and phone number.
- Ask each other simple relevant questions such as *Comment s'appelle ton personnage ?*, *Où est-ce que ton personnage habite ?* about their characters.
- Interview classmates to determine personal information such as age and birthdate using a teacher constructed template.
- Use a set of *cartes d'identités* with name, age and birthdate of imaginary or well-known people. Using the identity cards, they will work with a partner and ask and answer the questions *Quel âge as-tu ?* and *Quelle est la date de ton anniversaire ?* They will then trade cards with another classmate.



### Resources and Notes

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- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Interaction

### Outcomes

Students will be expected to

6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]

### Focus for Learning

#### Examples of Language Structures

- Dans mon école, il y a...
- Voici le gymnase. Le gymnase est grand.
- Dans mon sac à dos, il y a...
- C'est un crayon bleu.
- Mon professeur de sciences est...Voici mon professeur de sciences. Il est gentil.
- Dans ma communauté, il y a ...
- Voici le stade. Il est grand.
- J'aime visiter...J'aime aller...

As students progress in their learning in the Core French program, their fluency will increase and become more spontaneous, albeit using simple language (e.g., *Voici mon sac d'école. Dans mon sac d'école, il y a un ordinateur et des devoirs de français. Qu'est-ce qu'il y a dans ton sac d'école ?*)

#### Sample Performance Indicator

- Create and present a birthday announcement. (Communicative Intent 1).



Teachers may display student projects on the wall for reference throughout the year.

- Create a self-portrait, including your name, age, birthday, town and a description of yourself.  
Note: They may present their self-portraits to the class and the teacher can display all portraits for a Gallery Walk. (Communicative Intent 2)
- Create and present a map or diorama of their school, including rooms, teachers and subjects. (Communicative Intent 3).

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation (Communicative intent 2)

Teachers may

- Model language structures, orally, through authentic examples of
  - their own family, including pets using a visual, such as a family photo (e.g., *Voici mon frère. Il s'appelle Nicholas. Il a 15 ans. Il est parfait !*);
  - a description of themselves (e.g., *Je suis grand et sportif*); and
  - a description of a student in the class (e.g., *Voici Rose, elle a les cheveux longs et les yeux noisettes.*).
- Engage students in a conversation to share about their family.
- Provide, orally, necessary vocabulary based on interests.

Students may

- Use active listening strategies (see Appendix B) as they listen to the teacher's model and to the responses of their peers.
- Adapt the teacher's model to their personal situation to produce authentic responses.

#### Connection

Teachers may

- Facilitate guided opportunities for students to ask questions of others using cooperative learning structures.
- Present devinettes orales to the class (e.g., *Elle a les cheveux longs. Elle a les yeux bleus. Elle porte un T-shirt vert. Qui est-ce ?*).
- Provide students with a variety of visuals of fictional or non-fictional characters that depict character traits (e.g., picture of a girl playing soccer: *Elle est sportive.*).

Students may

- Use objects or images that represent them to share information in pairs or small groups (e.g., *Voici un bâton de hockey. Je suis sportive.*).
- Describe themselves using a photo (e.g., *Me voici ! J'ai les yeux verts et j'ai les cheveux roux. Je porte un t-shirt noir. Je suis fantastique !*).
- Use a photo or illustration to present and describe members of their own or a fictional family.
- Listen to the teacher's descriptions of their classmates and identify who it is.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

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- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Interaction*

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### **Outcomes**

*Students will be expected to*

*6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Observe and record student participation and correct use of language.
- Observe and record student pronunciation and expression (see rubric in Appendix B).
- Observe, record and celebrate student successes in speaking;.
- Scaffold language using more details (e.g., *Qui a les yeux bleus et porte une chemise noire ?*).
- Provide opportunities for students to reflect on their own use of oral production and interaction strategies.
- Model use of self-assessment tools using les énoncés such as, *Je peux décrire mon ami*.

Students may

- Describe individuals, characters or animals according to visuals provided by the teacher.
- Work in small groups to create and share with the class their own *devinettes* orales.
- *Create les personnages mystères* and share the description of their *personnage* with a partner who must illustrate what they hear.
- Reflect on their own use of oral production and oral interaction strategies (e.g., *Je peux bien prononcer les mots*).
- Self assess using les énoncés “Je peux” (e.g., *Je peux décrire mon ami*).
- Participate in a Cube activity (see Appendix C).
- Self-correct any oral errors with pronunciation, accuracy and expression.

#### Activation (Communicative intent 3)

Teachers may

- Orally model and share, with visual support, authentic examples as it relates to
  - daily school life (e.g., *Moi, je suis professeur de français. À l'école, j'aime travailler avec mes collègues et mes élèves. J'aime parler français.*),
  - individuals in the school and the community (e.g., *Dans ma communauté, il y a quelques artistes. Mon oncle est musicien.*), and
  - their community (e.g., *J'habite à Goose Bay. Dans ma communauté, il y a un hôpital, un stade et un aéroport. J'aime patiner et jouer au hockey. Ma communauté est belle !*).

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
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- *Mystère !*
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- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

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- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Interaction*

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### **Outcomes**

*Students will be expected to*

*6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

- Identify and describe school objects using the content of their own bookbag (e.g., *Dans mon sac à dos, il y a un crayon brun et une cahier jaune. Et toi ? Qu'est ce qu'il y a dans ton sac à dos ?*).
- Use gestures, visuals or objects to support oral communication.
- Invite students to identify items by guessing the contents of a bookbag or classroom (e.g., *Est-ce qu'il y a un crayon dans ton sac à dos ?*).
- Invite students to share what is in their own book bags or pencil case (e.g., *Qu'est-ce qu'il y a dans ton sac d'école ?*).
- Provide opportunities for students to ask others questions in the class (e.g., *Parle-moi de ta communauté.*).

Students may

- Use active listening strategies as they listen to the teacher's model and to the responses of their peers.
- Engage in conversations with the teacher and their peers to share preferences.
- Adapt the teacher's model to their personal situation;.
- Share what is in their own book bag (e.g., *Dans mon sac, il y a un crayon rouge.*)

### Connection

Teachers may

- Guide students to use and reuse modelled questions and structures, such as *Il y a...* and *Qu'est-ce qu'il y a ?*
- Conduct a survey orally (*un sondage*) to determine how many students have, for example, *un stylo rouge* in their bookbag. Teachers may adapt this activity to other themes.
- Present a floor plan of an imaginary school. Prompt students to describe the school by engaging students in a conversation: *Dans mon école, il y a 5 salles. Il y a un gymnase, ... et une salle de classe. Combien de salles est-ce qu'il y a dans mon école ? - Qu'est-ce qu'il y a dans mon école ? (Il y a une cafétéria, un gymnase, etc.) Qui est le professeur de musique ?*
- Invite students to describe their own schools using simple language.
- Engage students in a conversation inviting them to share information about their community.
  - Est-ce qu'il y a un supermarché dans cette communauté ?
  - Est-ce qu'il y a une piscine dans cette communauté ?
  - Quels endroits y-a-t-il dans cette communauté ? Il y a une école, un parc et une boulangerie.
  - Dans ma communauté, j'aime aller au cinéma. Est-ce que tu aimes aller au cinéma ?

Continued

### Resources and Notes

#### Authorized

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- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## *Interaction*

---

### **Outcomes**

*Students will be expected to*

*6.0 identify and describe people, objects and places using simple and familiar language [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

Students may

- Engage in conversation with a classmate to
  - ask each other what they like in their community (e.g., *J'aime le stade. J'aime patiner. Et toi ?*), and
  - identify places in their community (e.g., *J'habite à Port aux Basques. Il y a un parc. Je peux jouer dans le parc. Le parc est beau.*).
- Guess the room in the school based on the description they hear.
- Work with a partner to guess what is in each other's book bag or pencil case (e.g., *Est-ce qu'il y a un stylo dans ton sac à dos ? Non, il n'y a pas de stylo.*).
- Randomly select school items to place in a bag and ask each other the modelled question, *Qu'est-ce qu'il y a dans ton sac ? Dans mon sac, il y a une gomme rose.*

### Consolidation

Teachers may

- Scaffold language using more details (e.g., *J'habite à St. Jean. Dans ma communauté, il y a un centre d'achat. J'aime faire du shopping.*).
- Provide opportunities for students to reflect on their own use of oral production and interaction strategies.
- Model use of self-assessment tools using *les énoncés* (e.g., *Je peux parler de mes préférences.*).
- Provide frequent opportunities to ask and answer questions.
- Ask students questions about their floor plans (e.g., *Combien de salles est-ce qu'il y a dans ton école ? Décris ton gymnase.*).

Students may

- Create and share a school floor plan with a partner and describe using simple language (e.g., *Voici le gymnase. C'est petit. Il n'y a pas de cafétéria.*).
- Create a sketch of a fictional community identifying different places and present their communities to the class.

### Extension

Teachers may

- Use student-created floor plans for discussion noting similarities and differences.
- STEM opportunity to program Ozobots to go through the floor plan of the school, stopping at each class.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- C'est parti !* Bookshelf

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*C'est parti ! 1 (SR)*

Student Modules:

- Je parle français !*
- Mon Robot Respectueux !*
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- Prends soin de moi !*
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Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Interaction

### Outcomes

*Students will be expected to*

- 7.0 engage in authentic conversations about daily routines and classroom organization in school [GCO 1]

#### Cultural Links

- Identify holidays in French.
- Demonstrate awareness of
  - the characteristics of the date, days of the week and months of the year (e.g., capitalization, word order).
  - the abbreviation for hour in French (h).
  - terms such as *à midi*, *à minuit*.
  - some cultural celebrations, such as Canada Day, le Saint-Jean Baptiste (June 24), Bastille Day (July 14) or Miawpukek First Nation Annual Powwow (First full weekend in July).
- Identify the use of the 24-hour clock in French.

### Focus for Learning

#### Students who have achieved this outcome will be able to

- greet each other, asking how one is feeling;
- identify the date and time;
- identify and share simple information related to the calendar;
- talk about the weather using simple structures;
- indicate the subjects of the schedule for a given day; and
- identify and give some simple information about common holidays celebrated by people in the class.

Elementary Core French students will be exposed to vocabulary and expressions related to calendar, weather and time during routine daily conversations throughout the year. Using a class calendar, the teacher will regularly refer to *les jours de la semaine*, *les mois d'année*, *les saisons*, *les nombres et les fêtes*. For example, the teacher will regularly ask, *Quel jour est-ce aujourd'hui ? Quelle est la date aujourd'hui ?* The teacher may also ask very simple questions related to weather (e.g., *Est ce qu'il fait beau ? Quel temps fait-il aujourd'hui ?*).

Over time, the teacher may invite a *chef de la classe* to take on this role. As part of the daily routine, the teacher can talk about the student's role in the organization of the Core French classroom. The students will become familiar with language as they become responsible for certain tasks (e.g., *J'efface le tableau. Je distribue les cahiers. Je range les pupitres.*).

Since French is the language of communication in the classroom, students will begin to understand rules such as, *On ne court pas dans le couloir, on marche*. After a period of time, the teacher may work with students to post these rules in the classroom for reference (e.g., *J'arrive à l'heure. Je parle à mon tour.*).

#### Communicative Intent

- Indicate and ask
  - the date,
  - days of the week, the months, season and celebrations,
  - school subjects,
  - the schedule for the day, and
  - the weather according to the season.
- Identify clothing people wear in different types of weather and different seasons.
- Recognize the time in French.

Continued

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Establish and model daily routines by asking questions relating to the calendar, weather, season, clothing and time:
  - *Quelle est la date aujourd'hui ? C'est lundi le 6 septembre.*
  - *Quelle est la saison ? C'est l'automne.*
  - *Qu'est qu'on porte en hiver ? On porte...*
  - *À quelle heure est la classe de sciences ? La classe est à...*
- Use a variety of songs and rhymes to familiarize students with vocabulary relating to the calendar and celebrations.
- Model their own authentic preferences as it relates to daily school life, seasons, weather, etc. (e.g., *Moi, j'aime le français, et toi ? Il neige aujourd'hui. Moi, j'aime la neige. Est-ce que tu aimes la neige ? J'aime faire du toboggan. J'aime l'hiver !*).
- Using visual support, engage students in a conversation to identify different seasons, celebrations and events while remaining culturally sensitive to the students in the class.

