

SCHOOL LOGO

“...L’oiseau fait son nid”

**Junior World Languages and Social Science
Study of France
(Grades 3,4,5 and 6)**

LEARNING LOG



World Languages (French)
Social Studies (History and Geography)
Reference Notebook

Name: _____

SCHOOL LOGO

L'oiseau Fait Son Nid Learning Log

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This document edition will be used as a pilot resource to support school French curriculum. Students, staff and families will provide input for future revisions of this living curriculum.

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PURPOSE of LEARNING LOG RESOURCE:

1. To support your school's World Language and Social Science curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a guide for peer teachers (older student buddies)
5. To provide a learning log (evidence of learning) built in to student resources

Features:

- Concentrated and focused study on world language and the culture of France
- Includes a technology connection (to Middlebury French Language Programs, PP/Youtube lessons, games, quizzes)

This resource is part of a series of 4 resources that can take upwards of 4 school years to complete:

1. France
2. French Around the World
3. Spain
4. Spanish Around the World
- 5.

The France Study Challenge!

Trailblazer - "Pionnier" (Expert)	720- 800 points
Pathfinder - "éclaireur" (Apprentice)	640-719 points
Rookie - "Debutant" (Novice)	< than 640 points

Challenge	Maximum Points
On-line Language Learning	250
Weekly dictations	175
EXPLORE	25
<ul style="list-style-type: none"> • Venn Diagram (9 points) • Tour de France France (10 points) • Cut and Paste Images (6 points) 	
NARROW	80
<ul style="list-style-type: none"> • KWL Chart (8 points) • Features Chart (8 points) • France Quiz (24 points) • Top 10 List (20 points) 	
GATHER	60
<ul style="list-style-type: none"> • Book Bank Data (20 points) • Web Bank Data (20 points) • Letter to Expert (5 points) • Survey Tables and Response Chart (15 points) 	
ANALYZE	30
<ul style="list-style-type: none"> • Excel Frequency Graphing (6 points) • Median and Mode Quiz (24 points) 	
GENERATE	52
<ul style="list-style-type: none"> • Findings (3 points) • New Questions (3 points) • Limitations (3 points) • Recommendations (3 points) • Written Report (40 points) 	
EDUCATE	104
<ul style="list-style-type: none"> • France PowerPoint (40 points) • Oral Presentation (54 points) • Exit Ticket Teacher Score (10 points) 	
Learning Log Challenge (complete tasks in book)	10
Classroom Work	10
Inquiry Quiz	4
TOTAL	800

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p. Appendix A-		



Study of French Language and Culture

First Thoughts

Oui est France? (try to respond in French if you can)

Order your favourite meal at a French restaurant.

What are the names of places or famous landmarks in France that people like to visit?

Can you ask a question in French?

1. Inquiry Tools

Trailblazers use 6 actions to conduct an **investigation**:

1. E - **E**xplore
2. N - **N**arrow
3. G = **G**ather
4. A = **A**nalyze
5. G = **G**enerate
6. E = **E**ducate

Experts conduct inquiries to find out more about life in the present and in the past.


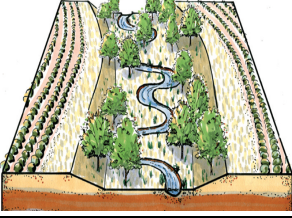




Pair and Share

- Read through (a few times) the ENGAGE action description on the next page and circle key words.
- Read them over again and put a star beside the action that looks like it might be the most challenging.
- Then tell your partner (without looking) what ENGAGE stands for!



<http://www.spokenenglishpractice.com/wp-content/uploads/2013/08/Our-Unique-Approach.jpg>

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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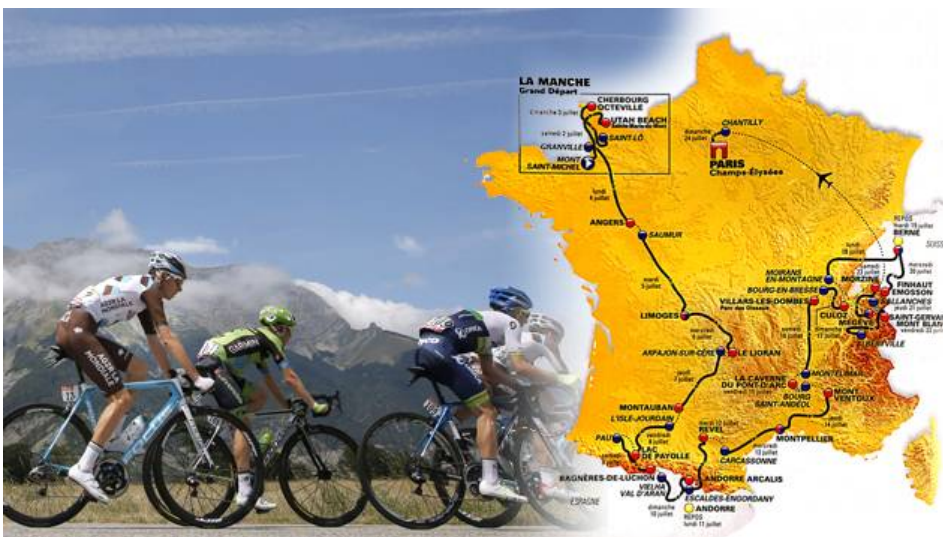
Icon	<u>ENGAGE</u> Inquiry Steps
	<p><u>EXPLORE</u></p> <ol style="list-style-type: none"> 1. Browse images/artifacts 2. Search through books/newspapers/magazines 3. Browse web pages...
	<p><u>NARROW</u> focus of interest</p> <p>Brainstorm on own/with others Think about value of project Choose initial direction</p>
	<p><u>GATHER</u> data</p> <p>Immerse in books and web articles Summarize notes from Informational texts (books. Web) Design interview questions and conduct interview(s) Design items for survey/ questionnaire</p>
	<p><u>ANALYZE</u> by comparing:</p> <p>informational text expert quotes and perceptions</p>
	<p><u>GENERATE</u> Findings</p> <p>Conclusions/Connections/Theories/Symbols Recommendations Admit bias/limitations Future research possibilities</p>
	<p><u>EDUCATE</u> Others</p> <ul style="list-style-type: none"> • Create visual art, musical score, dramatic or dance to be used as a teaching aid to help others understand project method and findings • Generate an inquiry report to be published for others to reference in the future - using technology • Generate a visual representation using technology to teach others about project • Develop a quiz to check for understanding that peers were actively listening to and learning about project from presentation

2. EXPLORE

Tour de France Inquiry

Task:

- Create an itinerary for you and your family to travel and live in France for 185 days.
- You will depart on Air Canada Flight 880 from Toronto at 20:45PM on January 12, 2019 and return on July 17, 2019.
- You will arrive at Charles de Gaulle (CDG) Airport at 9:50am the next day.
- What will your Tour de France be in the 185 days when you are living in France?
- You will need to come up with a catchy name for your tour!
- You will research places to visit and prepare a website link advertising your tour with many details about why you feel these places are worthy of a visit!
- Starter Materials: Learning Log, *Hawkeye Journal*, pencil
- Use your *Hawkeye Journal* to make and label draft diagrams.
- At the end of the semester, create your Tour de France Inquiry Report using these headings:

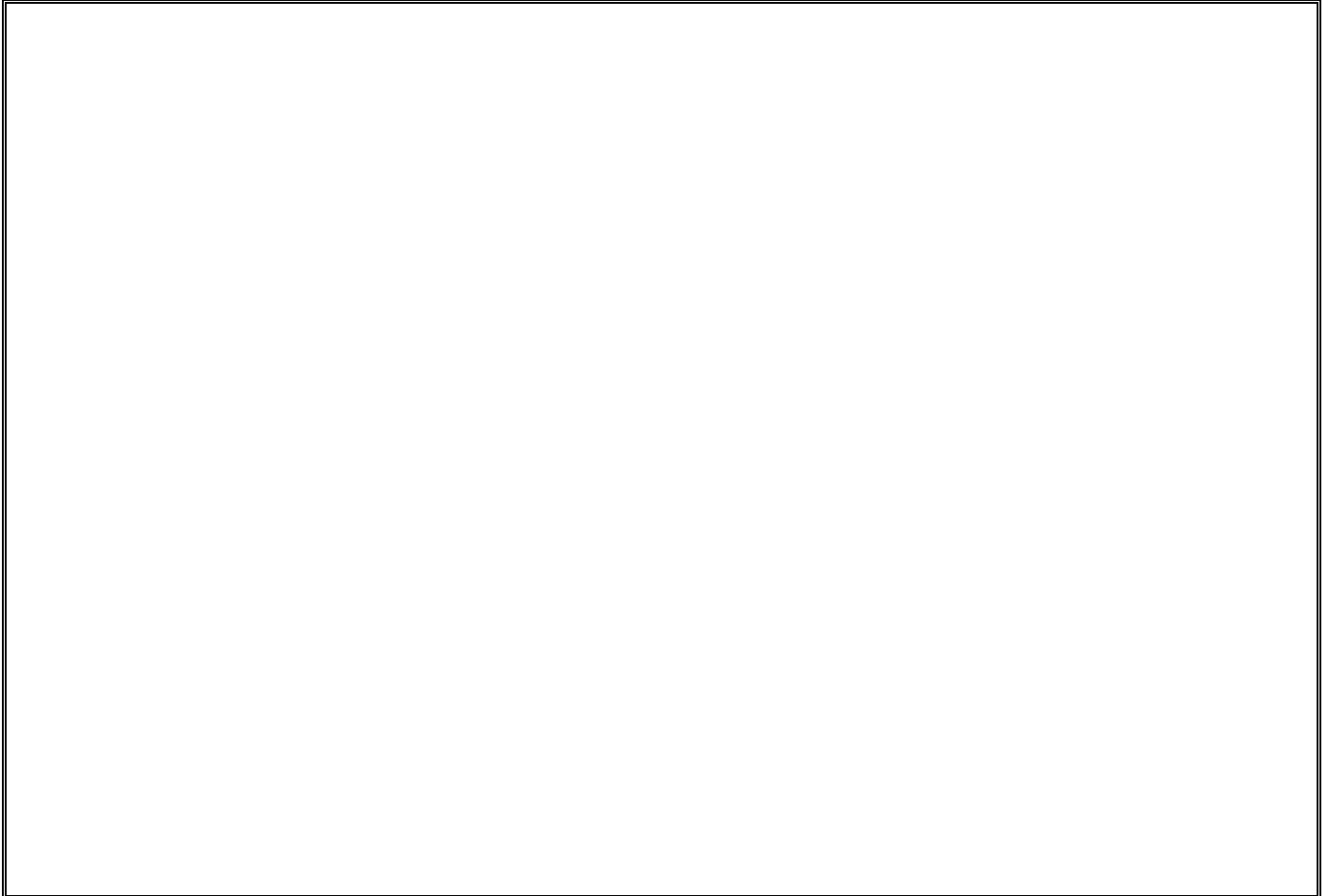


- Explore
- Narrow
- Gather
- Analyze
- Generate
- Educate

<http://graines-de-robert.e-monsite.com/medias/album/page-carte-1.jpg>

BROWSE IMAGES:

- Browse at least 10 different images of France - and select your favorite one and place it here.
- Label the images with words that explain what you like about the image.



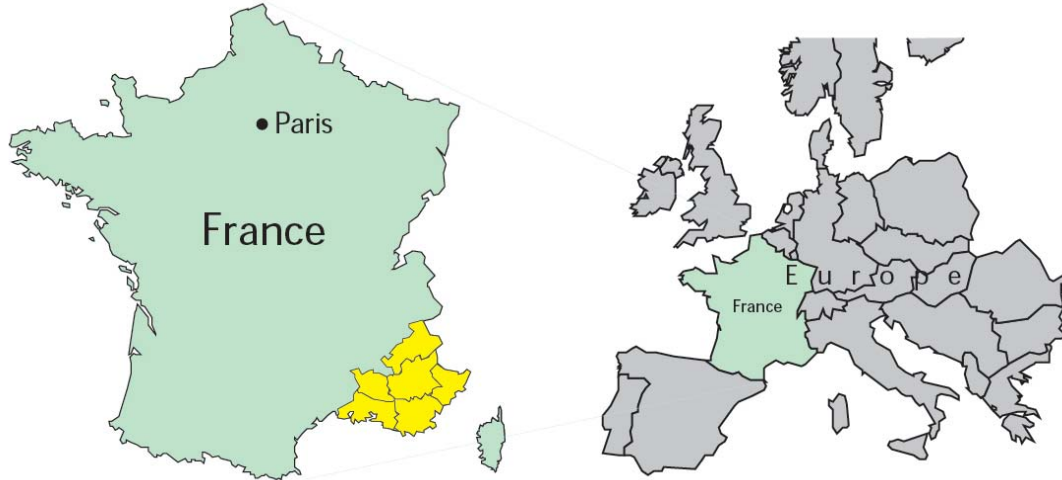
STEP OUTSIDE:

- Step outside with your Hawkeye Journals and imagine you are in France.
- Draw and label your predictions of what you might see!

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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3. Finding France

- Look at the following map of France.



<http://www.beyond.fr/picsmaps/europefrance-map001.jpg>

- List the countries in Europe that border France:

- What is the latitude and longitude coordinates for Paris, France?

Latitude	
Longitude	

STEP OUTSIDE:

- Create a scaled map of France today in 'Hawk' field.
- Note: France is known as the 'hexagon' of Europe. Its' dimensions include:
 - 547,030 sq. km (converted to miles - 211,2019 sq. miles)
 - boundary (perimeter) is 6316km
 - borders with:
 - Andorra (60 km - Southwest)
 - Germany (451 km - Northeast)
 - Luxembourg (73 km - Northeast)
 - Spain (623 km - Southwest)
 - Belgium (620 km - North)
 - Italy (488 km - East)
 - Monaco (4.4 km)
 - Switzerland (573 km - East)
 - 3427 km of coastlines on the:
 - North Sea
 - Mediterranean Sea
 - Bay of Biscay
 - Atlantic Ocean
 - English Channel



<http://villemin.gerard.free.fr/CultureG/hexaFran.gif>

- Now measure the size of 'Hawk' Field. _____
- As a class, scale the rough perimeters for each side of France's hexagon:

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Estimated Size of Hexagon Side	Scaled Down Size of France (that fits on Hawk Field)
1.	
2.	
3.	
4.	
5.	
6.	

- Use this space to 'do the math' to scale each side. 😊

- Mark out the space using a tape measure and then stake it out.
- See if you can arrange for a drone come and take a picture of the map in field marked out to scale.

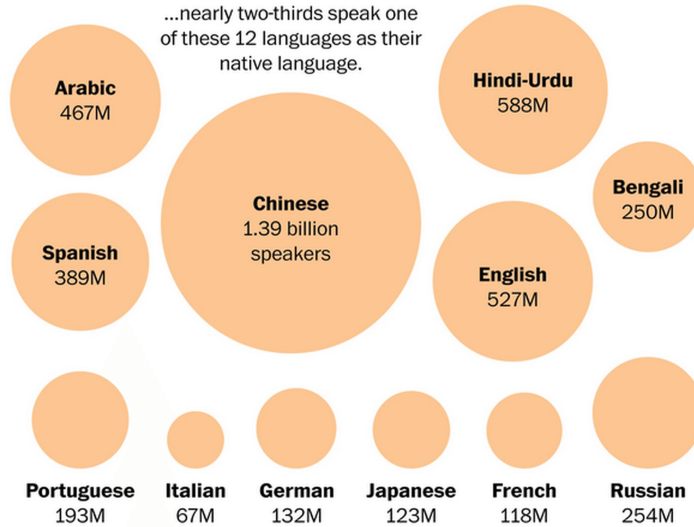
The many maps of France

- Check this out: <http://www.beyond.fr/map/>
- What map do you like best (and why!)