Students may

- Respond to questions posed by the teacher using simple language structures.
- Engage in a conversation with the teacher about their own school schedule, celebrations and important dates.
- Use active listening strategies as they listen to the teacher's model and to the responses of their peers.
- Question their peers with teacher prompting.
- Use visuals and gestures to support communication.

#### Connection

Teachers may

- Use the class schedule to engage students in a conversation. Invite students to identify the time and day of different school subjects. (e.g., *À quelle heure est la classe de sciences ? La classe est à ..., La classe de musique est à 8h30 et la classe d'éducation physique est à 11h00. Quel jour est-ce ? C'est le mardi.*).
- Play the game *Quelle heure est-il, M. le Loup ?* (see Appendix C).
- Use the cooperative learning structures Rally Robin and Round Table (see Appendix C) to have students talk about the school calendar.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Interaction

### Outcomes

Students will be expected to

7.0 engage in authentic conversations about daily routines and classroom organization in school [GCO 1]

### Focus for Learning

#### Examples of Language Structures

- Aujourd'hui, c'est mercredi le 28 février.
- Quelle est la date aujourd'hui ?
- Il est neuf heures./C'est neuf heures.
- Quelle heure est-il ?
- À quelle heure est la classe de sciences ? La classe est à ...
- Quel jour est-ce ? C'est le mardi.
- C'est l'hiver./C'est janvier./C'est le jour de la Saint-Valentin.
- J'aime la récré.
- Bon appétit.
- Il fait beau en été. Il fait mauvais. Il pleut. Il fait froid en hiver. Il fait chaud.
- Quel temps fait-il aujourd'hui ?
- On porte des bottes en hiver.
- Qu'est-ce que tu portes en automne ?

#### **Sample Performance Indicator**

Arrange pictures of daily routine activities and discuss with a partner. Images can be found in *Je parle français, fiches d'activités, 2A et 2B*.

## Interaction

### Sample Teaching and Assessment Strategies

- Showing images, photos or objects to represent a date, season or celebration, ask students to orally identify the occasion. For example, a teacher may display an article of winter clothing, students respond with the correct season (e.g., *C'est l'hiver*) or a calendar displaying the first day of school, students respond with the correct occasion (e.g., *C'est la rentrée*).
- Engage students in a conversation inviting them to share information such as what they like at school or what clothing they may wear according to seasons or events.
- Provide opportunities for students to ask questions of others in the class (e.g., *Est-ce que tu aimes la musique ? Oui, j'aime la musique.*).

Students may

- Adapt the teacher's model to their personal situation to share information about calendar and celebrations.
- Question other students in class related to the calendar.
- Play *Question, question, échange* (see Appendix C) with visuals which portray different celebrations.
- Engage in conversation with a partner to ask each other about
  - their preferred season using the language structures (e.g., *Quelle est ta saison préférée ? J'aime... ou Ma saison préférée est...*),
  - what they are wearing, and
  - their preferences (e.g., *Est-ce que tu aimes l'hiver ? Oui, j'aime l'hiver. Pourquoi ? J'aime l'hiver parce qu'il neige.*).
- Use visuals on cards as prompts to ask each other to identify important dates in their lives; seasons and celebrations they prefer.
- Indicate the corresponding season, using visuals of clothing, (e.g., *Je porte des mitaines en hiver.*).

### Consolidation

Teachers may

- Observe, record and celebrate
  - student participation and correct use of language,
  - student pronunciation and expression, and
  - student successes in speaking.
- Provide opportunities for students to reflect on their own use of oral production and interaction strategies.
- Model use of self-assessment tools using les énoncés *Je peux dire la date*.
- Conduct, orally, a simple survey (*un sondage*) to determine which seasons or celebrations are relevant to the class.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Interaction*

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### **Outcomes**

*Students will be expected to*

*7.0 engage in authentic conversations about daily routines and classroom organization in school [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

- Display visuals of seasonal images asking students to orally identify the appropriate clothing (*On porte...*).
- Present various weather sounds for students to identify.
- Scaffold language using more details (e.g., *J'aime l'automne parce que j'aime les couleurs orange et rouge.*).

Students may

- Work with a partner to create and share a schedule (un horaire) which represents an ideal school day (e.g., *Dans une journée idéale à l'école, il y a l'éducation physique et la récréation. L'éducation physique est à 9h00, la récréation est à 10h00.*).
- Lead the game, *Quelle heure est-il, M. le Loup ?* in small groups or as a class.
- Take the lead on routine activities related to calendar and weather.
- Create their own oral *devinettes* describing someone in the class.
- Share information regarding their favourite season in the cooperative learning activity Inside-outside circle.
- Participate in a four corner strategy. Each corner represents a season. Students will select a season that they like or don't like, and using a simple weather expression, explain why (e.g., *J'aime l'automne. Il fait frais. Je n'aime pas l'hiver. Il fait froid.*).
- Create a visual representation of "*Me voici à l'école*" (e.g., *Je mange une banane. Je vais au gymnase.*).
- Participate in a Trouve Quelqu'un/Bingo activity to explore the interests of their peers and to share results with the class.
- Reflect on their own use of oral production and oral interaction strategies (e.g., *Je peux bien prononcer les mots.*).
- Self-assess using *les énoncés "Je peux"* (e.g., *Je peux exprimer mes préférences.*).
- Indicate three school subjects they like. They must find another student who likes the same subjects as they do (e.g., *Est-ce que tu aimes le français? Oui, j'aime le français. Est-ce que tu aimes les maths ?*).

### Extension

Teachers may

- Use clock buddies to create flexible grouping while reinforcing time (e.g., *Formez une équipe avec la personne à trois heures.*).

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Interaction

### Outcomes

*Students will be expected to*

- 8.0 express preferences using simple and familiar language in everyday situations [GCO 1]

### Focus for Learning

#### Students who achieve this outcome will be able to

- express likes and dislikes (i.e., activities, music, food, school, sports)

This outcome will be developed as students explore themes such as activities, food, individuals, characters and interests.

Students will have frequent authentic opportunities to share their likes and dislikes as they engage in tasks or projects.

#### Communicative Intent

- Express preferences according to themes:
  - Activities
  - Food
  - Music
  - School
  - Sports

#### Examples of Language Structures

- Oui, j'aime... Non, je n'aime pas... Est-ce que tu aimes...?
- J'aime les sports.
- J'aime parler Français.
- Qu'est-ce que tu aimes à l'école ?
- J'aime la musique. Est-ce que tu aimes la musique ?
- J'aime les sciences. Quelle matière est-ce que tu aimes...?
- Sean aime la musique.
- Paula, elle n'aime pas la pizza.

#### **Sample Performance Indicator**

- Create a *Clique-doigts* (Appendix C) and draw pictures inside the flaps to represent what you do at school. Play the *Clique-doigts* with a group. *Créer une "Clique-doigts" qui représente tes préférences. À l'intérieur sur les languettes, dessine une image qui représente ce que tu fais à l'école. Présente ta cocotte en papier à un groupe.*

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Scaffold language by focusing on one topic or theme at a time (e.g., *J'aime la pizza. Je n'aime pas les bananes.*).
- Orally model their own authentic preferences, with visual support as needed, related to
  - daily school life (e.g., *Moi, J'aime le Français. J'aime parler français. J'aime beaucoup mes élèves. J'aime l'école,*
  - sports and leisure activities (e.g., *J'aime les sports, je n'aime pas danser, j'aime jouer aux jeux vidéo,* and
  - food (e.g., *J'aime manger des œufs le matin.*).
- Provide opportunities for students to ask others questions in the class (e.g., *Est-ce que tu aimes la musique ? Oui, j'aime la musique.*).
- Ask students questions about preferences of others in the class (e.g., *Quel sport est-ce que Deacon aime ? Il aime...* ).

Students may

- Use active listening strategies as they listen to the teacher's model and to the responses of their peers.
- Engage in conversations with the teacher and their peers to share preferences.
- Adapt the teacher's model to their personal situation to produce authentic responses.

#### Connection

Teachers may

- Engage students in conversations to share their likes and dislikes, as well as what other individuals (e.g., students' family or friends) may like or dislike.
- Facilitate guided opportunities for students to ask questions of to others using cooperative learning structures;
- Present *devinettes orales* to the class (e.g., *Elle aime les maths et la pizza. Qui est-ce ?*).
- Interact with groups to encourage students to share their own preferences as well as those of their partners.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

Continued

## *Interaction*

---

### **Outcomes**

*Students will be expected to*

*8.0 express preferences  
using simple and familiar  
language in everyday  
situations [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

Students may

- Engage in conversation with a partner to ask each other about their preferred
  - subject, using the language structures (e.g., *Quelle matière est-ce que tu aimes ? J'aime...*);
  - music (e.g., *Est-ce que tu aimes le rap ? Oui, j'aime la rap ou Non, je n'aime pas le rap.*); and
  - leisure activities (*Est-ce que tu aimes jouer aux sports ? Oui, j'aime jouer au foot.*).
- Using the cooperative learning structure *Questionne, Questionne, Échange* (see Appendix C), students may ask questions according to the visual on the cards (e.g., *Est-ce que tu aimes les chiens ? Oui, j'aime les chiens or Non, je n'aime pas les chiens.*)

### Consolidation

Teachers may

- Observe and record student participation, correct use of language, pronunciation and expression.
- Scaffold language using more details (e.g., *J'aime les Maths parce que j'aime mon professeur. J'aime la pizza. C'est délicieux !*).
- Provide opportunities for students to reflect on their own use of oral production and interaction strategies.
- Model use of self-assessment tools using *les énoncés*: “*Je peux parler de mes préférences.*”
- Orally conduct a simple survey (*un sondage*) to determine which school subjects students like the most (e.g., *Quelle est ta matière préférée ?*).

Students may

- Participate in the cooperative learning activity Inside-outside circle (see Appendix C) to ask their classmates about their preferences.
- Create a visual presentation displaying their likes and dislikes to share with their classmates.
- Reflect on their own use of oral production and oral interaction strategies (e.g., *Je peux bien prononcer les mots.*).
- Self assess using les énoncés “Je peux” (e.g., *Je peux exprimer mes préférences.*).
- Indicate three school subjects they like. They must find another student who likes the same subjects as they do (e.g., *Est-ce que tu aimes le français ? Oui, j'aime le français. Est-ce que tu aimes la musique ? Non, je n'aime pas la musique.*)

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- Je parle français !*
- Mon Robot Respectueux !*
- Mystère !*
- Prends soin de moi !*
- Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- Je parle français !*
- Mon Robot Respectueux !*
- Mystère !*
- Prends soin de moi !*
- Une culture à célébrer !*

Appendix B

Appendix C

Continued

## *Interaction*

---

### **Outcomes**

*Students will be expected to*

*8.0 express preferences  
using simple and familiar  
language in everyday  
situations [GCO 1]*

### **Focus for Learning**

## Interaction

### Sample Teaching and Assessment Strategies

#### Extension

Students may

- Participate in a *sondage* “*Est-ce que tu aimes...*” using a teacher-created template to explore which subjects their classmates like (e.g., *Est-ce que tu aimes les maths ?*). The teacher could promote authentic discussion by engaging students in a conversation to discuss the results. (*Qui aime le français ? Qui n’aime pas les sciences ? Combien d’élèves aiment les maths ?*) [See *Sondage de Matières Préférées* in Appendix C for sample template].
- Create and share a collage of their favourite things at school.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C’est parti !* Bookshelf

*C’est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C’est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

## Interaction

### Outcomes

*Students will be expected to*

- 9.0 recognize the presence of francophone and other diverse cultures in their daily lives [GCO 1]

#### Cultural Links

- Students recognize and respect diversity in their classroom.
- Students recognize elements of Francophone cultures in the school (e.g., signs and labels; radio and television channels; newspapers).

### Focus for Learning

#### Students who achieve this outcome will be able to

- demonstrate an appreciation and understanding of francophone and other cultures;
- talk about, identify and share elements of their own culture, with prompting;
- make observations about aspects of francophone cultures, such as celebrations, food and language;
- make personal connections between their culture and francophone cultures;
- identify some francophone communities in Newfoundland and Labrador;
- recognize French as one of Canada's official languages.

A goal of the Core French program is for students to recognize and identify the benefits of learning French or other languages and to see and value the connection between culture and language.

Students will demonstrate awareness of some cultural celebrations, such as Canada Day, le Saint-Jean Baptiste (June 24th), Bastille Day (July 14th) or the Miawpukek First Nation Powwow (July - date varies).

This outcome may not necessarily be treated in isolation. It is much more authentic if elements of culture are integrated as students explore other outcomes. For example, when describing individuals or celebrations, the teacher may include francophone individuals, musicians, artists, athletes, or celebrations into conversations, tasks and projects. Likewise, this may be a great opportunity to explore the multicultural nature of a classroom. Culture is not addressed in isolation and this outcome is intended to be mutually reinforcing of all other outcomes.

#### Communicative Intent

- Indicate elements of one's culture
- Indicate nationality
- Identify examples of French in school or the community
- Recognize the presence of the Francophone community in Newfoundland and Labrador.
- Recognize the presence of other languages and cultures in Newfoundland and Labrador.

Continued

## Interaction

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Share aspects of their own culture by modelling authentic examples (e.g., *J'habite à St. Anthony à Terre-Neuve-et-Labrador au Canada. Je suis canadienne.*).
- Engage students in brief exchanges to talk about their culture (e.g., *Voici mon drapeau.*).
- Use objects, pictures, music or flags that symbolise cultural identity as they share elements of their own language and culture (e.g., *Voici le drapeau du Canada.*).
- Play *Ô Canada, Ode to Newfoundland, Ode to Labrador* to encourage cultural appreciation.
- Brainstorm symbols of culture (e.g., *la nourriture, la musique, les activités, les festivals, les vêtements*).
- Display relevant visuals in the classroom and the school (e.g., food, music, festivals, activities) to promote awareness of francophone and other cultures.

Students may

- Engage in short and simple exchanges to share elements of their own culture.
- Adapt the teacher's model to talk about their own culture.
- Respond to the question, *Quels sont les symboles de ta culture ?*
- Sing *L'hymne nationale du Canada and L'hymne de Terre-Neuve-et-Labrador.*
- Share their national anthems with class.

#### Connection

Teachers may

- Provide orally, through modelling, cultural expressions and vocabulary where necessary.
- Guide students in adapting language structures modelled to their personal situation.
- Provide multiple opportunities for students to use adapted language structures.
- Allow for flexible groupings for oral interactive activities where students will speak in French.
- Recognize elements of Francophone cultures in the classroom.
- Using a map of Newfoundland and Labrador, note regions of French influence and French-speaking communities in our province.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Infographics

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## *Interaction*

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### **Outcomes**

*Students will be expected to*

*9.0 recognize the presence of francophone and other diverse cultures in their daily lives [GCO 1]*

### **Focus for Learning**

#### Examples of Language Structures

- Voici mon drapeau.
- Voici une photo de ma famille.
- C'est le festival de...
- Je suis canadien. Je suis terre-neuvienne.
- Elle est française.
- Voici Plaisance. Voici Port-au-Port.
- Il y a...
- Voici mon amie, Sandra. Elle parle espagnol.
- Le Powwow est un festival autochtone à Conne River.

#### **Sample Performance Indicator**

- Use symbols to represent the national anthem of Canada.  
Représente en symboles l'hymne national du Canada.

## Interaction

### Sample Teaching and Assessment Strategies

- Present some French words that we use in English (e.g., *déjà vu*, *encore*) and ask students if they can think of some on their own.
- Present and display different ways we say hello and/or good-bye. Invite students to read these expressions;
- Provide a listening activity in which students identify different elements of culture, followed by a simple conversation to respond to questions and discuss the elements they heard (*Qui aime la musique de Terre-Neuve-et-Labrador ?*).

Students may

- Use a graphic organizer to brainstorm symbols of their culture according to different elements (e.g., *la musique*, *la nourriture*).
- Participate in a scavenger hunt to find areas/examples where French is used in the classroom or school.
- Organize visuals according to the different cultural elements (e.g., music, clothing, food).
- Work in groups to share at least one element they like about their own culture (e.g., *la nourriture*, *la musique*, *les activités*, *les festivals*) using the structure *J'aime...* as modelled by the teacher.
- Create a visual representation of different aspects of francophone culture.

### Consolidation

Teachers may

- Positively reinforce student efforts on an ongoing basis.
- Provide constructive feedback to students on their use of French in the classroom.
- Provide opportunities for students to adapt language structures for use in novel situations.

Students may

- Identify francophone regions of Newfoundland and Labrador (e.g., *Voici Grand'Terre*).
- Create a collage using software or an app as appropriate, to display symbols of their culture. Present their collage in small groups.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B



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Section Three:  
Specific Curriculum Outcomes  
Reading and Viewing

## Focus

Learning to read reinforces what students have already learned about the language orally, and enables them to increase their vocabulary, and internalize new language structures. In this way, learning to read contributes to the improvement of both oral and written production. While learning to read texts in an additional language, explicit knowledge about the language begins to develop. In order for this to occur, the teacher needs to point out certain language forms, such as a sound-symbol correspondence (*eau, beau, peau*) or a grammar rule. In order to develop the habits associated with reading well, reading must be undertaken regularly and systematically.

## Outcomes Framework

**GCO 2 (Reading and Viewing):** Students will use language learning strategies to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

- 10.0 read short, simple texts containing familiar and repetitive language with fluency and accuracy
- 11.0 demonstrate understanding of the main messages in a range of simple written and visual texts related to their immediate and concrete environment

## Suggested Unit Plan

Reading can be incorporated throughout the year, once sufficient oral foundation regarding a topic has been laid for students' reading comprehension. Reading in grade four Core French should always be a structured activity, following the Reading Process outlined in Appendix A.



## Fluency and Accuracy (Writing)

### Outcomes

*Students will be expected to*

10.0 read short, simple texts containing familiar and repetitive language with fluency and accuracy [GCO 2]

#### Cultural Links

- Students should be invited to read and view short authentic texts about local Francophone regions (la Péninsule Port au Port) and individuals, as well as other cultures. This will allow them to recognize the presence of Francophone and other cultures in their daily lives.

### Focus for Learning

#### Students who achieve this outcome are able to

- read aloud teacher-modelled short, simple, repetitive texts with familiar language;
- use correct pronunciation for familiar and modelled language;
- demonstrate understanding of sound-letter relationships;
- create links between the elements (i.e., grammar, syntax, sounds) of a sentence to facilitate understanding of what they have read; and
- realize that sometimes word order varies from language to language: “*J’ai les yeux bleus.*” versus “I have blue eyes.”

Students in Grade 4 Core French are beginning FAL readers who already have developed literacy skills and learning strategies which will apply to learning French. In order to develop proficiency in French through reading, students should use a range of strategies, such as

- understanding links to oral language,
- recognizing cognates,
- transferring first-language literacy skills,
- recognizing word families as their vocabulary repertoire increases,
- determining the main message in a text,
- developing metacognitive strategies of tracking reading comprehension, and
- developing awareness of *Mots-amis* and *Faux amis*.

Reading contributes to improving both oral and written comprehension and production. Use of short texts with familiar vocabulary and language structures, which have been used and reused orally, is encouraged in the Core French classroom. Such texts may include

- birthday invitations/cards;
- formula alphabet poems, similes, 5 senses poems, or short simple poems (Je suis... , cinquain, Haiku, shape);
- graphic organizers;
- ID cards;
- informational texts, such as Bio cards (e.g., student’s favourite singer, actor, pet);
- picture books with simple language;
- school plan or schedule;
- short and simple personal and descriptive texts;
- calendars;
- short paragraphs with repetitive language;
- simple lists, songs, directions or expressions and phrases such as those found in anchor charts.

Continued

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Provide a range of simple texts, from various genres, appropriate to the students' reading level.
- Select diverse texts representing elements of francophone and other cultures (e.g., map of NL displaying Francophone communities).
- Read texts in a natural and authentic manner (i.e., avoid reading in a manner which detaches words or syllables).
- Select short simple oral texts containing familiar language.
- Create authentic texts relevant to the theme and language level appropriate to the learner.
- Read aloud, frequently, various simple texts with familiar language already used orally.
- Provide students with YouTube™ videos of *comptines* and songs which include French text (subtitles) in the video.
- Provide opportunities for exposure to a variety of spoken French accents through audio recordings of texts.

Students may

- Glance through the text before reading to look for language already understood.
- Read a class message together.
- Read and rehearse lyrics of simple songs to aid in pronunciation.
- Read following the teacher's example of pronunciation and intonation.

#### Connection

Teachers may

- Create expectations with students to reflect on their reading.
- Model
  - use the reading process (see Appendix A) to guide students through the text;
  - reading strategies for before, during and after reading;
  - model meta-cognitive strategy statements such as *Je peux... (Je peux prononcer...)*;
  - correct expression and pronunciation; and
  - appropriate use of intonation.
- Provide opportunities for buddy reading.
- Make explicit links between students' first languages and French to encourage comprehension and a natural awareness of cognates.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix A

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Fluency and Accuracy (Writing)

### Outcomes

Students will be expected to

10.0 read short, simple texts containing familiar and repetitive language with fluency and accuracy [GCO 2]

### Focus for Learning

The goal is for students to read aloud these short texts (containing familiar language, vocabulary and expressions), with fluency and accuracy. Fluency is the ability to read with ease and use appropriate expression. Accuracy is the ability to read correctly. In order to develop fluency and accuracy in reading, students must have opportunities to read regularly and systematically. Accurate pronunciation is expected for the simple and familiar structures, expressions and vocabulary, which have been used frequently. Texts should contain extensively modelled, familiar language that has been used and reused orally.

While reading out loud (*à haute voix*), teachers should take the opportunity to verify the link between sound and symbols (*son et graphie*). Reading out loud provides opportunities to improve intonation, pronunciation and elocution.

The explicit teaching of sounds, letters, syllables and pronunciation rules (such as liaisons) are to be done in the context of students' learning, not in isolation. Treatment and practice of sound-letter correlations would be exploited during the reading stage rather than the pre-reading stage (see Appendix B for steps in the reading process).

Examples of sound letter relationships that should be highlighted are elisions (Where two vowels appear consecutively between two consonants, the first vowel is replaced by an apostrophe.) and liaisons (The consonant sound preceding a vowel slides over to the beginning of the vowel.). In the reading stage, teachers should guide students to:

- Recognize sound-letter relationships, such as:
  - “s” muet in J’ai dix ans (ans)
- Recognize elisions and liaisons, such as:
  - J’aime les chiens. (elision)
  - Les amis. (liaison)

The use of liaisons and elisions are important. Letters such as “s” are sometimes silent (*muet*) but sometimes are pronounced as -z when liaised with a vowel.

Example:

- Les chiens sont adorables. (no liaison)
- Les oiseaux sont adorables. (liaison)

Continued

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

Students may

- Participate in choral reading of short simple texts with used and reused language.
- Make connections by matching words and pictures.
- Practice reading with intonation according to punctuation (e.g., Correct use of interrogation, exclamation: *Comment t'appelles-tu ? C'est magnifique !*).
- Verify predictions.
- Read simple phrases with expression (e.g., *Je suis triste. Je suis fatigué. Je suis content.*).
- Read with a partner.
- Quietly read aloud individually.
- Collect interesting vocabulary and expressions on a chart or sorting sheet as they read and organize the vocabulary by theme.
- Work in small groups to write expressions or phrases from a familiar text on cards. Use blank cards to represent word spacing. Share with another group and allow members to arrange the words themselves.

### Consolidation

Teachers may

- Provide short sessions for buddy reading.
- Provide immediate feedback on areas, such as pronunciation, to encourage students to develop internal grammar.
- Bring awareness of *Mots de la meme famille* during post-reading activities (e.g., *chanter - chante - chanteur*).
- Encourage students to recognize patterns to predict sounds and meaning of associated words.
- Create with the students a sound wall with authentic and frequently used vocabulary highlighting sounds; Use colour-code for different sounds; (e.g., *Voici mon stylo vert.*);
- Play I Spy/Je vois with the students using the word/sound wall; (e.g., *Je vois un mot avec le son -on.*).
- Establish routines to ensure students have time to reflect on how they are growing as readers in French.