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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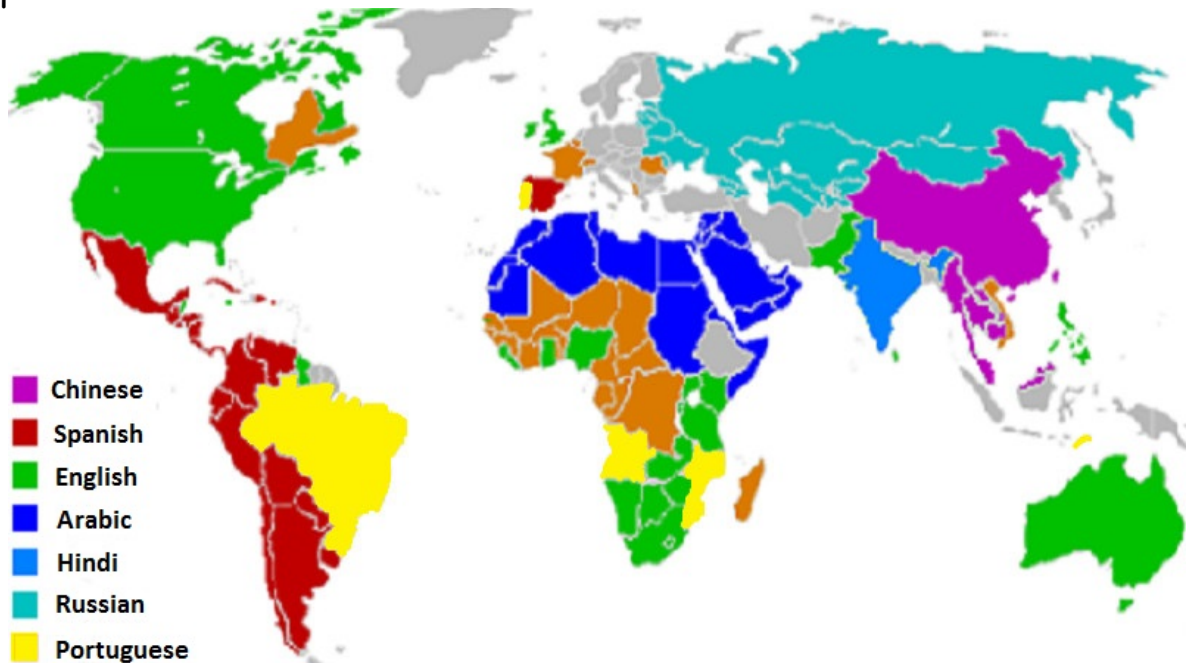
4. Why Speak French?

- Look at the following list of language (from the Washington Post) spoken around the world.



<https://images.washingtonpost.com/?url=http://img.washingtonpost.com/blogs/worldviews/files/2015/04/Screenshot-2015-04-23-at-9.04.22-AM.png&w=1484&op=resize&opt=1&filter=antialias>

- Look at a map that shows the geographical distribution where languages are spoken around the world.



<http://www.solutionzoom.com/wp-content/uploads/2016/02/Most-Spoken-Languages-in-the-World-List.jpg>

What language(s) would you like to learn? _____

French is the one of the official working languages of many international organizations. Organizations such as [*Médecins sans frontières*](#) (Doctors without Borders), [Amnesty International](#), [The United Nations](#) and the [African Union](#), conduct business in French along with English.

Au boulot - "Off to Work"

Careers for those who can speak/read French!

- **Translator** - works between at least two written languages, working with documents such as textbooks, instruction manuals and newspaper articles
- **Interpreter** - someone who works with at least two spoken languages. They are needed in conferences and courtrooms. Simultaneous interpretation is the most in-demand form, in which a language is decoded as it's being spoken, as in the exemplary case of UN interpreters
- **Proofreader** - works with translators. Proofreaders make sure translation is grammatically correct and that there are no *fautes de frappe* (typographical errors)
- **Editor** – makes sure French content uses proper syntax and flows properly
- **Tour guide** - work in museums, tour significant sites and monuments
- **Flight attendant** - bilingual in French and English is an advantage especially for longer international flights
- **Casino, resort or hotel staff** - hospitality industry is a great place to use French (receptionist to manager positions, depending on your qualifications and prior experience)
- **Consul, ambassador or diplomat.** – Such diplomatic services in embassies and consulates need people who can speak the local language to other countries.
- **French teacher**
- **English as a Second Language (ESL) teacher**
- **Voice-over artist** - Voice-over artists are called upon for dubbing movies, for commercials and cartoons.
- **Non-governmental organization (NGO) staff** - Expats (or expatriates) work in France so need to speak French with workmates
- **Think tank staff**
 - Organization for Economic Co-operation and Development (OECD): focuses on economic development across the globe
 - Sofreco: focus on sustainable economic and social development
 - United Nations Organization for Education, Science and Culture (UNESCO): promote world peace and justice by way of education, science and culture.

*adapted from <http://www.fluentu.com/french/blog/jobs-that-require-french/>

EXTEND IT:

- Find out more about:

Here are the foreign service websites for the US, Canada, the UK and Australia:

- United States Foreign Service
- Canadian Foreign Service Institute
- British Foreign and Commonwealth Office
- Australian Department of Foreign Affairs and Trade

Non-Governmental Agencies:

- [Organization for Economic Co-operation and Development](#) (OECD): Paris-based think tank that focuses on economic development across the globe
- [Sofreco](#): Consultant firm which specializes in sustainable economic and social development
- [United Nations Organization for Education, Science and Culture](#) (UNESCO): UNESCO's mission is to promote world peace and justice by way of education, science and culture. Headquartered in Paris UNESCO offers jobs all over the world,
- [Fédération internationale des ligues des droits de l'Homme](#) (International Federation of Human Rights): Paris-based NGO has hubs all over the world
- [Action Contre La Faim](#) (Action Against Hunger): This international NGO works to end hunger in developing countries.
- [International Red Cross](#): The Red Cross specializes in humanitarian aid in the wake of war and natural disaster.



5. Becoming French

Expert and Novice (same word in French & English)

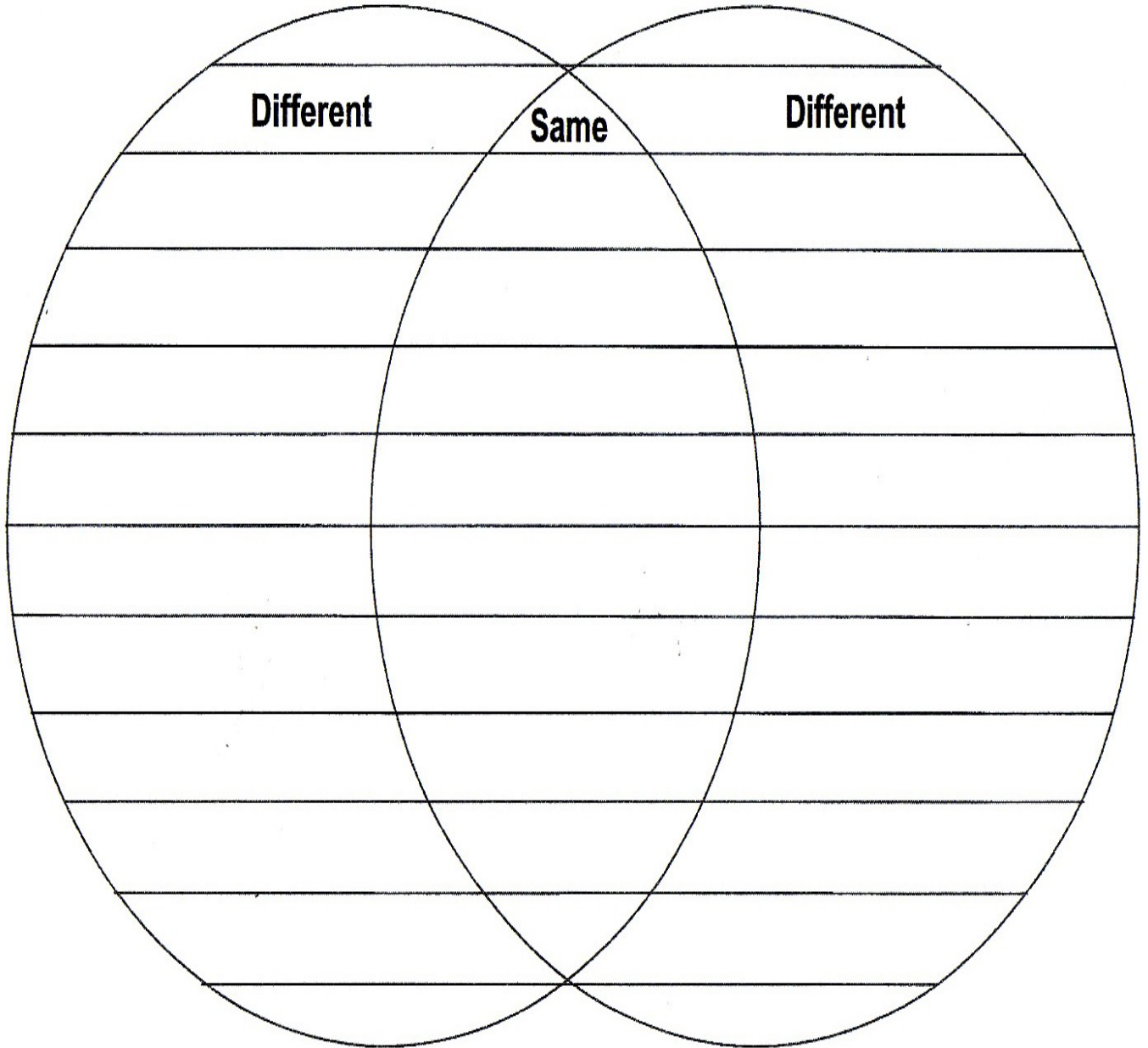
- Learning a new language involves moving through the novice (rookie) stage, the apprentice (pathfinder stage) to the expert (trailblazer) level.
- At the novice level, you need help most of the time. You can repeat words and phrases and can present material to others.
- At the apprentice stage, you understand vocabulary and can talk to others in phrases and simple sentences.
- At the expert level, you can talk with French speakers without any help.
- Where do you want to be at the end of this semester?

Did you know there are some words that are the same in English and French?

- For example, the words 'expert' and 'novice' are the same in English and French, but they are pronounced with a slight difference.
- Work with a partner to fill in this Venn diagram (for 9 points) to show how experts and novices can be the same and different.
- You may use some of the words in the box if you are stuck!

confident	curious	
inspired	risk taker	
mentor/helper	teacher	
researcher	writer	
leader	hard worker	
reader	uncertain	need support
let's others do the talking		
orders from the menu with ease		
follows directions with ease		
add your own words 😊		

Venn Diagram

 Topic: _____

<https://adventureclubinteractive.files.wordpress.com/2013/02/venn-diagram.jpg>

How well did I do the task?	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)
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6. Pronounce the French Alphabet

A (ah)	B (bay)	C (say)	D (day)	E (euh)	F(effe)	G(zhay)
H(ahsh)	I(ee)	J(zhee)	K(kah)	L(elle)	M(emme)	N(ene)
O(oh)	P(pay)	Q(koo)	R(air)	S(esse)	T(tay)	U(oo)
V(vay)	X(eeks)	X(eeks)	X(eeks)	Y(ee grek)		Z (zed)

Tricky Letters: *g, j, e, q* and *r*

- Pronounce *g* like a soft *j* or "zhay."
- Pronounce *j* like a soft *g*, or "zhee."
- *E* has an "Euh" sound (like someone just punched you in the gut).
- *q* - you need to make a puckery face to say "koo" correctly.
- *R* sounds like the word "air," but the end is guttural.

Accents

Look at the word: "fiancé".

- What do you think the accent on the letter "E" makes it sound like? An _____ sound.
- What do you think the word would sound like without the accent?

Accents are used for two reasons:

- a. to change the pronunciation of the vowel,
- b. and to differentiate between words that are spelled alike but have different meanings.

5 Accents:

à - l'accent grave

á - l'accent aigu

â - l'accent circonflexe

ä - le tréma

ç - la cédille

"Répétez, s'il vous plaît" (Repeat after me, please.)

"Repétez, s'il vous plaît" (*****)

- What is the difference between the two commands?

In the second example, the first accent 'grave' was left out from *répétez*, making the phrase mean: "Please pass gas again.". WOOPS

7. Vocabulary Quizzes

"Comment est-ce que la connaissance des mots d'une communauté t'aide à élargir ton vocabulaire?"

(How does the knowledge of the words of a community help you to broaden your vocabulary?)

April 1 - Inquiry Words	April 2 - Directions
non, qui, quoi, quand, où, pourquoi, comment, explorez, restreignez, rassemblez, analysez, générez, éduquez, Voilà, l'observation (15)	verbs in the present tense to describe things that are happening to and around them *Choose 15 action verbs – use some that sound the same in English (15)
April 3 - Food Channel	April 4 - Shopping Channel
le restaurant, la boulangerie, les chiffres, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un...trente (25)	rouge, orange, jaune, vert/verte, bleu/bleue, violet/violette, blanc/blanche, noir/noire, brown, brun/brune (10)
May 1 - Fun Channel	May 2 - Travel Hound
jouer, a bicyclette, faire du vélo, la nature, le passe-temps favoris, des sports, jeux, faire du jardinage, nager, uer aux cartes, soleilla, danse, faire un pique-nique, faire de la voile, faire du patin à glace, jouer au foot(ball), le bureau, emballage arrière, pêche, Je fais de la photographie (20)	voyage, hôtel, la chance, la journée, passeport, valise, le pont, coffer, un sac à dos, un sac, des bagages, un billet, une reservation, gare, train, vol, aéroport, Où est-ce que je peux trouver un plan de la ville ?, Je cherche le bus/train/metro, Combien ça coûte? (20)
May 3 - Family Channel	May 4 - Welcome Channel
la famille, père, papa, mère, maman, les parents, sœur, frère, les enfants, le bébé, fils, fille, mari, femme, grand-mère, grand-père, petit-fils, petite-fille, oncle, tante, neveu, niece, cousin, cousine, demi-frère/sœur (25)	Salut, Bonjour, mon amie/mon ami (instead of "ma copine/mon copain"); vous êtes merveilleux, formidable, vous êtes super, vous êtes sensass, bien, parfait (10) *plus other 'welcomes' in other languages
June 1 - Time	June 2
Le temps, heure, la fin de semaine, le week-end, le rendezvous, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche; janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, deux mille dix-huitième (25)	You choose ten words ☺ (10)

Up to 175 points

TECH TIME:

- <http://www.tprsource.com/asher.htm>
- <https://www.studystack.com/picmatch-125095>
- http://www.vistawide.com/french/top_100_french_words.htm
- http://www.bbc.co.uk/languages/french/mafrance/flash/interactive_popup.shtml (Vocab word game; advanced videos – English and French translations – with themes of shopping)
- http://www.pbs.org/standarddeviantstv/episode_res_french.html#sample
- <http://www.bbc.co.uk/languages/french/news/>
- <https://www.studystack.com/killin-125095>
- <https://www.studystack.com/quiz-125095>

Learning New Vocabulary

- Pay attention to letters in words on word wall.
- Practice writing out sight words for quizzes.
- Skim a text to find familiar and new words.
- Find synonyms (e.g., "énorme", "géant", "gigantesque").
- Find antonyms (e.g., "grand/petit", "triste/heureux", "derrière/devant").
- Make picture dictionaries.
- Keep track of cool new French words in Hawkeye Journal.
- Choral read and repeat words with others to improve pronunciation.
- Put an action with a word to remember it.
- Determine if words are in present, past or future tenses.
- Use anchor charts and word lists for writing tasks.

"Comment est-ce que le mur de mots t'aide à élargir ton vocabulaire?"

(How does the wall of words help you expand your vocabulary?)

STEP OUTSIDE:

- Play "Hide and Speak" to teach new words to your primary buddies.
 - Hide 20-30 index cards with French vocabulary words with image.
 - Pairs of students find the cards and return to the teacher and say what they found!
 - Then they try and write the word on the teacher's whiteboard clipboard without looking at the card.
 - They score 1 point for pronouncing the word and a second point if they can spell it on the whiteboard.

8. France Today

France is a 'republic' ("*République française*") which means its leaders are voted on by the public. France currently does not have a monarchy. (no kings, no queens)

- territory in western [Europe](#) with [several overseas regions and territories](#)
- [Paris \(capital\)](#) - largest city and main cultural and commercial centre.
- other [urban centres](#) include [Marseille](#), [Lyon](#), [Lille](#), [Nice](#), [Toulouse](#) and [Bordeaux](#).
- global centre of [art](#), [science](#), and [philosophy](#).
- Europe's [fourth-largest](#) number of cultural [UNESCO World Heritage Sites](#)
- 83 million foreign [tourists](#) annually (most of any country in the world).
- founding member of the [United Nations](#),
- [founding](#) and [leading member state of the European Union](#) (EU).
- [Member of La Francophonie](#)

Create 6 questions about France using the following question starters:

Who
What
When
Where
Why
How

How well did I do the task?	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)
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- Now match the question words in English with the question words in French.

English Question Words	MATCH Letter	French Translations
1. Who		(a) Quelle
2. What		(b) Quand
3. When		(c) pourquoi
4. Where		(d) Qui
5. Why		(e) comment
6. How		(f) Où

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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- Imagine you have landed in Paris and the tour guide shares the following information in French:

« Les bagages se trouvent au niveau de la rue de l'aéroport. Vous pouvez obtenir un chariot pour transporter vos bagages. Vous pouvez louer une voiture ou prendre le métro. Essayez une douleur au chocolat pour le petit déjeuner. »

- Now that is too much information to digest at one time!
- Using question words that begin with “où”, “comment”, “combien”, “quel/quelle” (which), “qu'est-ce que”, and “qu'est-ce qui”, ask for clarification or additional information.

1. Les bagages se trouvent au niveau de la rue de l'aéroport.

- (The baggage claim is on the street level of the airport.)

_____ ?

2. Vous pouvez obtenir un chariot pour transporter vos bagages.

- (You can get a cart to carry your luggage.)

_____ ?

3. Vous pouvez louer une voiture ou prendre le métro.

(You can rent a car or take the Metro.)

_____ ?

4. Essayez pain au chocolat pour le petit déjeuner.

(Try a pain au chocolate for breakfast.)

_____ ?

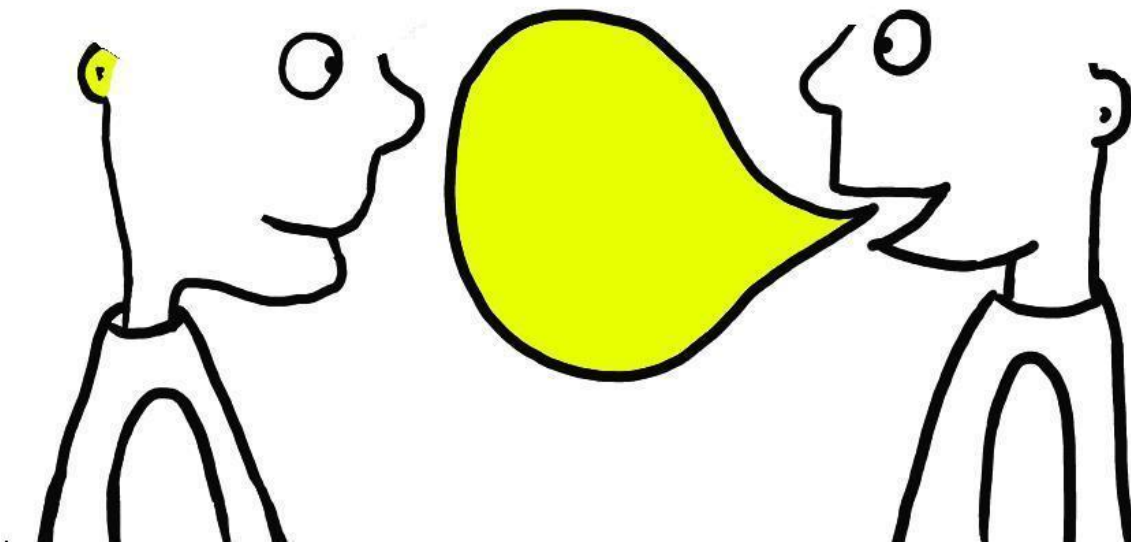
- Now practice with a partner making a statement and then asking a clarification. question.
- Then make it a three-step conversation with one more step responding with a phrase to the question.

Example:

Statement: Essayez pain au chocolat pour le petit déjeuner.

Question: Qu'est-ce que je mange pour le petit déjeuner

Response: une pain au chocolat



<http://justicefergie.com/wp-content/uploads/2013/01/conversations.jpg>

9. French Fairy Tale "Conte de fée"

- In pairs, create a historical fiction-based French Fairy tale story in a pattern book in a setting when France had monarchs (kings).
- You and your partner will be the heroes of your tale.
- One partner will be the narrator in English and the other will be the narrator in French.
- Use as many details as you can about one specific time in French history.
- Include a title page, illustrations, repetitive use of familiar words and phrases, description of characters/setting/ conflict, possible resolution
- *Be sure to express ideas or convey a mood in figurative language.*
- Create a tableau to dramatize this story.

TECH TIME:

- https://en.wikipedia.org/wiki/Mother_Goose
- <http://clpav.fr/lecture-chaperon.htm>
- <http://alexina93-histoire-du-soir.blogspot.co.uk/2011/03/boucle-dor-et-les-trois-ours.html>
- <http://www.fluentu.com/french/educator/blog/french-reading-comprehension/>

French Time Scale (Before the Revolution!)

- ✓ 10000 BC Paleolithic age
- ✓ 5000 - 2500 BC Neolithic age
- ✓ 51 BC - 486 AD Gaule
- ✓ Iron Age, France was inhabited by the Gauls, (Celtic people).
- ✓ Taken over by Rome in 51 BC
- ✓ 486 Germanic Franks conquered region and formed the Kingdom of France in 486AD
- ✓ became a major European power in the Late Middle Ages
- ✓ victory in the Hundred Years' War (1337 to 1453)
- ✓ During Renaissance, French culture flourished when global colonial empire established
- ✓ religious civil wars between Catholics and Protestants (Huguenots) in 16th century

- Complete your Fairy tale in English and French (5-6 sentences for 5 points) :

Once upon a time (“il était une fois »)...

“Comment vas-tu jouer le rôle du héros de l’histoire?”

(How will you play the role of the hero of history?)

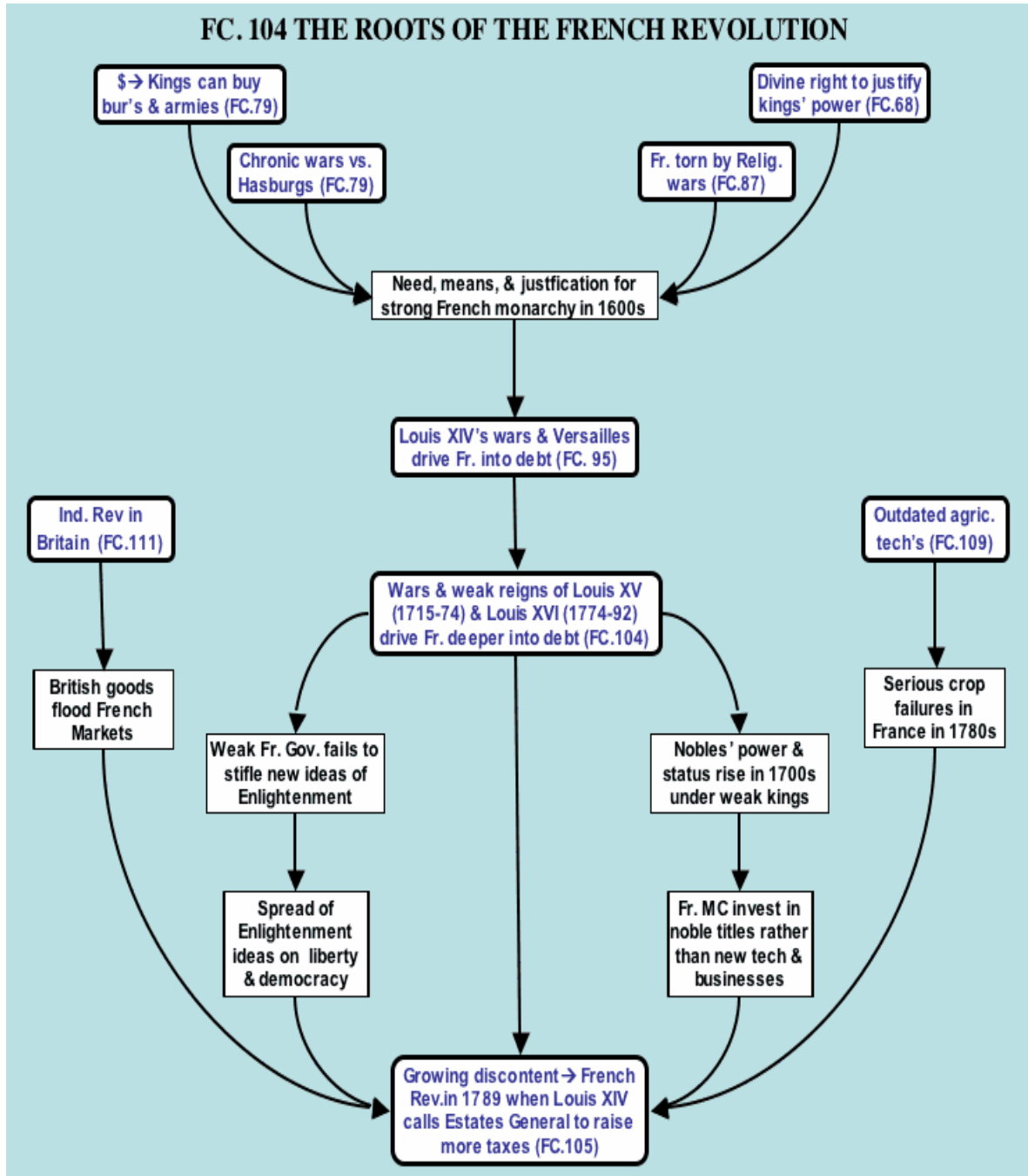
- Draw an image and label how you will play your hero role.

- Present your tableau to your classmates.
- Ask the audience to restate the main idea using French phrases.

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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10. The French Revolution and Beyond

- Review the mind map below outlining a theory about the roots or events that led to the French Revolution.



- Select details from the list below and create a mind map on poster paper

called "FRENCH REVOLUTION AND BEYOND"

- Use a FRENCH DICTIONARY to translate words for your poster.
 - ✓ [French Revolution](#) overthrew the [absolute monarchy \(18th century\)](#).
 - ✓ [Napoleon](#) took power and established the [First French Empire \(19th century\)](#).
 - ✓ [Napoleonic Wars](#) shaped the course of continental Europe.
 - ✓ established [French Third Republic](#) in 1870 after fall of Empire
 - ✓ [in First World War and part of Allied Powers in Second World War](#)
 - ✓ occupied by the [Axis Powers](#) in 1940
 - ✓ Following [liberation](#) in 1944
 - ✓ [Formed Fourth Republic](#) after being liberated in 1944
 - ✓ formed [Fifth Republic](#) led by [Charles de Gaulle](#) in 1958
 - ✓ Algeria and nearly all the other colonies became independent in the 1960s
 - ✓ Most colonies retained [close economic and military connections with France](#).

How well did I do the task?	add 20 details in French	add 10 details in French with help	Added 5 details in French
	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)

- Now use the poster as a visual aid ("aides visual") to describe France.
- "Comment décririez-vous la France?" (How can you describe France?)
- Start your description with the following sentence: "Je peux décrire la France comme ("I can describe France as...")...

- You want your classmates to listen to you present your poster.

“Qu'est-ce que tu peux faire pour capter l'attention de ton auditoire, et pourquoi?” (What can you do to capture the attention of your audience, and why?)

- I will capture my classmate's attention to my presentation by:

--

- Now think about using body language and actions to “animate” your description.

“Quels gestes peux-tu utiliser pour aider les autres à comprendre ton message?” (What gestures can you use to help others understand your message?)

Word	Action

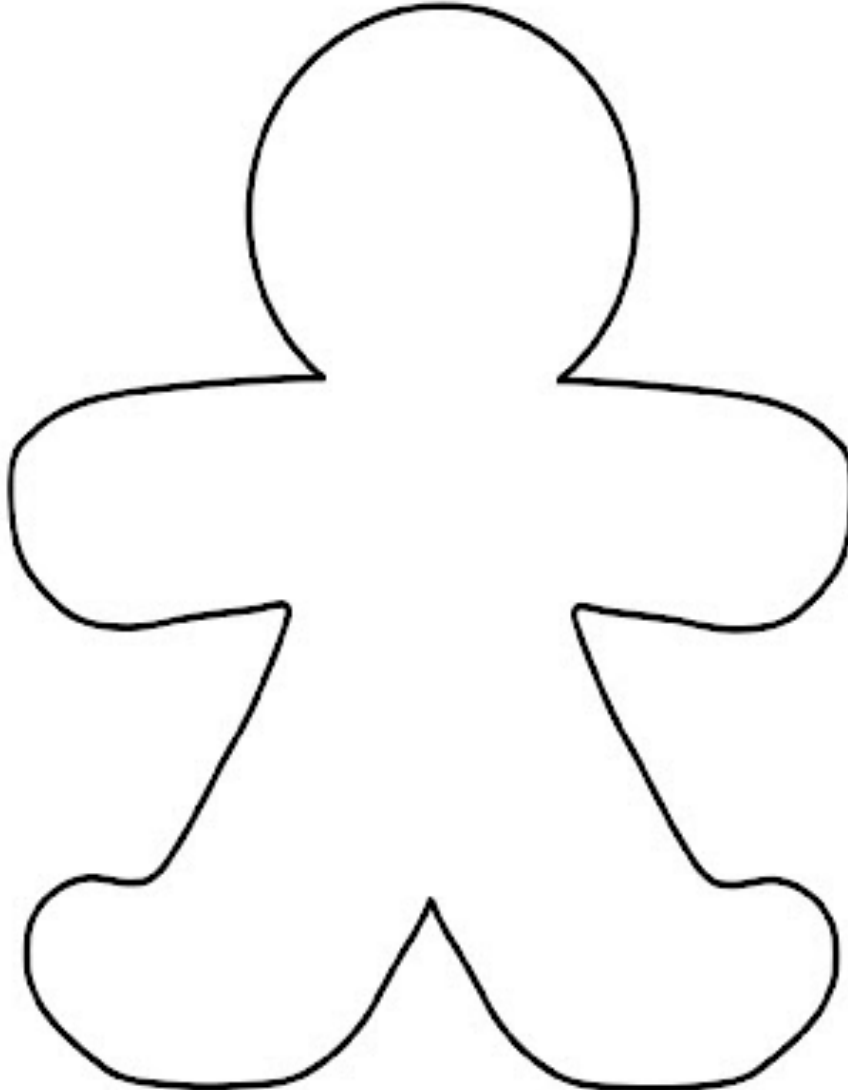
- Discuss:

“Comment est-ce que tes gestes aident à clarifier ton message quand tu oublies un mot ou une expression?” (How does your gesture help clarify your message when you forget a word or phrase?)

How well did I present?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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11. Greetings

- C'est moi (This is me !)
- Add to this diagram details about you.
- Label using French words.



Je suis Canadienne et Je parle Français !

Meet Ma Famille (My Family)

- Brainstorm the names of as many family members as you can.

SCHOOL LOGO

- Place their names inside the boxes below.
- Use the following words to describe their family role by printing them in the spaces outside this 'family tree' and drawing an arrow to the name that links up with it.

MALE FAMILY	Masculine	FEMALE FAMILY	Feminine
Father	Mon père	Mother	Ma mère
Dad	Papa	Mom	Maman
Grandfather	Mon grand-père	Grand-mother	Une grand-mère
Brother	Mon frère	Sister	Ma soeur
Uncle	Mon oncle	Aunt	Ma tante
Cousin	Mon cousin	Cousin	Ma cousine
Nephew	Mon neveu	Niece	Ma niece
A stepfather A father-in-law	Mon beau-père	A stepmother A mother-in-law	Ma belle-mère
A half-brother	Mon demi-frère	A half-sister	Ma demi-soeur

Adapted from <http://french.about.com/od/begvocab/fl/La-Famille-French-Family-Vocabulary.ht>



<http://images.clipartpanda.com/family-tree-clipart-9c4E4nycE.jpeg>

Other family words include:

Masculine		Feminine	
Husband	Un mari	Wife	Une femme (pronounced "fam")
Child	Un enfant		Une enfant (no e)
Son	Un fils (L silent, s pronounced)	Daughter	Une fille
Grandchildren - Les petits-enfants			
Grandson	Un petit-fils	Granddaughter	Une petite-fille

TECH TIME:

- <http://www.wikihow.com/Say-Family-Members-in-French>
- <https://www.youtube.com/watch?v=pZwiFOPg7N>

Meet My Pets (les animaux familiers)

- A dog: u chien.
- A cat: un chat.
- A goldfish: un poisson rouge.
- A Guinea pig: un cochon d'Inde.
- A rabbit: un lapin.
- A mouse: une souris.
- A parrot: un perroquet.
- A hamster: un hamster.

<https://www.google.com/search?q=pets+in+french+list&ie=utf-8&oe=utf-8>

- Put a check mark beside any pet you may have 😊 on the above list.



https://img1.etsystatic.com/114/0/8994773/il_340x270.1085826827_isqd.jpg

Mon Ami - Meeting and Greeting Friends

- Ami = _____ Amie = _____
- Mon _____

- In pairs, practice the following exchange two times, once for each role:

You: **"Bonjour!"**

Pierre: **"Bonjour!"**

You: **"Comment-vas tu?"** (How's it going?)