Students may

- Read a familiar text independently and record themselves reading it or present it to the class.
- Participate in Readers' Theatre using short simple texts with used and reused language and vocabulary ( e.g., simple fairy tales known to the students).
- Use finger puppets to tell a story.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle francais !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Fluency and Accuracy (Reading)

### Outcomes

Students will be expected to

10.0 read short, simple texts containing familiar and repetitive language with fluency and accuracy [GCO 2]

### Focus for Learning

Although making connections with English or a student's first language is an important strategy that can be encouraged, frequent connection to oral language in French is paramount, since reliance on first language will sometimes promote errors. In many cases, letter sounds, sentence order and punctuation are similar, but there are also differences in sound-letter correspondence between the languages, which would lead to errors.

Example:

*Quel est ton nom ? or Comment t'appelles-tu ?*

Without having used and reused the above structure, orally, students may be inclined to mispronounce *Quel* and *nom*, reverting to what they have already learned in English.

While this is an example of a negative transfer of literacy skills from a student's first language, beginning FAL readers already have developed literacy skills and learning strategies, which will apply to learning French. For example, students already have experience with predicting to make sense or meaning from written and visual texts. They are familiar with using titles, subtitles, visuals and features of text to make predictions.

### Sample Performance Indicator

Choose from a variety of texts and read (on video or in person) so the teacher can assess fluency and accuracy.

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*Fluency and Accuracy (Reading)*

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**Sample Teaching and Assessment Strategies****Resources and Notes****Authorized**

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

<https://www.k12pl.nl.ca/curr/k-6/core.html>

## Reading Comprehension

### Outcomes

*Students will be expected to*

11.0 demonstrate understanding of the main messages in a range of simple written and visual texts related to their immediate and concrete environment [GCO 2]

#### Cultural Links

- Students develop awareness of francophone and other cultures close to them.

### Focus for Learning

#### Students who achieve this outcome are able to

- read and demonstrate understanding of texts related to their daily lives on topics such as school, family, animals, interests, hobbies and friends;
- respond orally, visually and/or in written form to identify the main idea or global meaning of simple texts;
- identify the main character(s) and general details of short texts;
- demonstrate their understanding by responding to simple questions on simple, repetitive, descriptive, narrative or informational texts, with visual support as needed;
- express comprehension through auditory cues, such as inflections and intonation, as well as visual cues, such as facial expressions;
- associate intonation and expression with a message;
- read and understand simple directions in relation to learning activities, tasks and projects;
- apply reading strategies that promote understanding.

Core French students should understand that reading is another way to communicate ideas and that a main goal of reading is to understand, not just the words read, but the ideas portrayed. Students at this level will be expected to identify the global meaning of a text as well as the main character(s) in a simple manner; therefore, it is imperative to use simple and consistent language in questioning to elicit simple responses.

Example:

- Qui est-ce ? C'est qui ? C'est...
- Qu'est-ce qui se passe ?
- Quel est le problème ?
- Qui sont les personnages...?
- Parle moi de...

Students may also be expected to identify simple details after reading a text. (e.g., *Qui a les cheveux roux et les yeux bleus ?*). They will respond orally or in written form, using language structures and vocabulary already used and reused, orally and during reading. Students may also respond visually to identify the main ideas.

Continued

## Reading Comprehension

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Guide students through contextualization and predicting phase (see Appendix A) of a short text by
  - modelling, orally, using language students can adapt to themselves, how the subject of the text relates to their (teacher's) life, knowledge or experience; and
  - guiding students through the pictures and features of the text to predict possible main points (e.g., *le titre, les intertitles*).
- Engage students in observing simple details about the text (*Quel est le titre ? Qui est dans l'illustration ? De quelle couleur sont les yeux du robot ?*).

Students may

- Engage in a simple conversation or exchange with the teacher and other students, noting simple details about the text (e.g., *Le robot a les yeux bleus.*).
- Predict vocabulary that may be in the text using text features, such as visuals.
- Use simple graphic organizers to assist with prediction.
- Predict the subject of the text.
- Make connections between the subject and their knowledge/experience.

#### Connection

Teachers may

- Create with students a theme-related sentence wall, using language emerging from texts they have read.
- Use gestures or actions to support new vocabulary and language structures that students encounter during reading.
- Make explicit links between English and French or a students' first language and French to encourage comprehension and a natural awareness of cognates.
- Create a key word dance (see Appendix C).
- Create a "word/phrase jar" with new vocabulary that they have learned. These can be later used for vocabulary activities, such as sorting or charades.
- Prepare a die with simple questions, visuals or other prompts on the faces to which the students respond orally, based on a text read (e.g., each die face has an image of an activity from a daily schedule and the prompt is *Quand est-ce-on fait cette activité ?*).
- Note words from *la même famille*.
- Play Je vois/I Spy with the students using the word/phrase wall.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix A

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Reading Comprehension

### Outcomes

*Students will be expected to*

*11.0 demonstrate understanding of the main messages in a range of simple written and visual texts related to their immediate and concrete environment [GCO 2]*

### Focus for Learning

#### Examples of Language Structures

- C'est drôle. C'est intéressant. C'est amusant. C'est bizarre. C'est dommage. C'est bon. C'est triste. C'est parfait. C'est fantastique. C'est incroyable. C'est magnifique. C'est difficile.

Core French students should realize that learning French is a lifetime process; therefore, their expectations as beginning readers in French should be realistic. The more exposure to a variety of reading opportunities, the greater the language development for students. They will develop their linguistic competence with a greater understanding of vocabulary and grammar. In order to develop the habits associated with reading well, reading must be undertaken regularly and systematically. So this outcome will be addressed on an ongoing basis, through many means.

One method of exposing students to daily reading occurs in the form of written directions, which should be presented in short, simple form for the Grade 4 Core French student. The format and language used should be repetitive, used and reused throughout the year. The most common directions would be connected to daily classroom interactions or to the completion of activities that are teacher-directed, found in resources, assessment-related rubrics or anchor charts. Written directions, such as those below, would be first reinforced and modelled orally. The expectation is that, over time, students will demonstrate comprehension of such directions in context.

- Tournez à la page
- Écoutez
- Lisez la page
- Écrivez ou écris
- Répondez ou répondez
- Coloriez ou colorie
- Associez ou associe
- Pliez ou plie
- Collez ou colle
- Découpez ou découpe
- Coupez ou coupe
- Regardez
- Cherchez

Continued

## Reading Comprehension

### Sample Teaching and Assessment Strategies

Students may

- Predict the meaning of a text by using words they already know.
- Read texts with repeated structures to solidify use and understanding of common structures in French.
- Identify similarities between English and French.
- Play Bingo with familiar vocabulary and phrases.
- Participate in a Key Word/Phrase Dance (see Appendix C).
- Use a graphic organizer or foldable with simple questions or visuals to respond to a text.
- Participate in a simple comprehension activity, such as quick write or quick draw (see Appendix C).
- Following simple written directions to complete a task.
- Label items in the classroom using complete sentences.
- Create an opinion card using a visual or simple phrase in response to a text (e.g., *C'est bon !*; *C'est intéressant !*).
- Apply reading strategies to negotiate meaning.

### Consolidation

Teachers may

- Provide post-reading activities to verify comprehension:
  - Conference with students and ask simple questions in French,
  - Invite students to complete a task by reading and following simple instructions (e.g., drawing, creating a craft, completing a classroom task).
- Encourage students to make connections and find similarities with their first language (*les mots amis* and *les mots de la même famille*).
- Make connections between oral and written texts through visual cues.
- Provide students with self reflection activities such as *Je peux...* statements and checklists.
- Read with small groups to model self-reflection strategies.
- Display an alphabet chart, and throughout development of a text and/or theme, invite students to share vocabulary they have learned. Encourage students to share vocabulary in complete sentences. This chart can be used to further play games, such as charades or concentration.
- Use student responses, such as mini white boards and Thumbs Up, to check for comprehension.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>

Continued

## Reading Comprehension

### Outcomes

*Students will be expected to*

*11.0 demonstrate understanding of the main messages in a range of simple written and visual texts related to their immediate and concrete environment [GCO 2]*

### Focus for Learning

A benefit of reading in a target language is gaining understanding and insight into the cultural beliefs and values associated with the language. Through exposure to various texts, elementary Core French learners may gain an appreciation for, and recognition of, the presence of francophone and other cultures in their lives. They can create personal links with elements of those cultures. While in Core French, the emphasis is on francophone culture in Canada, teachers should be aware of the diverse and multicultural nature of the province and create opportunities for students to share elements of their own culture in a respectful and safe environment. Through reading simple texts with elements of culture, students will be better able to make connections.

### Sample Performance Indicator

Students can provide a reading journal presentation (by video or with teacher one-on-one) at regular intervals in which they use a modelled format to express their reaction to a text.

Le titre de mon texte est \_\_\_\_\_

Les personnages s'appellent \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Le sujet est \_\_\_\_\_

J'aime l'histoire, Je n'aime pas l'histoire, C'est drôle, C'est triste...

## Reading Comprehension

### Sample Teaching and Assessment Strategies

Students may

- Collect interesting vocabulary on a chart or sorting sheet as they read, and organize the vocabulary by beginning or ending sounds, rhyming, length or other common feature.
- Create visual representations, such as a poster, foldable or story map to convey their understanding of the text.
- Use a checklist or self-evaluation to identify the reading strategies they are using and how often.
- Pick a card with a classroom expression or phrase and draw it or act it out while the class guesses (e.g., *Est-ce que je peux tailler mon crayon ?*).
- After reading a text or portion of a text with familiar language, participate in a stop-and-sketch (see Appendix C) to demonstrate their comprehension.
- Represent and share elements of francophone culture present in a text or visual (e.g., poster, picture).

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi !*
- *Une culture à célébrer !*

Appendix B

Appendix C

<https://www.k12pl.nl.ca/curr/k-6/core.html>



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Section Three:  
Specific Curriculum Outcomes

Written Communication

## Focus

Literacy, in its largest sense, consists of an integration of the three strands of language: oral, reading and writing. In other words, students read about a topic they have already talked about in class and then write about that topic. The texts Elementary Core French learners produce will be short, simple and rely on familiar, modelled language. Student writing is always linked to structures and vocabulary practiced, used and reused orally. Similarly, students would have used and reused the same language during reading. This is crucial for second-language learners to experience success as spontaneous writers. If students are able to talk about a topic, and read about a topic, then they are also able to write about it. There is a direct link between oral comprehension and production, reading, and writing. In terms of language use, when we write a message, the goal is to have this message read. Therefore, all texts written by the students must be read (by other students in most cases), and once these texts have been read, students should be able to talk about them.

## Outcomes Framework



**GCO 3 (Writing):** Students will be expected to plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy.

12.0 plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy

## Suggested Unit Plan

Writing follows oral fluency and reading fluency. The process of laying the oral foundation about a theme or topic, followed by reading about it and then writing about it allows students to write in French first. Accuracy is attained through oral and reading accuracy (developed by careful error correction when operating in those modes) followed by writing accuracy in which grammar aspects are taught in the context of communication needs. Writing can be addressed at various points throughout the year, as long as sufficient work has been done in the oral and reading strands regarding the topic.



## Fluency and Accuracy (Writing)

### Outcomes

*Students will be expected to*

12.0 plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy [GCO 3]

### Focus for Learning

#### Students who achieve this outcome will be able to

- write short, simple texts on a variety of topics related to their daily lives, specifically school, family, animals, friends, characters, individuals and interests;
- express themselves in short, simple but complete sentences;
- write with fluency and accuracy.

The texts Grade 4 Core French learners produce will be short, simple and rely on familiar, modelled language. Student writing is always linked to structures and vocabulary practiced, used and reused orally. Similarly, students would have used and reused the same language during reading. This is crucial for additional-language learners to experience success as spontaneous writers. If students are able to talk about a topic, and read about a topic, then they are also able to write about it. There is a direct link between oral comprehension and production, reading and writing.

Grade 4 Core French learners are expected to communicate with fluency and accuracy as discussed in Outcome 1. In order to develop fluency and accuracy, the teacher should insist that the students always use complete sentences, orally and in their writing.

To develop accuracy, the correction of errors in oral and written production is essential. Everything begins with the expression of their ideas by the students in complete, correct sentences. Oral correction is very important for the development of accuracy in writing. Just as speaking in complete and accurate sentences is expected, students should also use *la pédagogie de la phrase* in written form. To promote fluency and accuracy in communication, students should write clearly, in complete simple sentences as modelled by the teacher (see Appendix A).