Pierre: **"Bien merci, et toi?"** (good, thanks and you?)

- Now create a new greeting with other possible responses.
- Choose from the list below to revise your conversation:
 - **"Salut!"** (to someone you know well and you want to be informal)
 - **"Bonsoir,"** (if in evening)
 - **"Ca va?"** (How's it going?)
 - **"Ça va,"** (It is going okay.)
 - **"Ça ne va pas"** (Things are going poorly.)
 - **"comme ci comme ça,"** (okay)
 - **"pas mal,"** (not bad)
 - **"très bien, merci"** (I'm doing very well, thanks)
 - **"formidable"** (great)



<http://www.stmichaels.wandsworth.sch.uk/wp-content/uploads/2016/03/inclusion.jpg>

- Record your new greeting here - then share it with your classmates using good strong voices!

How well did I present?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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Making Friends

Being polite is an awesome way to make friends.

- Translate the following French words into English:

“ <i>merci</i> ”	
“ <i>s’il vous plaît</i> ”	
“ <i>c’est dommage.</i> ”	
“ <i>excusez-moi</i> ”	
“ <i>Enchanté!</i> ”	

- Read the following exchange when a friend introduces you to his or her friends:

“C’est Rose et Nyan” (It’s Rose and Nyan)

or

“Voilà Laura” (This is Laura)

or

“Je vous présente Eric et Omar” (I introduce Eric and Omar)

NOTE: *Voilà* is just a short way of saying, “Here is.”

- Look at this exchange when new people meet each other in France:

You: "*je m'appelle Michelle.*" (my name is Michelle) * substitute your name

Pierre: "*Ah! Enchanté!*" (Charmed)

Pierre: "*Je m'appelle Pierre.*"

You: "*Enchanté.*"

You: "*Comment t'appelles-tu?*" (ask Pierre his name)

Pierre: "*Je m'appelle Pierre.*"

You: "*Enchanté.*"

You: "*Je vous présente Pierre.*"

Your Friend: "*Enchanté.*"

Your Other Friend: "*Bonjour, Pierre.*"

OR

YOU: "*Je te présente.*" (speaking to someone you are familiar with)

Good Manners

- Practice the greeting "salut". (to wish your friend good health!)
- Practice saying please before and after a request to go to the washroom.

« S'il vous plaît, je voudrais aller aux toilettes »

« Je voudrais aller aux toilettes, s'il vous plaît »

- Did you know this 'massive fact'?



RSVP is short for, "Repondez, s'il vous plait," which means, simply, "Please respond" in French. That means you should respond either way, whether you're able to make it or not.

**MASSIVE
FACTS**
MASSIVEFACTS.COM

<http://massivefacts.com/wp-content/uploads/2016/06/RSVP-is-short-for-Repondez-sil-vous-plait-.jpg>

SCHOOL LOGO

When greeting a professor, a policeman, a head of state, or your grandparents, you use the pronoun, "*vous*" (formal form of "you.")



http://thebark.com/sites/default/files/66_london_tricks_shaking-hands_295x350.jpg

Think about NATURE as your friend.

- Say: "La nature est mon amie ! »
- Take a look at the picture of the Foret-de-Fontainebleau



cc by-nc-nd bruno monginoux / www.photo-paysage.com

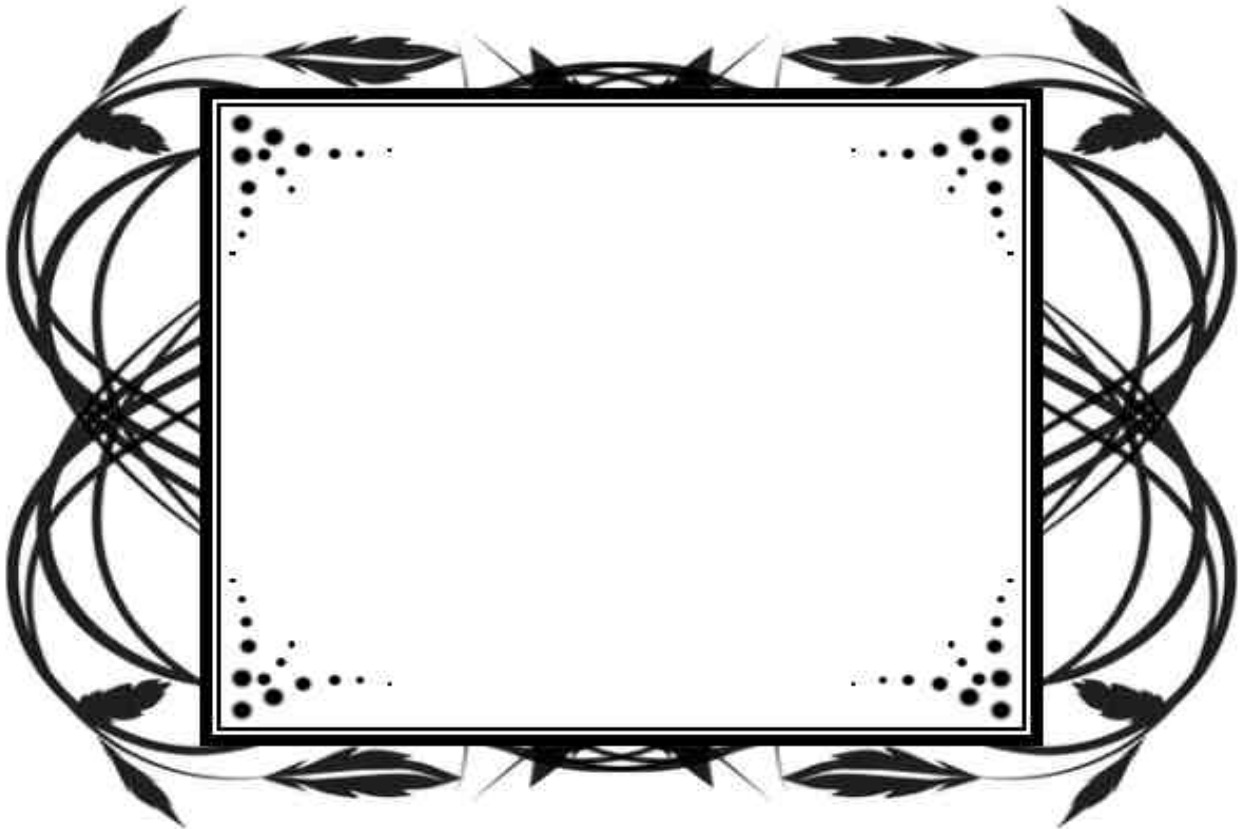
[http://www.photo-paysage.com/albums/foret-de-fontainebleau/barbizon/foret-fontainebleau-barbizon-04, jpg](http://www.photo-paysage.com/albums/foret-de-fontainebleau/barbizon/foret-fontainebleau-barbizon-04.jpg)

SCHOOL LOGO

- Imagine that our class is going to spend a Trailblazer Thursday in the Foret-de-fontainebleau.
- What would you want to do here ?

STEP OUTSIDE:

- Step outside and meet your friend, "Nature".
- Say "*Voilà nature*" like you were speaking with ton amie (your friend) in France.
- Draw and label (in French) a picture of your favourite space on campus and title it "*Voilà Nature*".



<http://utopie1963.u.t.pic.centerblog.net/upvwds06.jpg>

Classroom French Greeter

- Prepare a French script of a presentation you would share with French speaking visitors to our classroom.
- The script should include the following:

Inside My Welcome Script (20 points)	Points
Welcome words	
Ask the visitors to share their names	
Information about me, my family, friends/pets	
Where the washrooms are located	
Introduction to teachers	
Why I chose my school	
How long I have been at my school	
What we do each day	
My favourite parts of school	
My more challenging parts of school	

- Write your script in English on the computer.
(You will use this script when you are touring English speaking guests.)
- Translate your script using an on-line translation site.
- Edit your first draft of your French translation by sharing your work with a bilingual or French speaking person.
- How did this person change or adapt your script?



French Greeting Card (10 points)

- Create a greeting card for a boy's birthday and a girl's birthday.
- Make sure your card uses masculine and feminine words. (singular and plural nouns, adjectives, and correct use of the present tenses of common verbs)
- NOTE: Words that end in either *-eau*, or *-a*, and words that end in consonants, are usually masculine.
- "Comment est-ce qu'on écrit une salutation appropriée?" (How do you write a proper greeting?)
- "Quels sont les éléments d'une carte de vœux qui rendent cette dernière attrayante pour un lecteur?" (What are the elements of a greeting card that make it appealing to a reader?)
- Start by viewing some images of French birthday cards.



Extension: Create a French thank you card.

12. VIV's - Very Important Verbs

être - To Be!

The verb « être » is one of two VIV's (Very Important Verbs).

French verbs can change their spelling depending on who or what is using the verb. In the image below there eight ways of using être.



<https://s-media-cache-ak0.pinimg.com/564x/d2/96/7a/d2967ad20aee1abf70eeecd5238bf969.jpg>

- Find out which English meanings go with each form of the verb:

French use of être:	Match the meaning	Mixed English meaning
Je Suis		They (male) are
Tu es		We are
Il est		You are
Elle est		I am
Nous sommes/ou est		They (feminine) are
Vous êtes		He is
Ils sont		She is
Elles sont		You are (familiar person)

Quiz

- <http://www.tolearnfrench.com/exercises/exercice-french-2/exercice-french-88111.php>
- <http://www.tolearnfrench.com/exercises/exercice-french-2/exercice-french-51465.php>



<http://www.frantastique.com/images/etats-idioms-b.png>

Avoir - to have

Avoir is another important French verb!

- Read the following ways to say "have" in French:

The verb avoir is employed in the **present tense** as follows:

Present tense = **Subject Pronouns** + form of the verb

J'ai	=	I have
Tu as	=	you have(sin.)
Il a	=	he has
Elle a	=	she has
Nous avons	=	we have
Vous avez	=	you have (pl.)
Ils ont	=	they have (mas. Plur.)
Elles ont	=	they have (fem.plur.)

<https://image.slidesharecdn.com/frenchpassecomposewithavoir-100529171300-phpapp02/95/french-passe-compose-avoir-part-1-6-728.jpg?cb=1275157716>

- Create a Venn diagram poster and record the similarities and differences between avoir and être as you can find.



<http://www.anglaisfacile.com/cgi2/myexam/images2/49473.jpg>

- Now look at the way to say "have not" in French!

Present tense of the verb avoir in the **negation (ne...pas)**

*Note **ne** becomes **n'** before a vowel.

Je n'ai pas	= I have not
Tu n'as pas	= you have not
Il n'a pas	= he has not
Elle n'a pas	= she has not
Nous n'avons pas	= we have not
Vous n'avez pas	= you have not
Ils n'ont pas	= they have not (mas. plur.)
Elles n'ont pas	= they have not (fem. Plur.)



<https://image.slidesharecdn.com/frenchverbavoirinthepresenttense-100613161226-phpapp02/95/french-verbs-avoir-present-de-lindicatif-11-728.jpg?cb=1276445636>

- Use the verb "avoir" to state your age.

Quiz

<http://www.brighthubeducation.com/french-lesson-plans/72880-two-beginner-level-french-verb-tests-etre-and-avoir/>

- Look at two more common verbs in this image:



<http://www.carlexonline.com/images/21109.jpg>

Faire - means "to do"

Aller - means "to go"

- Fill the chart with the meanings for I go; I do; you go; you do; he goes; he does; she goes; he does; we go; we do; you (plural) go; you (plural) do; they (males) go; they (males) do; they (females) go; they (females) do.

Faire	Aller

STEP OUTSIDE:

Make a list of French verbs you may use as a coach when playing 'football' (soccer).

Play a game where you only speak to each other in French.



<https://nesncom.files.wordpress.com/2016/08/usa-womens-soccer-vs-france-in-2016-olympics.jpg>

13. Getting Directions

Before you take off for your Family Tour de France, it will be helpful to know how to ask for and give directions!

- Practice the following mini scripts with a partner:

Q : où sont les toilettes ? OR les toilettes ?

A1: Les toilettes sont sur la droite (on the right)

- Try again and switch location of the toilettes:

A2 : Les toilettes sont sur la gauche (to the left)

A3 : Les toilettes sont tout droit (straight ahead)

You can also give orders in French by using the *impératif tense*. In the same way in English we can form command or imperative sentences. The imperative replaces 'tu' (you singular) and 'nous' (we plural) or 'vous' (you plural).

- Figure out where you think these commands are taking place.
- Then practice them with a partner.

Passager: Arrêtez!

Chauffeur: Montez!

Passager: Conduisez-moi à la gare!

Chauffeur: Mettez votre ceinture, s'il vous plaît!

Passager: Allons-y!

SCHOOL LOGO

infinitive	imperative
aller	va, allons, allez
avoir	aie, ayons, ayez
être	sois, soyons, soyez
savoir	sache, sachons, sachez
vouloir	veuille, veuillons, veuillez

Extension :

- Make the imperative for the 2nd person singular (*tu*).

1. (*parler/avec elle*) _____ !
2. (*finir/ton exercice*) _____ !
3. (*attendre/là*) _____ !
4. (*se perdre/ne pas*) _____ !
5. (*se dépêcher*) _____ !

- Construct the imperative for the 1st person plural (*nous*).

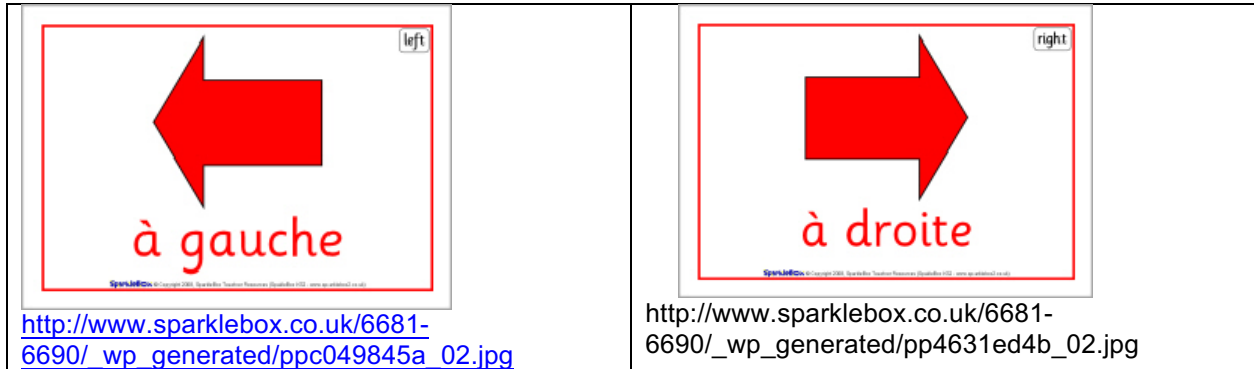
1. (*payer/l'addition*) _____ !
2. (*prendre/le tram*) _____ !
3. (*faire/du vélo*) _____ !
4. (*s'endormir/ne pas*) _____ !
5. (*se réjouir*) _____ !

- Construct the imperative for the 2nd person plural (*vous*).

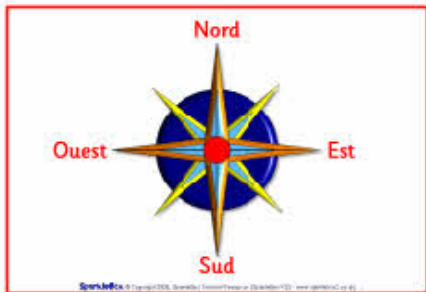
1. (*demander/à votre professeur*) _____ !
2. (*attendre/un instant*) _____ !
3. (*vouloir/venir à l'heure*) _____ !
4. (*ne pas/être/triste*) _____ !
5. (*se réveiller/à 6 heures*) _____ !

Blindfold Fun

- Blindfold one classmate at a time.
- Then create a 'safe' maze in your classroom.
- The blindfolded student will be directed by classmates (using inside voices) in French to the find a book (livre) at the end of the maze.
- Take turns and change the maze.