Students need opportunities to express themselves for an authentic purpose and a real audience. They are more engaged when they have a clear and authentic purpose for writing. Different text types serve different purposes for different audiences. As beginning writers, students in Grade 4 Core French will be limited in the text types they are expected to create. Such texts may include

- birthday invitations;
- collages;
- ID cards/passports;
- informational texts, such as Bio cards;
- lists, school schedules, and simple school plan;
- message of the day;
- personal texts and descriptive texts;
- short paragraphs with repetitive language;
- short simple poems (e.g., Je suis... cinquain, Haiku, shape, formula, similes); and
- simple comic strips, dialogues, or sentences.

Continued

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Identify and review learning goals with students.
- Model authentic language in context relevant to the topic students will be writing about.
- Engage students in authentic conversation reusing language structures and vocabulary during the prewriting phase (see Appendix A).
- Reinforce the language and vocabulary students have used during oral and reading activities.
- Ask simple questions relevant to the topic to elicit student responses which enables students to reuse, orally, vocabulary and language structures that they will use in their writing tasks.
- Provide vocabulary to students as they need it during conversations and exchanges.
- Encourage use of complete sentences during conversations in the prewriting phase.
- Model effective writing strategies, such as the importance of punctuation, titles, opening and closing sentences in short paragraphs (e.g., *Voici mon chien, Snoopy. J'aime jouer avec Snoopy. Snoopy est fantastique !*).
- Orally model correct use of the language (i.e., spelling, punctuation, simple subject-verb agreement and some adjectives [e.g., *J'ai les yeux bleus.*]).
- Model the use of simple text features that students will include in their written and visual representations (e.g., *Quel est le titre ?*).
- Provide visuals, objects and gestures as prompts for writing activities.
- Model the writing process through shared writing activities (see Appendix A for the writing process).
- Provide students meaningful choices when completing tasks and projects.

Students may

- Engage in conversations with the teacher and their peers to share information in the prewriting phase.
- Continue to use language orally based on the teacher's model.
- Use visuals and gestures to support communication.
- Apply writing strategies modelled by the teacher to create a text.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi!*
- *Une culture à célébrer !*

*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi!*
- *Une culture à célébrer !*

Appendix A

Appendix B

Continued

## Fluency and Accuracy (Writing)

### Outcomes

Students will be expected to

12.0 plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy [GCO 3]

### Focus for Learning

Students already have an understanding of such text types from their English Language Arts experiences. Core French students will also apply learning strategies to communicate in writing correctly, with clarity and fluency.

Therefore, students will be able to write simple sentences in correct form. Strategies may include

- J'utilise les modèles,
- Je réfléchis,
- Je me fais une image dans ma tête,
- Je pense aux sujets, and
- Je pense au sujet et à mes expériences personnelles.

Students rely on their language experiences to create texts while engaged in collaborative or individual writing. Learners are to write spontaneously during the writing phase, using very simple sentences. The same procedure as that in oral comprehension and production and reading is expected. Modelling, use and reuse of vocabulary and language structures already used orally is important. Through instructional approaches such as modelled, shared, guided and independent writing, students will become more confident Core French writers.

Students experience success when their writing and representation are based on authentic learning experiences. The tasks and the language used must be functional and relevant to the students; likewise, the reference materials used to aid students in developing their oral and written communication skills should also be meaningful and authentic. Classroom displays such as word walls (see Appendix B) should be purposeful and most often initiated and created by students. Such displays must be relevant and contextualized for students and include language that students are using and reusing regularly during oral, reading and written activities. Such displays will encourage students to use and interact with them because they need to. Displays should not promote cultural stereotypes, but encourage understanding of other cultures, specifically francophone cultures.

### Sample Performance Indicator

Write a description using simple structures (e.g., a missing pet poster or an ID for a fictional character).

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

#### Connection

Teachers may

- Model orally their own authentic examples
  - correct language and vocabulary to be used in a writing task,
  - how language structures already used during oral and reading activities are needed and reused in writing,
  - the use of pertinent and authentic wall displays as resources during writing tasks (e.g., message du jour, anchor charts, word and sentence walls, student published projects),
  - elements of a short text (e.g., title, organization: *Tout d’abord, j’ai besoin d’un titre.*),
  - language conventions in French (*Il y a un point d’exclamation ici !*),
  - self-correction of errors,
  - the process of self-assessment using *Je peux* checklist with and without visuals, and
  - how to provide constructive feedback to peers using a checklist as a guide.
- Encourage
  - risk taking and promote errors as important to the learning process,
  - use the language acquired orally, and
  - student efforts using celebratory phrases (e.g., *Super ! Bien fait ! Bravo !, Bon travail !*).
- Continue reinforcement of complete sentences during writing.
- Remain consistent with the language and vocabulary used orally and expected in students’ writing.
- Monitor student writing and conference with students to provide feedback during writing tasks.
- Emphasize *les stratégies de réussite* in check list format before beginning the writing process (see Appendix B).
- Co-create with students sound and sentence walls with visuals to support writing tasks. Use complete sentences in these support charts. (e.g., *Il est content.* Highlight the “t” to remind students that in this sentence the “t” is *muet*).
- Implement strategies that will ensure students write directly in French without translating (e.g., reinforce oral language in conversations with the students when modelling teacher example).
- Monitor student errors.
- Explicitly teach the effective use of a dictionary, but discourage reliance on it for spontaneous oral and written communication.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C’est parti !* Bookshelf

*C’est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi!*
- *Une culture à célébrer !*

*C’est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
- *Prends soin de moi!*
- *Une culture à célébrer !*

Appendix B

Continued

## *Fluency and Accuracy (Writing)*

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### **Outcomes**

*Students will be expected to*

*12.0 plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy [GCO 3]*

### **Focus for Learning**

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

Students may

- Create written or visual texts using a teacher model, adapting it to their own personal context (e.g., *Je m'appelle Julie et j'ai 9 ans.*).
- Use
  - appropriate written production strategies to engage in writing activities, (e.g., *J'utilise bien les modèles*),
  - oral interaction strategies with peers during writing activities, and
  - correct language conventions such as spelling and punctuation.
- Ask for clarification or specific vocabulary when needed, (e.g., *Comment dit-on ?*).
- Consult word/sentence walls, which reuse structures and vocabulary previously explored orally and during reading and writing.
- Recognize and use features, such as *titres, sous-titres, intertitres, illustrations, cartes*, to support their writing.
- Create personal reference resources (e.g., visual dictionary with theme-related language structures, lexique).
- Begin to self-monitor and self-correct.
- Conference with peers to engage in peer editing.
- Adapt their texts based on teacher and peer feedback and self-reflection.
- Participate in a simple scavenger hunt of known vocabulary or objects to explore how to use classroom resources such as message du jour, anchor charts, word and sentence walls, student-published projects and dictionaries. (e.g., *Trouve un mot qui commence avec la lettre B; Trouve un mot qui rime avec bon*).
- Celebrate their classmates using phrases such as *Bien fait ! Bravo !*

### Consolidation

Teachers may

- Invite students to publish and to share projects in pairs or in groups.
- Create publishing checklists that students may use.
- Share published writing exemplars from former students or mentor texts.
- Use exit cards, journals, sticky notes and student *Je peux* checklists to monitor student progress.
- Use student projects for gallery walk or to use for further conversations with students.

Continued

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
- *Mystère !*
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*C'est parti ! 1 (SR)*

Student Modules:

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- *Mon Robot Respectueux !*
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- *Une culture à célébrer !*

Appendix B

## *Fluency and Accuracy (Writing)*

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### **Outcomes**

*Students will be expected to*

*12.0 plan and create various simple texts, using familiar language in written and visual form, about their immediate and concrete environment with fluency and accuracy [GCO 3]*

### **Focus for Learning**

## Fluency and Accuracy (Writing)

### Sample Teaching and Assessment Strategies

- Model the use of a *Je peux* checklist so students may reflect on their writing with a partner or small group.
- Re-use student projects by having students participate in activities that encourage vocabulary development (e.g., students can search for *synonymes ou les contraires, ... grand et petit*).
- Invite students to collect exemplars they would like to include in a portfolio.
- Use student published projects as exemplars.

Students may

- Create their own written and visual texts that are purposeful and connected to the communicative intent.
- Self-assess writing skills related to topics and themes using their “Can do” checklists (e.g., *Je peux écrire les phrases complètes*).
- Reflect on progress made in achieving writing goals.
- Monitor and correct errors during their writing.
- Continue to reference classroom resources (e.g., display with authentic word walls, classroom-created dictionaries, personal dictionary, student-published projects, messages du jour) when writing.

### Resources and Notes

#### Authorized

Myceczzone.com (Teacher Resource [TR])

- *C'est parti !* Bookshelf

*C'est parti ! 1: Teacher Resource Guide (TR)*

- *Je parle français !*
- *Mon Robot Respectueux !*
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*C'est parti ! 1 (SR)*

Student Modules:

- *Je parle français !*
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Appendix B

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# Appendix A: Teaching Strategies for Oral Production, Reading and Writing

# TEACHING STRATEGIES FOR ORAL PRODUCTION, READING AND WRITING

## TEACHING STRATEGIES FOR ORAL PRODUCTION

Language is first and foremost a skill, developed, primarily, through its use. Language skill is different from language knowledge and, as the research of Paradis (2004, 2009) shows, language knowledge cannot be transformed into language skill. The emphasis must be on use of the target language so that students can develop an implicit competence, allowing for automated usage of structures. With this in mind, for every new situation or language structure, teachers should follow the steps mentioned in the teaching strategies for oral production (summarized in Table 1).

### A. INPUT (Step 1)

#### Step 1 – Use one or more authentic sentences on a topic relating to the teacher’s personal situation

At the beginning of each new topic or lesson, through the focus principle of authenticity of communication, the teacher gives information on their own interests, and as a result, creates a real communicative situation. This reinforces the conception that a language is used, above all, to communicate personal and authentic messages. For example, if the teacher says: *J’ai un animal de compagnie. C’est un chien, Mon chien s’appelle Gizmo*, they give to the students a language model permitting them to begin a conversation on pets and their names. We do not start off by asking the students questions because the students would not be able to answer without first having been introduced to a language model allowing them to formulate their own answer. We must give students’ brains the input before eliciting output.

### B. OUTPUT

#### HAVE STUDENTS USE AND REUSE THE MODELLED SENTENCES BY ADAPTING THEM

Since students must be taught new language skills, in other words, develop an implicit competence, it is important to have them use and reuse authentic sentences. Therefore, the language output necessary for the acquisition of an implicit competence in an additional language consists of students’ use and reuse of modified authentic sentences, focused on their personal interests and their desire to communicate. In order to enable the students to create patterns (or neural networks) in their minds, the language output is successively presented in the following four steps.

#### Step 2 – Question students, helping them use and reuse the modelled sentences adapted to their own situation.

To encourage use and reuse of the language in the classroom, the teacher creates multiple opportunities where students are asked numerous questions. These questions give students the opportunity to use and reuse the structures, modelled by the teacher, but adapted to their own personal situation in authentic communication situations. To take the above example, if the teacher gave students a language model about pets, they can then carry on the conversation by asking the question : *Est-ce que tu as un animal de compagnie ?* Vocabulary words that the students need in order to communicate their messages are then provided orally upon request in an authentic context by the teacher:

T: J’ai un animal de compagnie. C’est un chien. Est-ce que tu as un animal de compagnie, Jake?

J: Oui, j’ai un animal de compagnie. C’est un....comment dit-on snake?

T: On dit, un serpent.

J: C’est un serpent.

The natural progression of this authentic exchange would be to ask Jake what the pet’s name is.

T: Mon chien s’appelle Gizmo. Comment s’appelle ton serpent?

J: Mon serpent s’appelle Sammy

In this way, a natural and authentic conversation is built, by carefully modelling and scaffolding the one or two structures required. Note that the integration of all new vocabulary words into real sentences clearly demonstrates that language is primarily a means of communication. Likewise, the modelled sentences are not simply repeated out of context. Instead, they are reproduced by the students in an adapted form that represents their personal situation to show clearly that language is, in fact, a means of communicating through authentic sentences. As a result, students are more implicated in the learning because it does not consist of simply repeating ready-made sentences, but rather of using modelled phrases and adapting them to a personal situation in order to express what they want to say. Therefore, students develop a creative automaticity (Gatbonton and Segalowitz, 2005), that is, the ability to use language to create new combinations with various already-learned elements in order to express new ideas or feelings.

**Step 3 – Ask the students to question other students in order to use the modelled sentences adapted to their own situation**

Recalling the discussion about pets. The teacher asks some students to question other students in the class in order to ensure that they can ask the question correctly. Asking questions is important in an authentic conversation. The other students reply by using a personally adapted version of the modelled response. This procedure provides a model of the task to be completed in the next step.

**Step 4 - Have students interact with each other in pairs to reuse the modelled question and to give a reply adapted to their own situation**

With a partner, the students engage in a conversation using the question and answer that have been modelled. In a limited time period (i.e., 10–12 seconds, so they do not resort to using their L1), the students ask each other the question and answer it. For example, the first student asks: *Est-ce que tu as un animal de compagnie ?* The second student responds: *Oui j'ai un animal de compagnie....* The first student follows, where possible, with another question such as: *Quel type d'animal as-tu ?* or *Comment s'appelle ton animal de compagnie ?* Then, the second student asks these questions to his partner, who provides answers.

**Step 5 – Question the students to have them reuse, in an adapted form, the answers of their partner**

In order to develop students' listening skills and give them another opportunity to use the modelled phrases in another adaptation, the teacher first models how to talk about their partner, then asks students questions about what their partners have said:

- Mon partenaire était Jane. Elle a un chien. Qui était ton partenaire, John ?
- Mon partenaire était Michelle
- Quel type d'animal a Michelle ?)

Students answer by referring to the answers previously given by their partner (using the appropriate pronouns, for example, *Elle*). The teacher then follows-up with a new question related to the answer given or with a comment in the form of an authentic conversation. Once students become familiar with this strategy, they can start using it themselves. To further internalize the language structure, the teacher can repeat steps 4 and 5 (steps 6 and 7 in Table 1).

**Table 1 - Oral modelling**

Adapted from: Germain, C. & Netten, J. (2007). *Le français intensif - Guide Pédagogique*, 2<sup>e</sup> édition; Government of Newfoundland and Labrador.  
Government of Newfoundland and Labrador (2013). *Core French 1200, Curriculum Guide*

Goal	Concepts	Strategies	Application	Concepts	Strategies
<b>Build implicit competence for fluency and accuracy</b>	<b>Input</b> (modelling)	1. Teacher models one or more authentic sentences related to teacher's life and the topic.	Teacher gives 1-3 sentences, orally, related to the theme and the teacher's personal experience.		
	<b>Output</b> (use and reuse of structures)	2. Teacher questions several students, helping them adapt your modelled sentences to their own situation.	Students use the sentences provided by teacher, adapted for their situation.	Fluency	8. Teacher always uses complete sentences.
		3 a). Several students question each other (from their seats). 3 b). Two students model the activity in front of the class.	a) Students use the established model to ask and answer questions. b) Teacher ensures the model is used correctly.	Accuracy	9. Teacher corrects errors and elicits the correct structure.
		4. Students question each other in dyads.	Use a limited time segment to avoid relapse into English.	Listening skills	10. Now and then the teacher asks someone about what another student said.
		5. Teacher models how to talk about partner's response and questions several students about responses from their partners.	In conversation with the teacher, students report what their partners said.		
		6. Repeat step 4 with different partners.	Do this step with new dyads.		
		7. Repeat step 5.	Talk about response of new partners.		

## TEACHING STRATEGIES FOR READING

The Reading Process consists of three phases:

1. Pre-reading
2. Reading
3. Post-reading

### A. INPUT (Step 1)

**Pre-reading:** has two steps—contextualization and prediction—and three main goals:

- to help students create links between the topic of the text and students' lives;
- to provide language structures, orally, that students will require for comprehension; and,
- to provide and use a strategy for reading comprehension.

**Contextualization:** The teacher models how the topic of the text relates to their life and guides students to do the same using the language they modelled. For example, if the text is about a dog, the teacher talks about their dog, strategically using the language used in the text so students will have an oral register of the words they will read.

Teachers engage students in a conversation about the topic (using the oral modelling procedure), guiding them to apply the modelled language to their own life.

**Prediction:** Using the various graphic and textual clues, teachers guide students to predict what happens in the text or, in the case of a very short text, what its main point might be. Questions should be geared toward making students think about what could be happening in the text, not a vocabulary lesson.

*Qu'est-ce que la petite fille fait ?* instead of *Qu'est-ce que c'est ?*

## B. OUTPUT (Steps 2 and 3)

**Reading:** In this phase, the text will be exploited several times over a number of readings. Each exploitation is with a specific goal in mind.

1. First exploitation goal: to achieve global comprehension and to give students a model of fluent reading.

Procedure:

- The teacher reads aloud to the class while students follow along on their copy or on the screen.
- The teacher asks questions to determine if students understood the global meaning of the text.
- The teacher rereads the text with students reading aloud after the teacher, sentence by sentence.

Language result: The teacher provides a model for reading fluently (reading meaningful blocks of language together, not word by word) and accurately (using correct pronunciation and inflection).

2. Second exploitation goal: to understand the links between the sound and the spelling of the words

Procedure:

- Pose questions about the text to review the meaning of the text.
- Have the students take turns reading parts of the text
- Point out one sound-symbol correspondence
- Ask students to find other examples in the text.

3. Third exploitation goal: to understand a grammar element

Procedure:

- Review the text with a few questions
- Have students read the text aloud individually
- Show one grammar item and ask students to find another example.

**Post-Reading:** At this phase, a synthesis activity should be done to reuse and reintegrate the language structures learned in the text. It could be a reaction to the text. For example, in a text about food, perhaps students could express their food preferences.

**Table 2 - Reading Process: modelling and strategies**

Adapted from: Germain, C. & Netten, J. (2007). *Le français intensif - Guide Pédagogique*, 2<sup>e</sup> édition; Government of Newfoundland and Labrador.  
Government of Newfoundland and Labrador (2013). *Core French 1200, Curriculum Guide*

Goal	Concepts	Strategies	Application
<b>Pre Reading</b>			
<b>1. Use implicit competence built with oral practice; 2. Build an implicit competence in reading; 3. Acquire explicit knowledge of the language (grammar, spelling).</b>	<b>Input</b>	1. Contextualization:  To develop internal grammar.	Teacher orally (without the text) models links between their own life (and lives of the students) and the topic of the text, modelling use of several language structures from the text. Language structures chosen should help students understand the text.
		2. Prediction:  A reading comprehension strategy to anticipate what the text is about.	Teacher shows images from the text and questions students about what they might find in the text based on the images. It is important to avoid "Qu'est-ce que c'est?" The activity should be primarily a prediction exercise. Questions such as this should be used instead: Je vois une jeune fille. Qu'est-ce qu'elle fait?

**Table 2 - Reading Process: modelling and strategies**

Adapted from: Germain, C. & Netten, J. (2007). *Le français intensif - Guide Pédagogique*, 2<sup>e</sup> édition; Government of Newfoundland and Labrador.  
Government of Newfoundland and Labrador (2013). *Core French 1200, Curriculum Guide*

Goal	Concepts	Strategies	Application	Concepts	Strategies
<b>Reading</b>					
<b>1. Use implicit competence built with oral practice; 2. Build an implicit competence in reading; 3. Acquire explicit knowledge of the language (grammar, spelling).</b>	<b>Output</b> (Model reading the text fluently aloud and have students read the text)	3. First exploitation: to understand the general sense of the text.	<ul style="list-style-type: none"> <li>- Read the full text while students follow along.</li> <li>- pose questions to verify comprehension.</li> <li>- Reread the text with students reading aloud in chorus after teacher, sentence by sentence.</li> <li>- Return to the predictions made and asks why they were correct or not.</li> <li>-Have students read the text aloud in groups or individually as comfort levels allow.</li> </ul>	<b>Fluency</b> (skill) Establish links between the elements of a sentence to better understand the global sense of the text.	Teacher reads with natural inflection and intonation.
		4. Second exploitation: to establish a sound-symbol correspondence.	<ul style="list-style-type: none"> <li>- Pose questions for a brief review of the text.</li> <li>- Have students read successive chunks of the text aloud.</li> <li>- Point out one sound symbol correspondence (e.g., a sound - silent s at the end of a word).</li> <li>- Have students find other examples.</li> <li>- Have students reread the text in small groups.</li> </ul>		
		5. Third exploitation: to learn explicit grammar (grammar rules).	<ul style="list-style-type: none"> <li>- Pose questions for a brief review of the text.</li> <li>- Have students read the text aloud individually at their desk, to themselves.</li> <li>- Point out one grammar item (e.g., ending of a verb with tu).</li> <li>- Students find other examples in the text.</li> </ul>	<b>Accuracy</b> (skill) Establish correct sound-symbol links.	Teacher corrects errors and has student repeat correct form.
		6. Synthesis activities to reuse new structures and words.	Model activities to reinvest language structures: <ul style="list-style-type: none"> <li>- changing the ending.</li> <li>- using a template to create a similar text.</li> <li>- reading the text as a reader's theatre.</li> </ul>		

## TEACHING STRATEGIES FOR WRITING

The strategies associated with writing include a six-step process :

1. Contextualization
2. Modelling
3. Grammar/linguistic emphasis
4. Adaptation
5. Writing
6. Post-writing

### A. INPUT (Steps 1-4)

**Contextualization:** The language goal of this step is to give students the opportunity to hear and use language structures needed to write their text. Contextualization is critical in developing internal grammar, which allows students to write directly in French, as opposed to translating from English. The teacher engages students in an authentic conversation about the topic, as it relates to their lives, modelling the necessary language structures and inciting students to use them.

**Modelling:** Teachers, with oral input from students, demonstrate how to write the sentences students have been using orally.

Procedure:

- Give the subject of the text.
- Ask students to propose a title for the text, which the teacher writes on the board.
- Ask students to provide the ideas for what to write.
- Write in complete sentences some of the ideas of students, integrating comments about conventions as you write.
- Reread the text and discuss with the class any changes needed.

**Grammar emphasis:** This is a good place to highlight one point of grammar previously introduced in the third exploitation of a text. Another linguistic element, such as the spelling of a sound may also be highlighted here.

**Adaptation:** The teacher can now engage students in a conversation guiding them to adapt the model to their personal situation.

### B. OUTPUT (Steps 5 and 6):

**Writing:** Students use the language modelled, first orally and, secondly, in writing, to develop their own short text.

**Post-writing:** To ensure that the writing is an authentic experience, the texts should be published and read by others. Once that is done, the teacher should once again engage students in a conversation about what they have read. In this way, the language experience is a full circle, having begun with oral use of structures on a topic, moving to reading about the topic, writing about the topic and returning to talking about the topic based on what was written.

**Table 3 - Writing Process: modelling and strategies**

Adapted from: C. Germain & J. Netten, 2007. *Le français intensif - Guide Pédagogique*, 2<sup>e</sup> édition; Government of Newfoundland and Labrador.  
 Government of Newfoundland and Labrador (2013). *Core French 1200, Curriculum Guide*

Goal	Concepts	Strategies	Application	Concepts	Strategies
1. Use implicit competence built with oral practice; 2. build an implicit competence in reading; 3. acquire explicit knowledge of the language (grammar, spelling).	<b>Pre Writing</b>				
	<b>Input</b>	1. Contextualization: To develop internal grammar and to prompt students to write directly in French without translating.	Engage in conversation with students to help them use and reuse principal structures and words needed in the writing task. (This will be on topics that students have already discussed orally and read about.)		
		2. Modelling: To model how to write sentences already used orally.	- Give the subject of the text. - Ask students to suggest a title. - Ask students to suggest (in French) information to be used in the text. - Write, in complete sentences, the information suggested by students. - Read the text to verify that it is well-organized and that the title is appropriate. - Make adjustments as necessary (e.g., capital letters, punctuation, spelling). - Read the text aloud with students.  NOTE: At the Grade 4 level, a text will be about themselves or another person, object or place. It will consist of a few sentences that they can already say orally. The modelling process should reflect this.		
		3. Grammar rule: to teach explicit knowledge of the language.  4. Adaptation: to verify that students can adapt the model.	- Point out spelling combinations. - Engage students in conversation to ensure they are able to adapt the model to their situation.		
	<b>Writing</b>				
<b>Output</b>	5. Writing: to create texts reusing language structures already used orally.	Students write their texts independently while teacher circulates: - reminding them to write sentences based on what they have already learned orally; - prompting them to write directly in French; - drawing attention to spelling; and - correcting points of grammar that have already been talked about in a reading process.	Fluency (skill): Prompt students to write directly in French.  Accuracy (skill and knowledge): Prompt students to write correctly.	7. Students produce sentences similar to those practiced orally.  9. Correct errors and have students correct errors in rules they have already seen.	