You can give directions using right and left but you can give also give directions using north, south, east and west!



http://www.sparklebox.co.uk/blue/6681-6690/_wp_generated/ppf81b0b60_1b.jpg

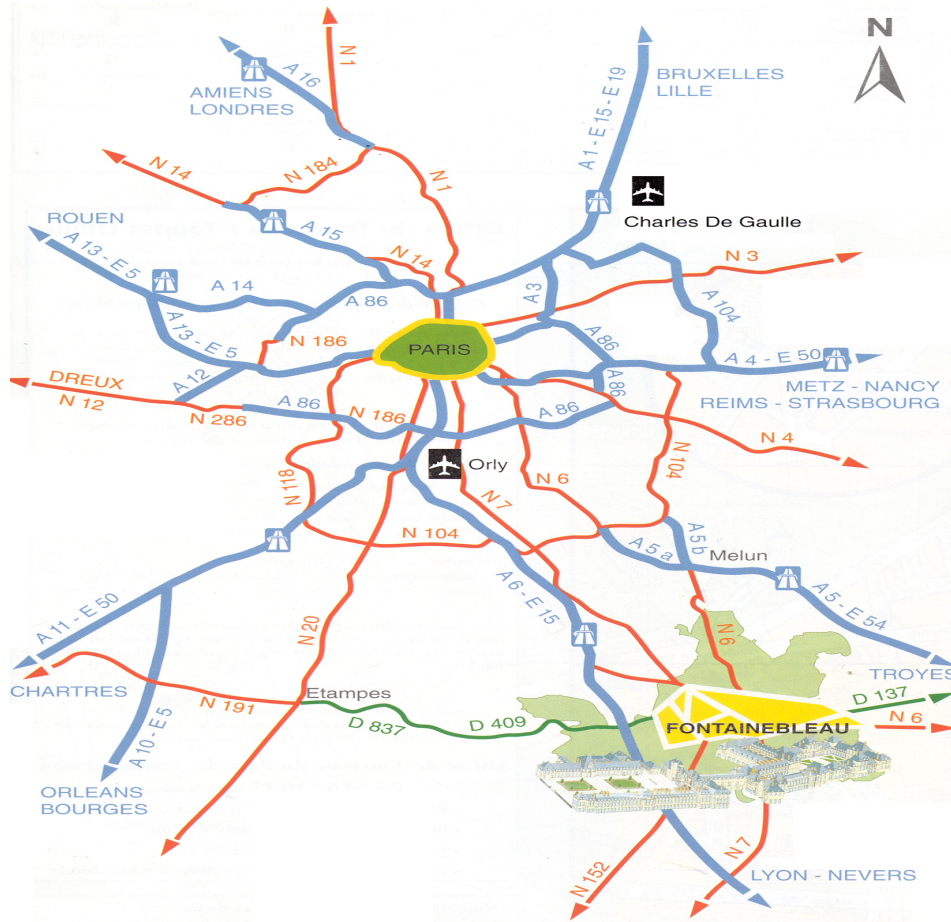


STEP OUTSIDE :

- Now play the blindfolded maze game outside
This time give directions using : <https://kingsislest.files.wordpress.com/2015/09/blind-mans-walk.png>
 - Nord (for north)
 - Sud (for south)
 - Est (for east) and
 - Ouest (for west)

Map Reading in French

- How would describe (in French) how to get to Fontainebleau from this map?



http://www-personal.umich.edu/~mroddier/Photos/CDG_ORYmap.jpg

- Take the _____

- Practice telling someone directions to different places on Kimbercote Farm, in town, or at home.

How well do I know my directions?	“Pionnier” Trailblazer ☺ (Like an Expert!)	“éclairéur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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14. Party Talk



The French love their parties.
It is important to be able to learn how to talk in French so you can meet people and have fun!

- Practice this sample exchange with a partner:

Robert comes wandering over to you and asks:

Robert: "*Tu aimes la musique rap?*" (you like rap music?)

You: "*Oui, j'aime la musique rap.*" (Yes, I like rap music)

Note: *Je* and *aime* together into one sound - *j'aime*.

Whenever the word after *je* starts with a vowel, abbreviate the *je* to *j'* and run them together. It helps make the French sound smooth and not choppy. Instead of saying *je aime*, they say *j'aime*.

At this point it is a good time for new people to introduce each other.

Add to the conversation"

- "*Je m'appelle* (My name is) _____" (say your name)
- and then add: "*J'habite...*" (*I live*) _____ (say the name of your community)

*As you say *Je m'appelle* - shake hands with your 'new' friend.

- Now practice this exchange so you can share it with the class twice as a role play - with you playing both roles.
- How smooth can you both speak when you share both parts?

How well did I role play?	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)
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Saying Yes, No and I don't know.

- "Oui" (yes)
- "Non" (no)
- « Je ne sais pas » (I don't know)

- Now think about the next scene when your friend comes over.

"Comment est-ce que tu peux décrire ton ami?" (How can you describe your friend?)

« Mon ami, _____ (name) est » (My friend, , is..)

Example:



Mon ami a 8 ans. (how old ?)

Elle vit à Thornbury. (lives ?)

Elle aime aller à la compagnie Blackbird Pie à Heathcote. (likes)

You might continue the conversation by sharing how the same or different you are:

"Je fais la même chose" (I do the same thing)

OR

"C'est une idée différente." » (That's a different idea)

OR

"C'est différent" (It's different)

OR

- "On ne fait pas cela" (We do not do that)

You may use single words to express sameness or difference:

- "semblable" and "similaire" (similar)
- "le contraire" (opposite)

- Think about meeting new people at school this year. What do have in common with some folks?
- "Quels liens personnels as-tu faits avec les expériences des autres?"
(What personal ties have you made to the experiences of others?)

_____ and I like to: _____.

- Practice this in French:

_____ et j'aime : _____.

- Role play the following dialogue where Valérie and Hélène talk about what they like and what they hate.

Valérie: "J'aime la musique rock et la musique classique."

Hélène: "Tu aimes le sport?"

Valérie: "J'adore le foot."

Hélène: "Alors, tu n'aimes pas la télévision."

Valérie: "Oui, je déteste la télévision, je préfère la radio."

Hélène: "J'aime l'université, les restaurants, et le cinéma."

What if you want to say that you don't like something, but you don't necessarily hate it? Read how Sophie would say that she doesn't like la télé (the television):

Sophie: "Je ne préfère pas la télé."

Practice saying these examples:

- "Je n'aime pas l'université".
- "Je n'aime pas les restaurants."
- "Je n'aime pas le cinéma."
-

Just like the word je, if our verb starts with a vowel, we abbreviate the word ne. Ne becomes n'.

Read through the following expressions out loud:

- ne... jamais (never)
- ne... personne, (nobody; no one)
- ne... plus (no longer; no more; or any more)
- ne... rien (nothing)

Use these expressions with the verb "écouter" (to listen to):

- Je n'écoute jamais.
- Je n'écoute personne.
- Je n'écoute plus.
- Je n'écoute rien.

What do you think these expressions mean?

J'adore écouter la radio.
Chanter (to sing): J'aime chanter.
Marcher (to walk): Je déteste marcher.
Danser, (to dance): J'aime danser.
J'aime écouter la radio, mais je déteste écouter le chien.

- Record what you would say (in French) to introduce a friend at a party.

You might be asked about what you like to do on the weekend:

« Qu'est-ce que vous aimez faire le week-end? »

NOTE: In French, *franglais* refers to the use of English words sometimes regarded as unwelcome imports or as bad slang. An example would be *le week-end* (also *weekend*). Though [le] weekend is often used informally in many French dialects, the [Québécois](#) would use *la fin de semaine* ('the end of the week') instead, although *fin de semaine* in France refers to the end of the work week.



<http://canarye.c.a.pic.centerblog.net/a3925b36.png>

Comment est-ce que cet exemple te permet de mieux parler avec les amis?"

How does this example allow you to better talk with friends?)

- Circle the word that best describes how you feel about having a beginner conversation in French?

Helpful

Maybe Helpful

Need More Help

Extension:

- After being introduced, you will probably be asked questions about your family, your friends, your pets and fun things you like to do in your community.
- Add more into conversation if you are ready to try this on.

Body Language

- Circle what you have seen when you observe people talking:

hand movements, pointing, nodding their heads, shaking hands, side to side head movement (meaning "no"), up and down movements (meaning "yes"), smiling,

"Qu'est-ce que tu vois pendant la conversation? (What do you see during the conversation?)

"Quels indices non verbaux sont utiles pendant une conversation?"

What non-verbal cues are useful during a conversation?

- Watch the video: "12 common French gestures" and then record more gestures you can use when you visit France some day!

<https://www.youtube.com/watch?v=tn2kew1FiWw>

Avoiding Mis-understandings

When in France or other French-speaking places, you may find it difficult to follow along in a conversation.

"Que faites-vous quand vous parlez français et la personne ne comprend pas?"

(What do you do when you speak French and the person does not understand?)

- Say "Je ne comprends pas » (I don't understand)
- Speak slowly
- Use body language
- Say "S'il vous plaît répéter" (please repeat again) - Ask for clarification.

- In pairs, have one person, read quickly - the first part of a popular French fairy tale:

Il était une fois, dans un pays très lointain, une petite fille que l'on appelait Boucles d'or, à cause de sa belle chevelure blonde. Boucles d'or aimait gambader et jouer. Elle adorait courir dans les bois pour cueillir les fleurs sauvages ou chasser les papillons à travers champs. Un jour qu'elle folâtrait de-ci, de-là, elle se trouva soudain dans un bois étrange et solitaire. Et dans ce bois, elle vit une belle petite maison. Mais Boucles d'or ne savait pas que trois ours vivaient là. L'un était un Grand Gros Ours, l'autre un Ours de Taille Moyenne, et le dernier un Tout Petit Ours...

- Then read the passage slowly and think about how this fairy tale is like a fairy tale being read to English-speaking children.

Extension:

- Read the rest of "Boucles d'or et les trois ours" in French to learn new vocabulary. (<http://alexina93-histoire-du-soir.blogspot.co.uk/2011/03/boucle-dor-et-les-trois-ours.html>)
- Discover how the difference in a fairy tale being written in L'imparfait vs. Le PC.

15. Apartment Living

Most people in Paris, France live in apartments, while people who live outside main cities usually live in houses.

- Look at some typical apartments in Paris and describe how they look different than apartments in North America.



<https://www.parisperfect.com/g/hero-images/hp-eiffel-rooftops.jpg>

Based on the outside apartments in Paris....

- Match the following French words for each room in an apartment/home with the English translations:

French names for Rooms	Place letter here to match	English names for Rooms
La sale de bains		(a) dining room
le salon		(b) bedroom
Le chamber		(c) entrance
la salle à manger		(d) kitchen
l'entrée (f)		(e) living room
la cuisine		(f) bathroom

More Words about living in French apartments:


- le rez-de-chaussée (first floor)
- l'ascenseur (m) (elevator)
- la cave (cellar)
- la porte (door)
- l'étage (m) (floor/story)
- le jardin (garden)
- la fenêtre (window)



<https://flatchat.files.wordpress.com/2013/11/maison.jpg>

SCHOOL LOGO

- Draw a blueprint of the lower floor of your school and label it in French
- Find translations for each of the rooms in the school.



How well do I know my rooms?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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16. Ordering and Cooking Food

Q: Qu'est-ce que vous voulez commander? (What would you like to order?)

A1: Je voudrais..._____

- Look up the French words for your favourite meal to complete your sentence.

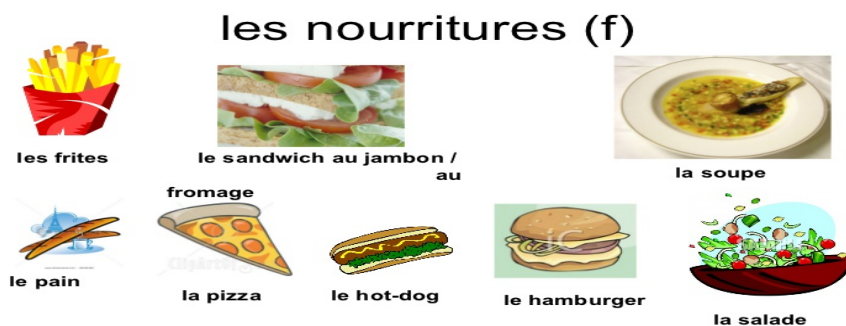
- Discuss:

"Comment est-ce que tu peux communiquer clairement tes besoins, tes émotions et tes idées?"

How can you communicate clearly your needs, emotions and ideas?

Paris is a multi-cultural city. You can eat at all kinds of restaurants.

- In pairs, select a different type of restaurant and create a menu to describe food offerings in French.
- Be sure to list whether the food is an appetizer, beverage, main course, dessert.
- Include prices and illustrations.
- Then create a script that two people might use to practice ordering your menu.
- Make sure script includes the use of possessive pronouns (e.g., "mon", "ma", "mes", "notre", "nos").



<http://www.languageguide.org/french/vocabulary/food/>
<http://www.languageguide.org/french/vocabulary/food2/>

<http://image.slidesharecdn.com/10a-ppt-restaurant-foods-110511105437-phpapp02/95/10-apptrestaurantfoods-37-728.jpg?cb=1305111610>

SCHOOL LOGO

- "Quels éléments sont nécessaires pour rédiger une recette?" (What is needed to write a recipe?)
- Draw pictures to retell a story about cooking a French meal at home!
- Make sure to list the ingredients and share the recipe in French:

How well do I know how to read and write a recipe?	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)
----------------------------------------------------	--------------------------------------------------	------------------------------------------------	-----------------------------------

17. Shopping in France

- Look at the French verbs you can use when you go shopping.
- Create a set of index cards and your own images on the front and the French verbs on the back.
- See how many you know after going through your deck three times.



Acheter
To buy



Vendre
To sell



Faire payer
To charge



Payer
To pay



Échanger
To exchange



Rendre la monnaie
To give change



Coûter
To cost



Bon marché
Cheap



Cher
Expensive



Avoir les moyens
to afford



Dépenser
To spend



Gratuit
Free



En solde
Reduced



En promotion
On special offer



D'occasion
Second hand



Faire ses courses
To do the shopping



Faire ses achats/du shopping
To go shopping



Vendeur (euse)
Salesman
Saleswoman



Caissier (ère)
Cashier



Client(e)
Customer



Caisse
Checker



Porte-monnaie
Wallet / purse



Prix
Price

<https://flatchat.files.wordpress.com/2013/11/maison.jpg>

I have memorized _____ of the above verbs!

- Practice with a partner the following 4 responses to "How much does it cost?":

Q: Combien ça coûte? (How much does it cost?)

A1: Il en coûte 100 Euros.

A2: Il est cher. (It is expensive.)

A3: C'est bon marché (It is cheap.)

A4 : C'est peu coûteux (It is inexpensive.)

- Work in groups to practice the following role play for buying groceries at the Bon Marché:

Bon Marché

Samedi matin. Les enfants jouent, Michel et Ariane Jourde, eux, se préparent à aller au marché.

Nat: Qu'est-ce que vous avez sur votre liste ?

Ariane: Nous allons acheter des carottes, deux bouquets, deux bottes. Des pommes, un kilo. Un saucisson, la rosette de Lyon, c'est comme ça qu'on l'appelle ici. Une salade, du pain et puis du fromage.

Nat : C'est parti !

Ariane : C'est parti, on y va !

Tous les samedis, même en hiver, la famille fait ses courses au marché du quartier.

Vendeuse : Bonjour monsieur.

Michel: Bonjour madame. Je vais vous prendre deux bouquets de carottes, s'il vous plaît.

Vendeuse: Est-ce que je vous enlève les fanes ?

Michel: Oui, s'il vous plaît.

Vendeuse : Ou est-ce que ça va ? Oui ?

Vendeuse : Deux jolis petits paquets !

Michel : Merci et je vais vous prendre de la salade mélangée, s'il vous plaît. 200 grammes.

Vendeuse : Super !

Michel : Très bien merci.

Ariane : Je vais prendre du saucisson sec. Est-ce que je peux goûter ?

Vendeur : Oui, tout à fait, allez-y. C'est fait pour.

Ariane : Merci.

Vendeur : N'hésitez pas !

Ariane : Il est très bien. Je vais en prendre un, s'il vous plaît.

Vendeur : On a tout ce qu'il faut.

Vendeur : Il vous faut autre chose ?

Michel : Oui, s'il vous plaît, je vais vous prendre deux fromages de chèvre.

Vendeur : Deux chèvres.