**Table 3 (continued) - Writing Process: modelling and strategies**

Adapted from: Germain, C. & Netten, J. (2007). *Le français intensif - Guide Pédagogique*, 2<sup>e</sup> édition; Government of Newfoundland and Labrador.  
 Government of Newfoundland and Labrador (2013). *Core French 1200, Curriculum Guide*

Goal	Concepts	Strategies	Application	Concepts	Strategies
	<b>Post Writing</b>				
		6. Post writing: to have an authentic writing experience and to reuse language structure.	Language reuse: - students share and read each other's texts. - discuss texts students have read, using the oral language modelling process.  Publishing: - post texts around the room, as appropriate. - exchange texts with other classes.		



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## Appendix B: Learning Strategies and Rubrics

**STRATEGIES FOR ORAL INTERACTION**

When I listen (*Quand j'écoute*):

- I can focus on what is being said. *Je peux écouter avec attention.*
- I can pay attention to words that are the same in English and French. *Je peux faire attention aux mots amis.*
- I can note familiar words. *Je peux remarquer les mots familiers.*
- I can observe the images. *Je peux observer les images*
- I can think of the overall meaning. *Je peux penser au sens global*
- I can think of my experiences that might be connected to the subject. *Je peux penser au sujet et à mes expériences personnelles.*
- I can form a visual in my mind of the subject. *Je peux me faire une image dans ma tête.*

When I speak (*Quand je parle*):

- I can speak clearly. *Je peux parler clairement.*
- I can use the models. *Je peux utiliser les modèles.*
- I can speak loudly enough to be heard. *Je peux parler assez fort.*
- I can ask questions. *Je peux poser des questions.*
- I can respond to questions. *Je peux répondre aux questions.*
- I can continue the conversation by making a comment or asking a question. *Je peux continuer la conversation.*
- I can pronounce words correctly. *Je peux bien prononcer les mots.*
- I can use the model to express myself. *Je peux utiliser le modèle pour m'exprimer.*

**STRATEGIES FOR READING AND WRITING**

When I write (*Quand j'écris*):

- I use models. *J'utilise les modèles.*
- I think about the subject. *Je réfléchis.*
- I create an image in my head. *Je me fais une image dans ma tête.*
- I think about my experiences related to the subject. *Je pense à mes expériences personnelles liées au sujet.*

When I read (*Quand je lis*):

- I think about the words I use orally. *Je pense aux mots que j'utilise à l'orale.*
- I look for cognates. *Je cherche les mots semblables aux mots en anglais.*
- I look for word families. *Je cherche des familles de mots.*
- I think of the general meaning. *Je pense au sens global.*
- I determine the main message. *Je pense au principal message.*
- I am aware of false cognates and true cognates. *Je suis conscient des faux amis et des mots-amis.*

## STRATEGIES TO HELP LITERACY DEVELOPMENT

With students who are still at the early stages of developing an implicit competence in the language, developing a sound wall and a word wall with them is an important tool.

### SOUND WALL

Students in Grade 4 Core French have not had much exposure to the sounds and the way that they are written in French. Introduce students gradually to the sounds of French that are different from those in English. The sound wall aims to help students to read independently, so that they can manage to pronounce correctly new words found in reading by themselves, as well as to write correctly. To achieve this, students must be familiar with certain letter-sound relationships. Not all sounds need to be posted, just those that pose a particular problem when there are several spellings. For example, the é sound can be written er, ez, ai and so on. The words that have the same sound should be used in full sentences, for example: *J'aime mon dîner. Le clown a un nez rouge. J'ai chaud.* Each sentence must be produced by the students and contain words they are using for the topic being studied. These are not sounds placed in dictated sentences or prepared in advance by the teacher, because the process is to get students more involved in their learning, and they are more likely to remember an example if they created it themselves. Students should write their own example, and it should be added to the sound wall: students' written examples should be clear, and written in large letters so that they can be easily read by students sitting anywhere in the classroom.

### WORD WALL

The purpose of using a word wall is to allow students to recognize quickly certain words that are more common and are used frequently while reading or writing, and to be able to write them correctly. The word wall includes words that the students need to use frequently and that are related to a topic, a project or an activity. Regardless of how the words are organized (alphabetically, by concept, etc.), it is important that they be used in full sentences. The key word posted can be shown (in bold letters or in a special color) to help recognize these words when necessary.

The word wall and the sound wall are two ways that help students be able to read independently and to write correctly. Students must learn to decipher words and to pronounce them correctly even if they have never seen or heard them before. The ability to decipher a word is also very important when students begin writing. Observing letter-sound relationships should help them spell the words correctly.

### USE OF A DICTIONARY

When students are beginners, it is recommended that they do not use a dictionary as the dictionary tends to distract them from building their own internal grammar. At this stage, the demands on student language production should be satisfied with the limited number of simple structures being modelled and reused in the classroom. However, when students have developed some spontaneity in oral communication, two or three copies of a dictionary can be provided for students. Teachers must provide a good initiation as to how to use it properly.

**RUBRIC FOR ORAL COMMUNICATION**

The emphasis is on fluency and accuracy.

Standard: Student can	never	sometimes	often	always
speak in simple, full sentences respecting the correct word order and syntax (Subject + Verb + Object).				
use more than one sentence related to a subject, sometimes with conjunctions such as <i>et</i> and <i>mais</i> .				
replace a noun for a pronoun when talking about people.				
take the initiative to ask questions.				
interact with some spontaneity.				
describe a person, place or object using adjectives.				
use correct pronunciation.				
use correct expression.				

**RUBRIC FOR READING FLUENCY**

Standard: Student can	never	sometimes	often	always
read aloud teacher-modelled short, simple, repetitive texts with familiar language.				
use correct pronunciation for familiar and modelled language.				
demonstrate understanding of sound-letter relationships.				
create links between the elements (i.e., grammar, syntax, sounds) of a sentence to facilitate understanding of what they have read.				
realize that sometimes word order varies from language to language: “J’ai les yeux bleus.” versus “I have blue eyes.”				

**RUBRIC FOR READING COMPREHENSION**

Standard: Student can	never	sometimes	often	always
read and demonstrate understanding of texts related to their daily lives on topics such as school, family, animals, interests, hobbies and friends.				
respond orally, visually and/or in written form to identify the main idea or global meaning of simple texts.				
identify the main character(s) and general details of short texts.				
demonstrate their understanding by responding to simple questions on simple, repetitive, descriptive, narrative or informational texts, with visual support as needed.				
read and understand simple directions in relation to learning activities, tasks and projects.				

**RUBRIC FOR WRITTEN PRODUCTION**

Standard: Student can	never	sometimes	often	always
express themselves in short, simple but complete sentences.				
write with fluency (using 2-3 sentences about a given topic).				
write with accuracy, following a model.				
observe language conventions such as capitals and punctuations.				



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## Appendix C: Games and Activities

**Birthday songs**

*Bon anniversaire; nos voeux les plus sincères*

<https://www.youtube.com/watch?v=3gNOW2knM34>

Les gens du pays:

<https://www.youtube.com/watch?v=gV7fVZFkpOc>

*Ma chère amie/Mon cher ami , c'est à votre tour de vous laisser parler d'amour;*

**Chain activity**

Example: Adding imaginary school items to a book bag. The first student begins with, *Dans mon sac à dos, il y a un stylo*. The following student must repeat their classmate's item as well as add their own item (e.g., *Dans mon sac à dos, il y a un stylo et une gomme à effacer*). The game continues until every student has participated. Students may be challenged to add quantity or colour to the items (e.g., *Dans mon sac à dos, il y a deux stylos. Dans mon sac à dos, il y a une règle rouge*).

**Clock buddies**

Clock Buddies is meant to be a quick and easy way to create pairs for partnered activities while avoiding the problem of kids always having the same partners. It begins with a clock face, with slots for names extending from each hour on the dial. Each student has his or her own copy of a Clock Buddies sheet, with the names of 12 classmates on each hour's slot. Each of those other students, in turn, has this student's name in the matching hour slot on each of their clock sheets. When the teacher wants students to form pairs, they can use the clock method: *Formez une équipe avec votre partenaire à trois heures*.

The hours on the clock can be filled by having students form two concentric circles, with half of the students on the inside circle, and around them in the larger circle is the other half of the group. Taking the left half and right half of the room, or the front half and rear half, to make the two concentric circles means the opposite circle is composed of students who don't normally sit near each other. Once the two concentric circles are formed, each student will be facing someone. (If there is an odd number of students, the teacher joins the circle that has one fewer student in it.) Have the students facing one another write each other's name in their 1 o'clock slots. Then, tell the outer circle to move one person to the right. Now, each student has a new partner across from him or her. This would be the 2 o'clock buddy; students write each other's name in the 2 o'clock slot. Next, tell the inner circle to rotate one person to the right. Again, now new partners are matched up, and these should write each other's name in the 3 o'clock slots. Continue until all students have been all the way around or until all 12 clock slots are filled, whichever comes first. You can alternate having the outer circle move, then the inner circle, then the outer, and so on. If each always moves to the right, you'll have an orderly progression all the way around.

**Clipboard cruise**

The teacher takes a data collection sheet containing the name of each student, date, concept and observation. (A sheet of labels or sticky notes works well.). "Cruise" about the class to observe and assess students' reading.

### Cube activity

Students will respond to questions on the cube based on language structures and topics addressed up to this point. Brainstorm possible questions with the class.

Sample questions include:

- Est-ce que tu as une grande famille ou une petite famille?
- Est-ce que tu as un frère? Comment s'appelle-t-il? - Est-ce que tu as une sœur? Comment s'appelle-t-elle? - Quel âge a ton frère? - Quel âge a ta sœur?
- Est-ce que tu as un animal domestique? Quel animal domestique as-tu?

### Dix!

- Students stand in a circle.
- Student A starts the game by starting at 1 and saying as many as three numbers in sequence. Each student has the choice to say as many as three numbers during their turn, so Student A could say, "1,2,3."
- Student B picks up where A left off, and has the choice to say just the next number or up to the next three numbers. For example:
- Student A: 1
- Student B: 2,3,4
- Student C: 5,6
- If a student has to say 10, they are out and sit down.
- The next student will start again at 1, again choosing to say either one, two or three numbers in a row.
- Continue in this way until only one student remains standing.

### Emotions Charades

Students form inside-outside circles with one circle demonstrating an emotion and the other guessing. Students use complete sentences when guessing and confirming the answer:

- *Tu as peur ?*
- *Oui, j'ai peur. / Non, je n'ai pas peur.*

**Emotions Survey Template**

Je suis fatigué(e)	Je suis content(e)	Je suis fâché(e)	Je suis triste

**Fist to Five**

1. Introduce a topic, a procedure, or the directions of an activity to the class.
2. Ask students to show their level of understanding by holding up their hand with the appropriate number of fingers.
3. A closed fist means the student has no understanding.
4. One finger means the student has a little understanding.
5. Two fingers mean the student understands but still needs some support.
6. Three fingers mean the student has basic knowledge.
7. Four fingers mean the student knows what to do and doesn't need any help.
8. Five fingers mean the student understands and can help or explain it to someone else.

### Food order checklist

Coche les choix de tes partenaires. Écris leur nom.

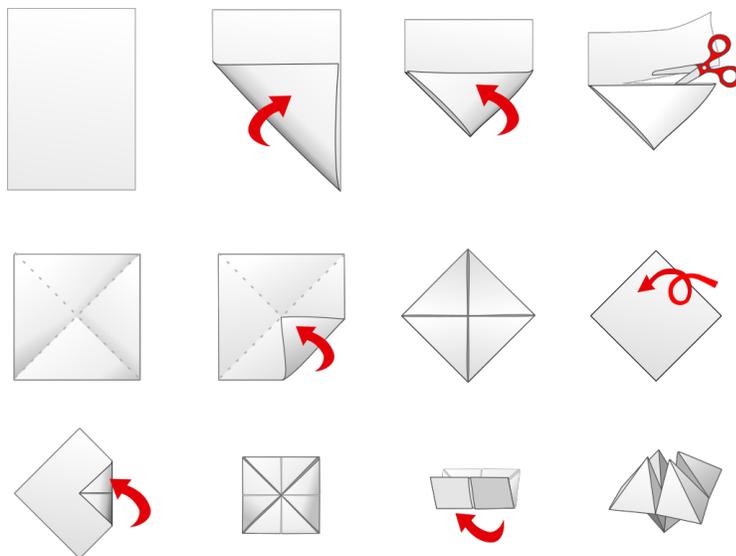
_____		_____		_____	
commande un hamburger avec... (✓ ou X)		commande un hamburger avec... (✓ ou X)		commande un hamburger avec... (✓ ou X)	
du fromage		du fromage		du fromage	
de la laitue		de la laitue		de la laitue	
des tomates		des tomates		des tomates	
des oignons		des oignons		des oignons	
du bacon		du bacon		du bacon	
de la moutarde		de la moutarde		de la moutarde	
du ketchup		du ketchup		du ketchup	
de la mayonnaise		de la mayonnaise		de la mayonnaise	
de la relish verte		de la relish verte		de la relish verte	

_____		_____		_____	
commande une pizza avec... (✓ ou X)		commande une pizza avec... (✓ ou X)		commande une pizza avec... (✓ ou X)	
du fromage		du fromage		du fromage	
du pepperoni		du pepperoni		du pepperoni	
des poivrons verts		des poivrons verts		des poivrons verts	
des tomates		des tomates		des tomates	
des oignons		des oignons		des oignons	
du bacon		du bacon		du bacon	
du boeuf haché		du boeuf haché		du boeuf haché	
de la sauce tomate		de la sauce tomate		de la sauce tomate	
des anchois		des anchois		des anchois	

## Les clique-doigts

A *clique-doigt* may be constructed by the steps shown in the illustration below (Wikipedia, 2023):

1. The corners of a sheet of paper are folded up to meet the opposite sides and (if the paper is not already square) the top is cut off, making a square sheet with diagonal creases.
2. The four corners of the square are folded into the center. The resulting smaller square is turned over, and the four corners are folded in a second time.
3. All four corners are folded up so that the points meet in the middle, and the player works their fingers into the pockets of paper in each of the four corners.



Source: [https://en.wikipedia.org/wiki/Paper\\_fortune\\_teller](https://en.wikipedia.org/wiki/Paper_fortune_teller)

## Go Fish

Each member of the group has five cards with a visual of school supplies, places in the community, etc. The goal is to ask other members in the group if they have a certain card to make a pair (e.g., Student A: *Est-ce que tu as un livre dans ton sac à dos ?* Student B: *Non, je n'ai pas de livre. Va au magasin !* or Student B: *Oui, j'ai un livre dans mon sac à dos. La voici !*);

## Es-tu observateur?

Student A draws the name of another student (B) from a container. Student A takes five seconds to observe what student B is wearing. Then, with back to the class, student A describes student B's clothing. Student B then draws the name of a student and does the same.

**Inside-outside circle:**

## Inside/Outside Circles

This discussion technique gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner. Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to.

## How to use

1. Split the Class into two groups.
2. Provide students with discussion prompt or question.
3. Share: students in the inside circle share their information with the classmate facing them in the outside circle. When they have done this, ask them to say “pass,” at which point their partners in the outside circle will share their responses.
4. Rotate: On the teacher’s signal, the outside circle moves one step to the left or right to discuss the same question with the new partner.

Option: post a new question or give the new partners a different discussion point.

**J’ai \_\_\_\_\_; qui a \_\_\_\_\_?**

Game played with cards that have two items (could be a picture and a word, two words or two pictures), The person who has the start card and word, begins by saying “*J’ai un tableau; Qui a un stylo ?*” The person whose card has a picture of a pen says, *J’ai un stylo, qui a un pupitre ?* The person with a picture of a student desk, says, *J’ai un pupitre, qui a un sac à dos ?*

**Je cherche quelqu’un qui \_\_\_\_\_**

A game to use describing language. *Je cherche quelqu’un qui porte un pull rouge.*

**Key Word/Phrase Dance**

Select vocabulary or phrases from a text. Create hand motions or actions to go with vocabulary selected. Show flashcards (Note that the authorized resource units each have a set of flashcards.) with the vocabulary, and students mimic the associated action. Students must change the action in response to the visual displayed. Music may be played.

**Memory**

A student places random school items on a desk to allow classmates to review the items for a short period of time. The student then covers the items from view and asks their classmates to recall the items (e.g., *Est-ce qu’il y a une règle sur le pupitre ? Oui, il y a une règle sur le pupitre. Non, il n’y a pas de règle sur le pupitre.*).

### Mon monstre/robot a

Dice game with numbers on one die representing a body part and colour and the numbers on the other die representing the number. Students draw the monster/robot based on the rolls of the dice.

1 = blue head (*la tête bleue*)

2 = red eye (*l'œil rouge*)

3 = purple arm (*le bras violet*)

4 = yellow legs (*la jambe jaune*)

5 = black mouth (*la bouche noire*)

6 = green ear (*l'oreille verte*)

### Move to the Music cooperative learning strategy

A method of incorporating movement into interactive learning. When music is stopped by the teacher, students find a new partner to interact with.

### Pile sorting

After completion of a comprehension activity, sort responses into three categories: those who got it, those who kinda got it, and those who did not understand.

### Personal interview template

Est-ce que tu as...	Nom	Âge
Un frère		
Une sœur		
Une tante spéciale		
Un chien		
Un chat		
***		

### Pouah!

The teacher chooses a number (e.g., 2). Students begin to count one after another;

the student who says 2 or multiples of 2 must say "Pouah!" :

1, Pouah!, 3, Pouah!, 5, Pouah!, 7, Pouah!, 9, Pouah!, etc.

Teachers can continue to play and vary this game, by using multiple of 3 for example, as students use higher numbers;

## Quatre-Coins

Each corner of the room represents a facet of a topic or concept. The teacher makes a statement or poses a question and in response, students position themselves in the corner that corresponds to their answer. Once in the corners, students form small groups of two or three to briefly talk about why they chose the corner.

Example:

1. If the topic or theme is seasons with one season in each corner of the classroom, the teacher might pose the question:  
*Quelle est ta saison préférée ?*
2. Students move to the corner that best reflects their answer.
3. Students work in pairs or triads to give one reason why.
4. The teacher chooses groups to report on their reasons.

**Variation of Quatre Coins** - Display the target vocabulary/structures on a sticky note or sheet in each corner of your classroom. One student is blindfolded or has eyes closed for 10-15 seconds while the other students move quietly to a corner. When the timer expires the blindfolded student will select one of the four specified vocabulary/phrases and whichever students are in the chosen corner they are eliminated. The last student remaining wins and is then blindfolded for round two.

## Questionne, Questionne, Échange (Quiz, quiz, trade):

This cooperative-learning technique has students review information with other students by asking and answering questions. In the Core French context, the strategy could be used to encourage authentic conversation about topics covered.

How to use:

1. Create cards with visuals representing topics (Each unit has flashcards in the authorized resource).
2. Provide each student with a flash card about the current unit of study.
3. Partner A holds up the flash card to show Partner B the question. For example, if the topic is sports the flashcard would have a picture of a sport and the students would have to express an opinion on the sport. Partner B answers. They switch roles and Partner B asks Partner A the next question.
4. Monitor the time for each interaction. For example, music can be played and stopped, at which time each student has to put their hand up and find a partner. They can be given only a minute (or more, depending on the group and the difficulty of the content) to answer and discuss the questions. They trade flashcards. Then, the music comes back on and when it goes off, students must find a new partner and repeat the same process.

### Quelle heure est-il, M. le Loup?

[https://ici.radio-canada.ca/v35/jeunesse-contenu/activites/cosmojoueurs/tgc\\_regles\\_jeux\\_150\\_fr.pdf](https://ici.radio-canada.ca/v35/jeunesse-contenu/activites/cosmojoueurs/tgc_regles_jeux_150_fr.pdf)

One student plays the role of “M. le Loup” and stands (back on) on one side of the gym/large area and the rest of the group stands on the opposite side. The group calls out, “*Quelle heure est-il M. le Loup ?*” Le loup turns to face the group and says an hourly time (5h00, 9h00, 11h00). Le loup turns around again and the group advances the number of steps corresponding to the time (5h00= 5 steps). The group calls out again and the game continues until the group gets fairly close and M. le Loup decides to reply “*C’est l’heure de diner !*” At this point, the wolf runs after the class trying to catch a person to replace them as the wolf. The class tries to make it back to where they started without being caught.

### Qui suis-je?

The teacher will choose one student from the class to close their eyes. Once their eyes are closed, they will point to a student. This student will move to another part of the classroom and describe themselves using a disguised voice.

Example

*J’ai les cheveux blonds*

*J’ai les yeux bleus*

*Je porte un pull vert*

*Qui suis-je?*

Then the student with their eyes closed will guess who it is.

### Quick Draw

The teacher shares a word or sentence and students draw a representation of the word or sentence.

### Rally Robin

In this cooperative learning exercise, created by Dr. Spencer Kagan, students repeatedly take turns, giving one answer each turn to create an oral list. Each student in the class gives several answers, responding to a question or discussion prompt, adding to or expanding on the information with each turn. For example if the question is *Quelle nourriture aimes-tu ?* Student 1 names a food in a complete sentence. Then student 2 names a food in a complete sentence, followed by student 3. The rally continues with students naming foods until time runs out.

### Coloured chip speaking challenge

Use skittles or talking chips of different colours and assign each colour a topic. Students choose a chip or a skittle at random and must speak on that topic. *Rouge: les sports; Vert: la musique; Jaune: l’école; Orange: la nourriture.* Students must say something they like and don’t like using the language “*J’aime.....*” or “*Je n’aime pas..*”

### Sondage de matières préférées

Mon ami(e)	Les matières				
	Les maths	Le français	Les sciences	La musique	Les arts langagiers
Abel		😊	☹️		
Xavier			😊		
Ronan				😊	
Evelyn	😊				
Totale :					

### Spontaneous Speaking Dice Activity

To focus on the liaison with the structure *J'aime...* create a chart filling in examples as follows and invite students to work in small groups. Provide each group with two dice. Taking turns, students will roll the dice to get two numbers. Students will go across for one number and down for the other (e.g., If student A rolls a 3 and a 2, they will indicate if they like hockey or not. *J'aime le hockey*. The teacher may ask the students "*Est-ce que tu aimes le hockey ?*") or students may take turns asking the question in their groups.

Est-ce que tu aimes...?	1	2	3	4	5	6
1	La récréation	Les sciences	Les leçons de musique	Les chiens	L'école	Les chats
2	L'éducation physique	Les bananes	Le hockey	Les maths	Regarder la télévision	Les pommes
3	La musique country					
4						
5						
6						

### Stop and Sketch (Arrêter et Dessiner)

While reading a text, stop at various points (beginning middle and end) and have students sketch what is happening.

### Tic-tac-toe/Bingo

On a pre-made 3x3 grid or 5x5 bingo card students will randomly write specified vocabulary/language structures in each square. For example, *je suis triste, je suis heureux, je suis fatigué*. Students will keep their card private and then take turns selecting one vocabulary/language structure from each of their cards. The first student to get three in a row/two lines/full card wins.

**Choosing Groups while reinforcing language structures**

Use common vocabulary to choose students to answer questions or to make groups. For example: *Je choisi quelqu'un qui porte un t-shirt blanc* (I'm choosing someone who is wearing a white t-shirt) or *Tous les élèves qui ont les cheveux noirs viennent ici* (all students with black hair come here)

**Trouve quelqu'un qui**

Bingo game in which student search the classroom for someone with specific characteristics. For example one square could be *Trouve quelqu'un qui a son anniversaire en mai*. Students circulate, posing the question to classmates to fill the squares with names. The person who satisfies the requirement of the square should sign the square.

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