Michel : C'est tout. Merci.
Vendeur : Alors, sept dix-huit... Merci. Et deux dix, voilà.
Michel : Merci.
Vendeur : Eh bien, bonne journée !
Michel : Merci, au revoir.
Pour Hakim M'Barek, la plupart des week-ends commencent toujours par les courses au supermarché. D'abord un caddie.
Nat : Je vois que tu as un caddie. Tu fais tes courses ?
Hakim : Oui, j'invite des amis ce soir et je vais faire une tartiflette.
Nat : Tu as besoin de quoi ?
Hakim : Bon, pour une tartiflette... Pour une tartiflette, j'ai besoin de reblochon, de crème fraîche, de lardons, d'oignons et du vin blanc bien sûr. Mais d'abord, j'ai besoin d'une paire de chaussettes.
Hakim : Excusez-moi, vous pouvez m'aider ?
Vendeur : Oui, bien sûr.
Hakim : Je cherche une paire en quarante-quatre.
Vendeur : Oui, bien sûr, je vais vous montrer. Venez avec moi.
Hakim : Vous avez cette paire en taille quarante-quatre, s'il vous plaît ?
Vendeur : Donc ça, c'est trente-neuf, quarante et un... Attendez, voilà elle est ici. C'est celle-ci !
Hakim : Ah ! Merci monsieur.
Vendeur : Mais de rien. Au revoir Monsieur, bonne journée.
Hakim : Au revoir.
Vendeur (balance) : Bonjour monsieur.
Hakim : Bonjour.
Nat : Dans ce supermarché, un employé pèse les fruits et les légumes.
Vendeur : Merci... Et voilà.
Hakim : Merci, bonne journée !
Vendeur : Merci à vous, au revoir.
Hakim : Un euro dix, ça va, c'est pas cher.

Caissière : Bonjour.
Hakim : Bonjour.
Caissière : Vous avez la carte fidélité ?
Hakim : Non.
Caissière : Vous réglez comment, s'il vous plaît ?
Hakim : Par carte bleue.
Caissière : Par carte bleue. Voici et je vous remercie. Très bon week-end à vous monsieur. Merci, au revoir.
Hakim : Merci, bon week-end !

http://www.bbc.co.uk/languages/french/mafrance/html/shopping/tour_va.shtml

How well do I role play a conversation?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
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TECH TIME:

- <https://www.rocketlanguages.com/french/lessons/shopping-in-french/>

18. Healthy Things to Do in France

STEP OUTSIDE:

- Let see how might we can make a structure where holding a planche (plank) position!

Station

Planche et pyramide

Directives et conseils de sécurité:

- Placez six verres de plastique sur le sol devant vous et placez-vous dans la position habituelle des pompes (bras, jambes et dos droits; mains espacées de la largeur des épaules).
- Empilez les verres en une pyramide (un verre à la fois), en changeant de main chaque fois.
- Défaites la pyramide (un verre à la fois), de nouveau en changeant de main chaque fois, puis reposez-vous.
- Répétez cet exercice le nombre de fois indiqué.
- N'oubliez pas de garder les jambes et le dos droits pendant cet exercice.

REPÉTITIONS

Renforcez les muscles du dos et les abdominaux!

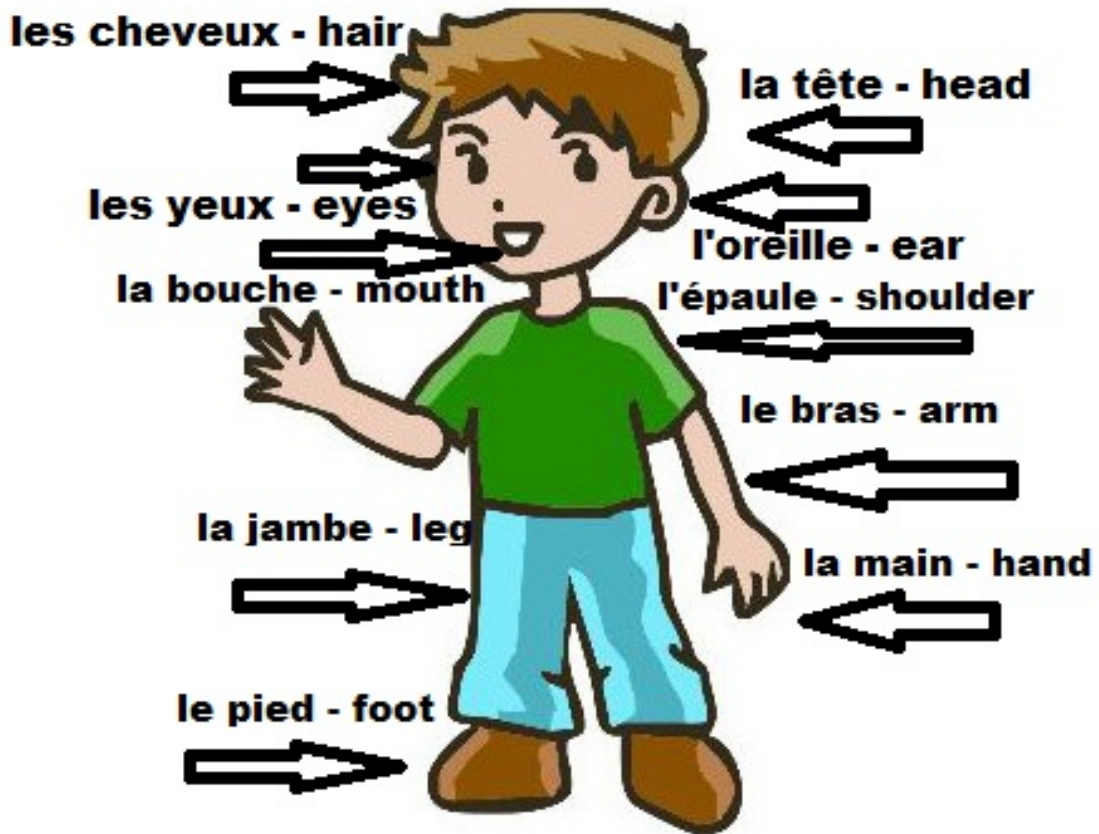
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<http://thompsonbooks.com/wp-content/uploads/2013/12/Original-Elementary-French-01.png>

- Using a French dictionary, find as how many health-related French words as you can in five minutes. Record them below:

- Now look at the French names for various body parts.

French Body Parts



FrenchLearner.com

<http://www.frenchlearner.com/images/french-body-parts.jpg>

- How would you explain to a French doctor that you have an injury?

SCHOOL LOGO

- Create a registration form (in French) for a summer sports camp in France French.
- Look on the web to find an application form in English as a sample.
- "Quels sont les éléments nécessaires dans un formulaire demandant des informations personnelles?" (What is required in a form requesting personal information?)

TECH TIME:

- http://www.bbc.co.uk/languages/french/mafrance/html/tour_de_france/
- <http://www.bbc.co.uk/languages/french/mafrance/html/tennis/>
- http://www.bbc.co.uk/languages/french/mafrance/html/adventure_sports/summary.shtml
- <http://www.bbc.co.uk/languages/french/mafrance/html/football/summary.shtml>
- <http://www.bbc.co.uk/languages/french/mafrance/html/walks/summary.shtml>

19. Celebrate in France!

On the first Sunday after January 1, many families in France follow a tradition of eating the *gâteau des Rois* – or the *galette des Rois*. This is a kind of [king cake](#), with a trinket – usually a porcelain or plastic figurine of a king, or a fava bean (*la fève*) – hidden inside. A lucky person who gets the piece of cake containing the trinket is crowned King (or Queen) for a day. The cakes can be found in most French bakeries during the month of January, and are accompanied by a paper crown. The *galette* consists of flaky puff pastry layers with a dense center made from or flavored like almonds.



https://static1.chamonet.com/image_uploader/photos/d2/large/les-gateau-des-rois-the-cake-of-kings-france.jpg

STEP OUTSIDE:

- Find a local French bakery and learn the recipe for making a “*galette des Rois*”.

What other holidays and celebrations happen in France? (from

<https://www.reference.com/world-view/holidays-celebrated-france-c3d09f656c07e12d#>

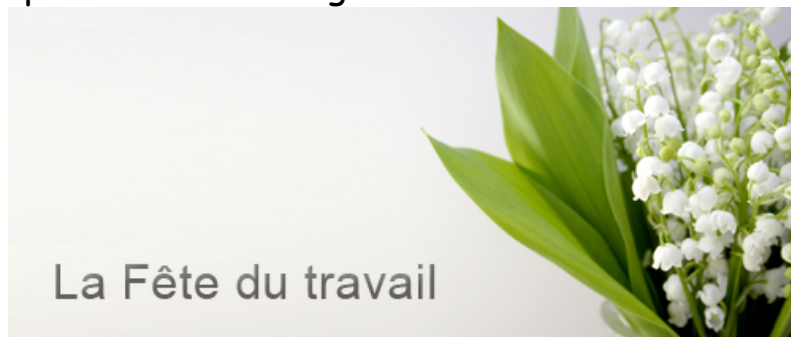
France celebrates 11 national holidays:

- New Year's Day (January 1),
- Easter Monday (day varies),
- Labor Day (May 1),
- WWII Victory Day (May 8),
- Bastille Day (July 14),
- Ascension Thursday (day varies),
- Pentecost (day varies),
- Assumption of Mary (August 15),
- All Saints' Day (November 1),
- Armistice Day (November 11)
- Christmas (December 25).

France also celebrates nonpublic holidays, such as the Epiphany, Valentine's Day, the first of April, Mother's Day and Halloween.

Fête du Travail (Labor Day)

- first day of May
- originally named the *Fête du Travail et de la Concorde Sociale* (a day to celebrate work and social harmony) on 27 April 1941...
- Traditionally a day when trade unions stage labor protests in large cities - called "*fête du muguet*" (Lily-of-the-Valley Day), when it is customary to exchange these flowers for good luck.
- government permits the selling of these flowers tax-free.



https://static.orangebuddies.nl/uploads01/www.cashbackreduction.fr/upload/blog/2015/1er_mai_blog.jpg

TECH TIME - Check out the many attractions to visit in France:

- From http://www.discoverfrance.net/France/DF_holidays.shtml
- <http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/science/>

Voilà!



<http://cityguide.paris-is-beautiful.com/wp-content/uploads/2013/04/939A-BOIS-DE-BOULOGNE1.jpg>

- Look at this image of the Bois du Boulogne in Paris.

"Comment est-ce que tu peux décrire cet objet?"

(How can you describe this object?)

PLANNING FOR YOUR TOUR DE FRANCE

- To determine where you might want to visit, you will need to begin browsing different websites.
- List the web addresses of the images browsed in the chart below and rate them as 😊 or not for up to 10 points:

Website Addresses Searched (cut and paste address line – or record here carefully):	😊 Really sparked my interest	☹️ ho hum (did not spark my interest)



http://www.transaver.com/_img/fg/l3/url.jpg

SCHOOL LOGO

- Copy and paste or print and paste three interesting pictures below for up to 9 points:

Name	Image	Key points of interest

20. NARROW

- Complete the following KWL Chart to share some things you know about France, wonder about France and want to know more about France (5 points).

I KNOW (2 points)	I WONDER (2 points)	(Want to) LEARN more about (1)

- Complete the tasks at each station.

Station 1: "Petit a petit, l'oiseau fait son nid"



- Read the description of the French phrase below.

"Petit a petit, l'oiseau fait son nid" is a charming little phrase that's widely applied, and translated as, "Little by little, the bird makes its nest." This proverb designates patience and perseverance. It can be used in many situations, particularly in the process of something not yet accomplished, as opposed to something that has been accomplished. And only then, after much time and effort, one might also say (with a pronounced sense of triumph and achievement), **"Paris ne s'est pas fait en un jour!"** ("Paris was not made in a day!") <http://www.fluentu.com/french/blog/french-proverbs/>

Station 2: Judging a Book by its Cover

- Look at these children's book covers and predict what you think the stories might be about.



I think these books are about:

Les Exploits de Fantomette	Martine à la ferme	Méthode de lecture

- Discuss:**

“Pourquoi est-il important de regarder la couverture et la page titre d’un livre/d’un catalogue/d’un magazine et d’en discuter avant de lire?” (Why is it important to look at the cover and title page of a book / catalog / magazine and discuss it before reading?)

Station 3: French Book Characters

- Listen to your teacher read a story about Madeline (without looking at the book cover or images).
- Then complete the following with your with a picture you think might fit with the story:

The "L'image que je vois dans ma tête...", (The image I see in my head)

"Quels mots et expressions t'aident à visualiser le personnage de l'histoire?"

(What words and expressions help you visualize the character of the story?)

"Le texte me fait penser à..." (The text reminds me)....

- How is Madeline similar to, and different from Canadian students?

Similar	Different

Station 3: Reading French Books

Le texte dit...donc je sais..." (The text says ... so I know)

How did you know who the main character is, where the setting is, and what happens in the book?

- Respond in French.

Character	Setting	What Happens
Le texte dit...	Le texte dit	Le texte dit...
donc je sais..."	...donc je sais..."	...donc je sais..."

- Discuss:

"Pourquoi est-ce que c'est important d'analyser le titre et les illustrations avant de commencer à lire un livre?" (Why is it important to analyze the title and illustrations before starting to read a book?)

Quel est le message du texte?" (What is the message of the text?)

"Quelles images choisis-tu pour représenter les idées principales du texte?" (What images do you choose to represent the main ideas of the text?)

"Quelle est la scène la plus importante du texte?" (What is the most important scene of the text?)

"Pourquoi est-ce qu'il faut identifier les mots familiers quand on lit?"

"Pourquoi est-ce *qu'il* faut identifier les mots familiers quand on lit?"

("Why do we have to identify familiar words when we read?")

"Pourquoi est-ce que c'est important de continuer à lire même si tu ne

comprends pas un des mots?" (Why is it important to continue reading even if you do not understand one of the words?)

"Quand est-ce qu'il faut sauter un mot et continuer à lire, ou chercher la

définition d'un mot avant de continuer?" (When do you have to skip a word and keep reading, or look for the definition of a word before continuing?)

"Quels sont les éléments d'une histoire à structure répétitive qui rendent

cette dernière intéressante à lire?" (What are the elements of a repetitively structured story that makes it interesting to read?)

- Put a check beside the ways that help you read French:

I like to preview vocabulary to identify familiar words.	
I like to listen to the teacher's questions to find clues before reading.	
I like to relate prior own experience to topics in texts.	
I like to visualize a character or a scene in a text.	
I like to discuss, draw, or write to predict what might happen.	
I use picture clues to predict meaning.	
I like to use contextual clues to find the meaning of new words.	
I look for common spelling patterns as clues to the meanings (ie. "an/année/anniversaire).	
I use visual clues such as illustrations, photos, and charts to help clarify meaning.	
I recognize the same word from the word wall.	

- Your teacher will read aloud and encourage students to echo their phrasing and expression.
- Your teacher will make oral reading sound like spoken language, with appropriate pauses, stops, and starts as indicated by the punctuation.

"Pourquoi est-ce qu'on lit un texte informatif, une pancarte ou une annonce publicitaire?" (Why do we read an informative text, a sign or a commercial?)

- Read and identify the different reasons people read. Use the French dictionary to record the English meanings beside each word:

Different purposes for reading	English Translation
"se divertir"	
"s'amuser"	
"s'informer"	
"s'exprimer",	
"persuader",	
"convaincre"	
"communiquer"	
"expliquer")	

- Create a book review of your favourite French book.
- Be sure to share why you think the author wrote this book.
- Post your book review on the Book Review Bulletin Board

How well did I do the task?	"Pionnier" Trailblazer 😊 (Like an Expert!)	"éclaireur" Pathfinder (Like an Apprentice)	"Debutant" Rookie (Not Yet)
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Station 4: Finish the French Nature Tale

- Look at the French tale below and then read the English translation.

Reynard le Renard voulait boire un verre. Il faisait chaud et il avait couru toute la journée. Il était nuit quand il est tombé sur un puits; Il y avait une grande lune dans le ciel. Le Renard pouvait voir un seau au sommet du puits. Mais il n'y avait pas d'eau dans le seau.

Reynard regarda dans le puits et pouvait voir l'eau au fond. Le Fox a sauté dans le seau et il est allé au fond du puits. Et comme le seau est descendu dans le puits, l'autre seau est monté au sommet du puits. Le Renard buvait toute l'eau qu'il voulait. Puis il a constaté qu'il ne pouvait pas sortir du puits. L'autre seau était allé au sommet du puits. «Si quelqu'un ne pénétrait que dans le seau au sommet du puits, dit Reynard à lui-même, ce seau descendrait au fond du puits et le seau dans lequel je me trouvais irait au sommet.

English Translation:

Reynard the Fox wanted a drink. It was hot and he had been running all day.

It was night when he came across a well; there was a big moon in the sky. The Fox could see a bucket at the top of the well. But there was no water in the bucket.

Reynard looked into the well and could see the water at the bottom. The Fox jumped into the bucket and down he went to the bottom of the well. And as the bucket went down into the well, the other bucket came up to the top of the well.

The Fox drank all the water he wanted. Then he found that he could not get out of the well. The other bucket had gone to the top of the well.

"If someone would only get into the bucket at the top of the well," said Reynard to himself, "that bucket would come down to the bottom of the well and the bucket that I am in would go to the top." http://www.coyotes.org/kitsune/myths_french.html#External_Reynard

- How would you finish this story in English?
- Your teacher will then share the official ending of the story by reading what comes next: http://www.coyotes.org/kitsune/myths_french.html#External_Reynard

SCHOOL LOGO

- Locate at least five new French words (and their meaning) you learned by comparing these texts.

- Now create a tableau to dramatize this scene from the story;
- use drama, music, or visual arts to respond to an issue raised in a text.

How well did I do the task?	“Pionnier” Trailblazer 😊 (Like an Expert!)	“éclaireur” Pathfinder (Like an Apprentice)	“Debutant” Rookie (Not Yet)
-----------------------------	--------------------------------------------------	---------------------------------------------------	-----------------------------------

21. Destinations

Browsing Key Features of France

- You will work in pairs to find key features of one area of France.
- You will be asked to report your findings to your classmates.
- Put a check beside the area you and your partner have been assigned.

Northern France	Southern France
Eastern France	Western France
Central France	

- Find out about Daily Lives, Work, Fun and Challenges.

1. Daily Lives

- How do the people use the land for food and shelter?
- How are people the same and different from each other?

2. Work

- What kind of jobs do people have in this area?
- How does education prepare people for work?

3. Fun

- What do people do for fun in each season in this area of France?
- How do people celebrate holidays or special occasions in this area of France?

4. Challenges -

- What are the challenges people face in this area of France?
- How did people respond to the challenges?

- Share your findings and then fill in the details on the other charts from your classmates' presentations

Features of the North of France
Daily Lives
Work
Fun
Challenges

Features of the South of France

Daily Lives

Work

Fun

Challenges

Features of Eastern France

Daily Lives

Work

Fun

Challenges

Features of the Western France

Daily Lives

Work

Fun

Challenges

Features of the Central France

Daily Lives

Work

Fun

Challenges

France Quiz

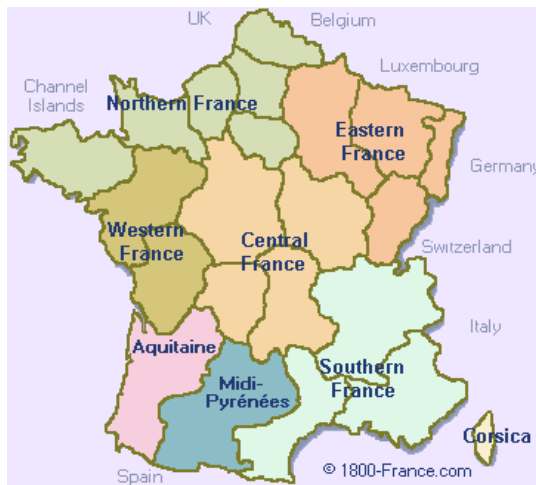
I KNOW (24 points)	I WONDER and want to Learn More about...(4)
Northern France	
Southern France	
Eastern France	
Western France	
Central France	

SCHOOL LOGO

In each area of France there are many features!

- For 20 points, make a short list of locations that you would like to visit on your Family Tour de France:
- Create your own "Top 10 List" of Places you might go.

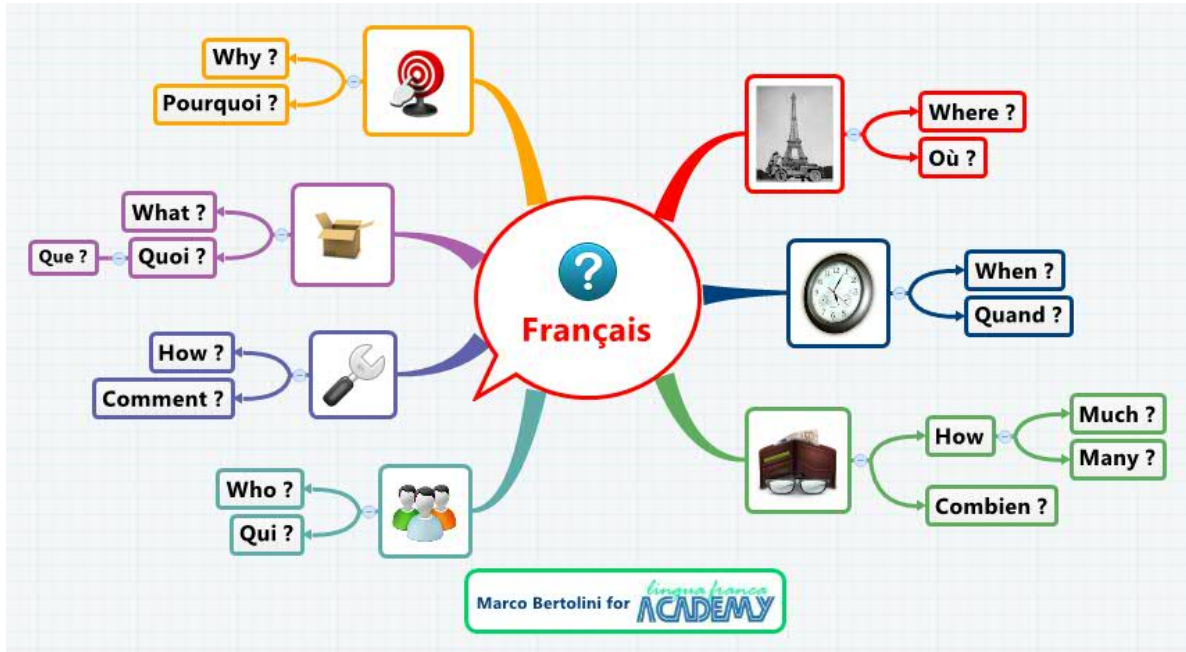
#	Location	Feature
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		



http://www.travelnotes.org/france/south-western-france_map.gif

22. GATHER

- Look at the clues for brainstorming questions that can help you gather information.



<https://xmindshare.s3.amazonaws.com/preview/french-evkvd-1326978480549.jpg>

- Now brainstorm a sensory (see, feel, touch, do) web about the region you have narrowed as your focus of research.
- Use different coloured highlighters to sort, select, and prioritize information.

Your *Tour de France Project* will gather data from three different kinds of sources:

- print and digital
- interview (primary)
- survey/questionnaire

The print, digital and interview sources ideally should be as 'bias' free as possible.

What do you think **bias** means? (Put your ideas or classmates' ideas here during a discussion of possible definitions).

You will be gathering data from French experts.

- Describe how you can back up that that your expert claims are 'bias-free' or close to it.

I will try to make sure the information I gather from experts is bias-free by...

23. Gathering Print and Digital Information

- Look up the following websites and cut and paste or write in the box how the description is completed. (first example is completed for you):

<p>http://www.planetware.com/france/top-rated-hiking-trails-in-france-f-1-3.htm</p>	<p>France has a striking diversity of landscapes, from the snowcapped peak of Mont Blanc to the deep blue seas of the Mediterranean. Every region offers...</p>	<p><i>inspiring hikes, with trails ranging from easy to advanced, that are sure to impress. Bewowed by the alpine scenery in the Chamonix Valley while hiking past glaciers and wildflowers.</i></p>
<p>http://about-france.com/tourism/camping.htm</p>	<p>Camping In France has long been a popular summer activity ! And as a cheap alternative to other types of holiday accommodation, camping has been...</p>	<p><i>has been...</i></p>
<p>https://en.wikipedia.org/wiki/Mus%C3%A9e_Curie</p>	<p>The museum was established in 1934, after Curie's death, on the ground floor of the Curie Pavilion of the Institut du Radium. It was formerly...</p>	<p><i>was formerly...</i></p>

- To gather data, you will need to do some reading.
- Find at least two books that have information about your nominee.
- Record details found in each by filling in the 'Book Data Bank' charts.

BOOK DATA BANK (up to 10 points)	
Title of Book:	Name of Publisher:
Author of Book/Chapter:	Date:
3 Quotes	Jot Notes from Book

BOOK DATA BANK (up to 10 points)	
Title of Book:	Name of Publisher:
Author of Book/Chapter:	Date:
3 Quotes	Jot Notes from Book

- Find at least two web articles that relate to your nominee.
- Record details found in each by filling in the 'Website Data Bank' Charts.
- Jot notes in the margins of the printed off articles.
- Place quotes from the web by 'copying and pasting' directly into the Chart.
- If you can print off copies of written text and circle key quotes, this would be good to include in your 'World Languages Research Folder'.

WEB SOURCE DATA BANK (up to 10 points) WEB ADDRESS (copy and paste here):	
Title of Article:	
Author of Article:	Date:
3 Quotes	Jot Notes from Article

WEB SOURCE DATA BANK (up to 10 points) WEB ADDRESS (copy and paste here):	
Title of Article:	
Author of Article:	Date:
3 Quotes	Jot Notes from Article

Other Text Sources

Poem and songs can also share information about a place.

- "Quelles sont les différences entre un texte informatif et un texte graphique?"

(What are the differences between an informative text and a graphic text?)

- "Comment est-ce que les paroles d'une chanson aident l'auteur à exprimer ses idées?" (How do the words of a song help the author to express his ideas?)

Promenons-nous dans les bois

singing-bell.com

The musical score is written in 2/4 time with a key signature of one flat (Bb). It consists of three staves of music with lyrics underneath. Chord symbols (F and C) are placed above the notes.

Staff 1: Prom' nons nous dans les bois pen-dant que le loup n'yest pas, si le loup ye

Staff 2: tait, il nous man-ge - rait, mais comme il n'yest pas, il mous mang' ra pas Loup yes

Staff 3: tu? (loup yes tu) Que fais - tu? (que fais - tu?) En-tends tu? (en-tends tu) (*Loup: Je mets ma culotte*)

- Participate in simulated telephone conversations using the following:

"Comment peux-tu identifier le narrateur du texte?" (How can you identify the narrator of the text?)

"Comment est-ce qu'on sait si le texte s'adresse à une personne ou à plusieurs personnes?" (How do we know if the text is addressed to a person or to several people?)

"Comment est-ce que la langue utilisée dans un texte reflète le contexte régional?" (How does the language used in a text reflect the regional context?)

24. Gathering Information from Experts (Interviewing Primary Sources)

- Search the Internet to find experts about your region that might have something important to add to your investigation:

_____ from _____

because:

- Generate questions for an email interview with one or more experts.



You can tell people what you like, what you don't like—that kind of thing. These are called your preferences. In French, they're called *tes préférences*, or if you're talking about your own preferences, you call them *mes préférences*.

So, the first thing on our agenda is to learn how to say you like something. Here's the situation. You're at a party with a bunch of French people. You're standing next to the stereo, trying to look unobtrusive. But when the music stops, a French guy named Robert comes wandering over to change the CD, and he's especially friendly. He starts things off by saying:

- Create questions to find out more about:
 - the expert's background
 - the expert's perspective
 - interesting ideas to improve understanding of the topic
 -
- Write a draft letter and share this with your teacher.

SCHOOL LOGO

DO NOT MAIL THESE QUESTIONS to the experts.

→ Place the draft below (up to 5 points):

(school address)

Date

Dear _____ : (include email address)

Sincerely,

(Just sign with your first name), Name of School

SCHOOL LOGO

- Place the expert response here (up to 5 points):
- Draft a thank you note and copy your teacher on the draft.

25. Gathering Perceptions from Surveys

- Create an electronic survey to gather input from your classmates/parents/teachers about their perceptions of France.
- "Quels types de questions vas-tu proposer pour un sondage?"
- (What types of questions are you going to propose for a survey?)

Step 1 - Sign up for an account with your teacher:

<https://www.surveymonkey.com/user/sign-up/>

Step 2 - Draft questions on cue cards about your region after viewing information gathered from books, web sites and expert information.

- One question will be a 'yes/no' ("oui", "non") question
 - One question will be a multiple choice question
 - One question will be open-ended
- Edit each question after getting feedback from at least two people (one will be your teacher)

Step 3 - Type the revised questions on survey.

Step 4 - Make sure 10 people complete your survey.

Step 5 - Fill in the data gathered from the yes/no questions and the multiple-choice questions in the two frequency tables that follow.

- Look at these examples:

French is an important language to learn for	Perceptions
AGREE	10
DISAGREE	0
Not sure	3

What area of France has the most unemployment?	Perceptions
------------------------------------------------	-------------

SCHOOL LOGO

(a) northern	4
(b) southern	6
(c) eastern	1
(d) western	2
(e)central	

An open-ended question gives respondents the freedom to respond.

- See sample below:

Open-Ended Question Sample:

What do you think are the main businesses in the region?

- What do you think a perception is? *A perception is...*

-
- Complete the following frequency tables for your yes/no question and your multiple-choice question:

Yes/No Frequency Table 1 (up to 2 points):

Yes/No Question: (Place question here):	Number of Perceptions
AGREE/YES	
DISAGREE/NO	
Not sure/OTHER	

Re-write your question in French:

Multiple Choice Frequency Table 2 (up to 5 points):

Multiple Choice Question (Place question here -and choices below):	Number of Perceptions
(a)	
(b)	
(c)	
(d)	

- Place your open-ended question here (up to 2 points):

Open-Ended Question:

- Place responses to your open-ended question here (up to 6 points):

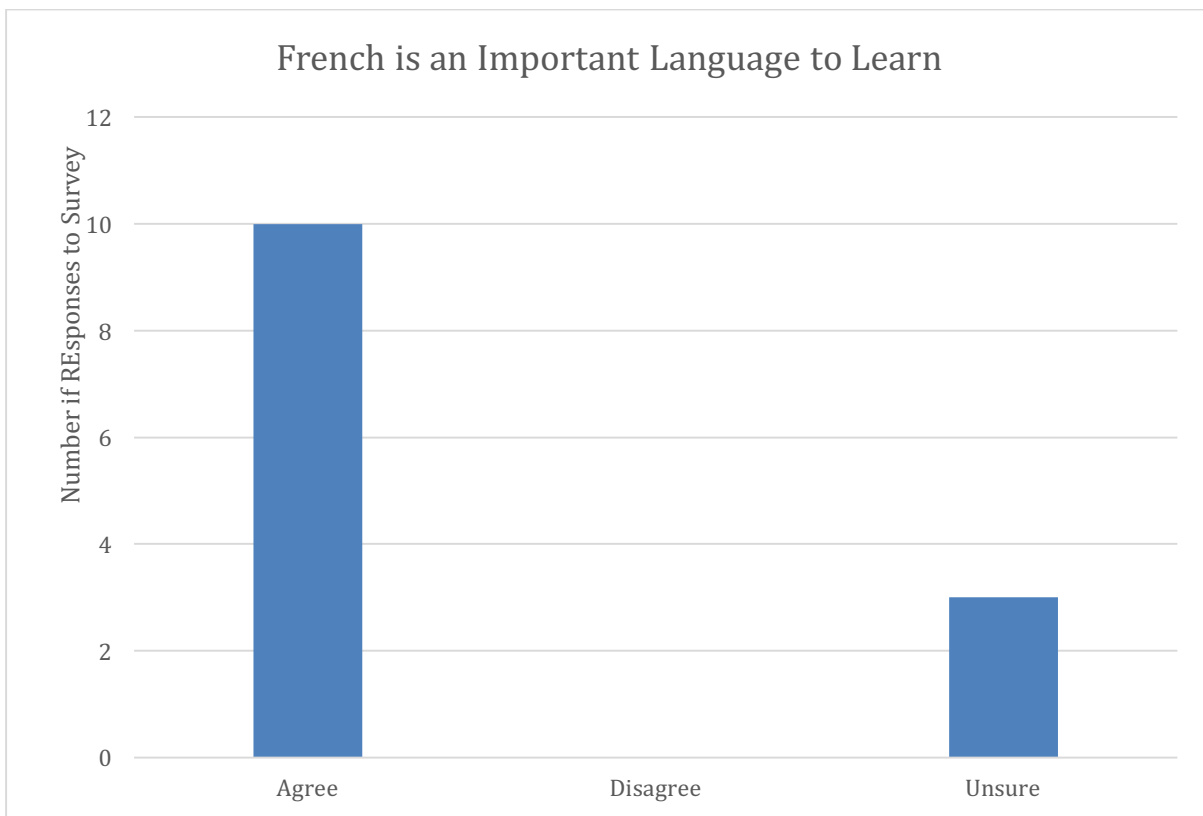
Respondent	Responses
1	
2	
3	
4	
5	
6	

26. ANALYZE

There are several important steps to take when analyzing data.

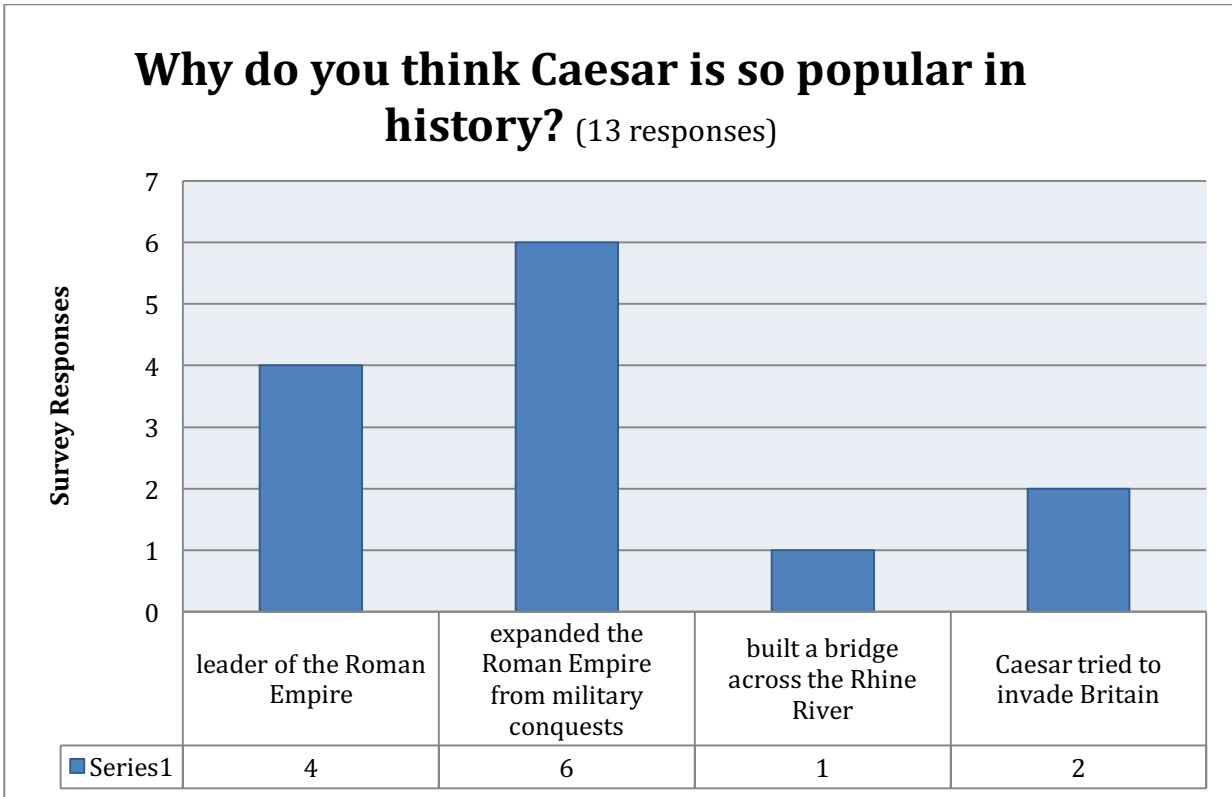
- Copy and place data from survey on an Excel spreadsheet and then turn data into a graph to analyze patterns.
- The following example illustrates how the data can be compiled in a Frequency Table:

French is an important language to learn	Perceptions/Responses
(a) Agree	10
(b) Disagree	0
(c) Unsure	3



What area in France has the highest unemployment?	Perceptions
---------------------------------------------------	-------------

(a) northern	4
(b) southern	6
(c) eastern	1
(d) western	2
(e)central	



You can use Excel to present the perceptions you gathered from your classmates/others in graph form.

- Copy and paste the frequency table into an open Excel spreadsheet.
- Click on Chart' tool.
- Choose a bar graph.
- Place a title on your chart.
- Copy and paste the graphs here for your yes/no question and your multiple-choice question (up to 3 points each):

[PASTE EXCEL GRAPHS BELOW WITH YOUR DATA]

SCHOOL LOGO

27. Statistical Patterns

- To determine the median, mode and mean of the data, it's important to know exactly how to find them.
- View the posters below to learn about the differences between each kind of analysis.

median

The median is the middle of a data set

- Put all of the data in order
- Cross off pairs of highest and lowest numbers until you come down to one number—that's the median!
- If you are left with two numbers, find the number that would fall in between
- Median tells you what is typical for that set of data.

Classroom Caboodle

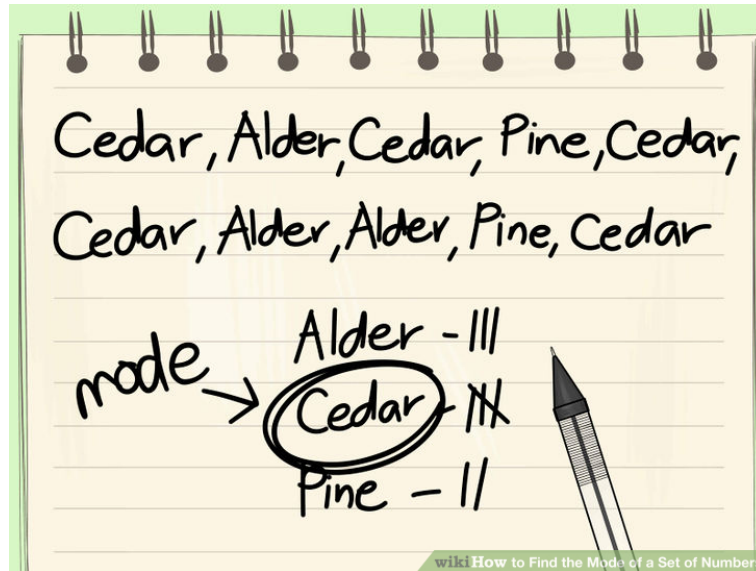
4, 5, 6, 6, 7, 8

The median is 5

<https://cdn.classroomcaboodle.com/wp-content/uploads/2014/01/anchor-chart-median-2.jpg>

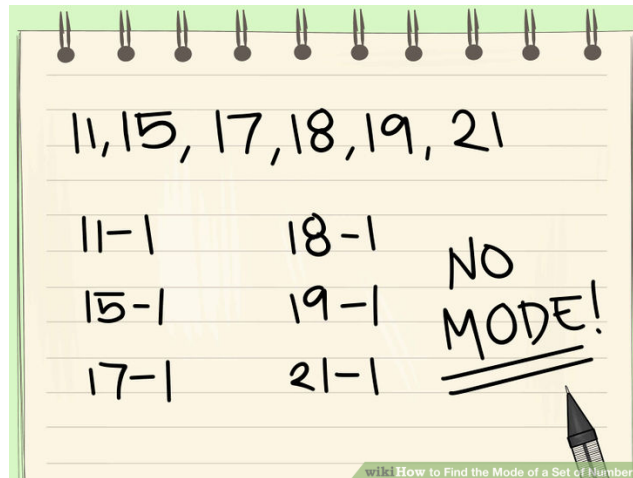
- to find the **mode** of a list of numbers...

SCHOOL LOGO



<http://pad1.whstatic.com/images/thumb/c/cd/Find-the-Mode-of-a-Set-of-Numbers-Step-7.jpg/aid130521-728px-Find-the-Mode-of-a-Set-of-Numbers-Step-7.jpg>

- What if there are no numbers that are larger than the others?



<http://pad2.whstatic.com/images/thumb/f/fa/Find-the-Mode-of-a-Set-of-Numbers-Step-6.jpg/aid130521-728px-Find-the-Mode-of-a-Set-of-Numbers-Step-6.jpg>

- Find out more about analyzing the median and mode:
 - http://www.henryanker.com/Math/Number_Sense/Describing_Numbers/Finding_the_Median_Set_1.swf
 - http://www.mathplayground.com/howto_mode.html
- List your data from your multiple-choice question in order from lowest responses to highest responses (up to 3 points):

<i>Multiple Choice Data Statistics</i>	
<i>Median</i>	<i>Mode</i>



28. GENERATE

Generate Findings

- Generate a summary of your findings from each inquiry source (books, web, expert(s) and non-experts).

After a thorough investigation of the _____, time period, I discovered (list at least three findings - for up to 3 points)

Imagine you are sharing your findings with a French-speaking person. Prepare what you might say by finishing these sentences in French:

- "J'ai lu" (I read) _____
- "Ce que j'ai trouvé", (What I found) _____
- "J'ai remarqué" (I noticed) _____
- "Je pense que..." (I think that) _____
- "Je crois que..." (I believe that) _____
- "Je sais..." (I know) _____

Generate New Questions

SCHOOL LOGO

- Look at the following question starters and record at least 5 of them in French.
- Use the following question starter to generate at least 3 new questions to start a new inquiry or start a new phase of your current inquiry:

Who would...? Who could...? Who might?
What would...? What could...? What might...? What if...?
When would...? When could...? When might...?
Where would...? Where could...? Where might...?
Why would...? Why might...? Why does...?
How would...? How could...? How might...? How did...? How can...?
Which would...? Which could...? Which might...? Which is...

- List new questions here (up to 3 points) in English and French.

- Complete the following in French:

"Je me demande..." (I wonder) _____

Generate Limitations

All research has limitations (what you could have improved on; admitting bias; quality of sources...)

- List at least 3 possible limitations of your research (and why you think they limited your inquiry):

1. _____

because _____

2. _____

because _____

3. _____

because _____

Generate Recommendations

When you generate 'recommendations' you are developing a piece of writing that intends to persuade others to take action or think differently.

- Brainstorm (using a calendar) an action plan for best times of the year to visit the regions in France you would like to promote.



⁽²⁾
http://cdn2.hubspot.net/hubfs/53/00-Blog_Thinkstock_Images/stick-to-your-goals-with-google-calendar.jpg

- Discuss the topic with peers and your teacher to see if they have

additional ideas to share.

- Discuss and respond in English to the following questions before you begin your first draft:

- **Pourquoi est-il important de penser à ça quand tu écris?"**

(Why is it important to think about it when you write?)

- **"Comment est-ce que tu choisis le vocabulaire pour ton travail?"** (How do you choose the vocabulary for your work?)

- **"Comment est-ce que tu te prépares pour écrire?"** (How are you preparing to write?)

- **"Pourquoi est-il important de développer et d'organiser tes pensées avant d'écrire?"** (Why is it important to develop and organize your thoughts before writing?)

- **"À qui t'adresses-tu quand tu écris?"** (Who do you write to when you write?)

- Convince your friends that your region in France is a great place to visit by

writing a postcard about your family trip in a single paragraph.

- Illustrate the one side of the postcard with a favourite image.
- Write a draft letter (in French) on the other side in a single paragraph sharing at least three places you recommend your friend visit someday.
- Demonstrate correct use of masculine and feminine singular and plural forms of adjectives, as well as the appropriate use of past tenses of common verbs.
- Use the IDEAL Writing Process (from ELA) to develop a detailed and labeled report (**I**llustration, **D**raft First Sentences, **E**dit the draft, **A**dvice and Revise and **L**ift).
- Review the scoring tool to help you edit your work. 😊

SCHOOL LOGO

- Think about the salutation, closing and how to write the date in French. ... (up to 5 points)

Comment est-ce que la date en français est écrite différemment de la date en anglais?" (How is the date in French written differently from the date in English?)

"Quels éléments de présentation (p. ex., souligner, caractères gras) peux-tu incorporer avant de remettre un travail écrit?" (What presentation elements (eg, underline, bold) can you incorporate before submitting a written work?)

"Pourquoi est-ce que c'est une bonne idée de lire ton ébauche à un ou plusieurs camarades ou au professeur?" (Why is it a good idea to read your draft to one or more comrades or the teacher?)



<https://s-media-cache-ak0.pinimg.com/736x/29/4a/82/294a82516bb2e864c962a4950acd1c3c.jpg>

DRAFT SCORING TOOL

Points:

2 = mastered

1 = a good start

NY = not yet"

Self-Assessment	My post card draft...	Teacher Assessment
	uses a variety of sentence types (declarative, exclamatory, interrogative)	
	uses synonyms to avoid repetition	
	has accurate subject-verb agreement	
	uses descriptive adjectives of colour, quantity, and location	
	has accurate spelling	
TOTAL =		

- If the overall score is less than 16/20, go back and make more edits, please.

Final Copy of Itinerary/postcard (up to 5 points)

SCHOOL LOGO

- Create your Tour De France PowerPoint to teach your classmates about the great places on your tour they may explore someday.
- *Respond to the following question in English.*
- "Quels sont le sujet, le destinataire et l'intention de ton travail?"
(What is the subject, recipient and intent of your work?)

Subject	Audience	Purpose



http://mymodernmet.com/wp/wp-content/uploads/archive/02eHlyDN87GzGODgip8D_1082068305.jpeg

- Review the key ways for preparing great PowerPoint presentations:

Presentation skills

- Following are the steps include in preparing effective presentation:

- ✓ Plan
- ✓ Prepare
- ✓ Practice
- ✓ Present



<http://rice2016.vardhaman.org/images/g3.jpg>

- Plan your PowerPoint as a story.
- Use the outline mode to put your points on each slide.
- Then decide on a theme/design for the slide background.
- Once the theme has been selected, go to each slide to make sure the print stands out against the background. (Light coloured font on light- coloured background washes out the message).

NOTE: The whole word must be contrasted so the viewers can follow along with ease.

- Then put PowerPoint into slideshow mode and begin to practice speaking with it.
- Print out your slides to practice with when you do not have your computer on (best to do - 3 to a page to save ink and have space to write in additional notes)

Adding and Using Images ("les images"), in PowerPoint

1. Click on the 'image' button within the text box that is blank on that slide.
2. You may label images by adding text boxes from the 'Home' Tab and moving the label under the image.
3. You can find images from picture files on your computer or from the web.
4. Crop your pictures to help them fit on slide by clicking on the 'Picture Tools - Format' Tab. Then click on the Crop tool. Use the black lines that appear around the image to cut out the parts of the image that you do not want.

***Animation & Transitions in PowerPoint** - Animations and transitions can be a distraction to audience members and therefore are not recommended for use until all other PowerPoint skills have been mastered.

It is time to take the lessons learned and prepare a PowerPoint that teaches your classmates about your planned Tour de France! **Experts explore, narrow, gather data, analyze data, generate conclusions, recommendations, new questions and limitations - as well as teach others.**

"Comment vas-tu partager l'information avec tes camarades?"

(How are you going to share the information with your classmates?)



<https://crshah12.files.wordpress.com/2014/11/92.jp>

PowerPoint Presentation Preparation

• Create a PowerPoint presentation with the following slides:

Slide 1 - Title ("les titres") -Name of Tour, name of tour guide (you) and date

Slide 2 - image and details of the daily life in each location

Slide 3 - image and details of work life in each location

Slide 4 - image and details of fun things to do in each location

Slide 5 - image and details of challenges in each location

Slide 6 - quote from a book about one location

Slide 7 - quote from a website from a different location

Slide 8 - quote from an expert about a different location

Slide 9 - survey data about trip (yes, no survey graph)

Slide 10 - survey data about trip (multiple choice survey graph)

Slide 11 - reasons for trip choices (recommendation)

Slide 12 - new questions for further research

Slide 13 - list of limitations of research

Slide 14 - final image

Self	Evaluation of PP Slides	Teacher
	First slide includes title, name and date	
	PP does not overuse BOLD, Italics and/or underline	
	Placement of texts (right, center and left) is appealing	
	Attractive and appropriate Theme/Design	
	Not too much text on each slide	
	Use of point form on slide - no prose unless emphasizing a quote	
	Images add to message	
	Content is interesting and informative	
	PP is saved correctly in a student folder	
	Creative concluding slide	
TOTAL = (up to 40 points)		

Presenting like a pro!

- Do not read the PowerPoint.
- Browse at it - but speak to your audience.
- Smile and have great eye contact - not off in the distance.
- Solid Posture - sit up straight (no slouching ☹)
- Nod -when your presentation sparks questions or conversations.
- No fiddling with stuff or fidgeting in chair.
- No gum.
- Convey a positive attitude.
- Speak clearly (no mumbling).
- Speak with a good volume for all to hear.
- Dress appropriately - conservative is best, not too much jewelry.
- Arrive early.

Be confident, polite and try and greet everyone before presentation.

EDUCATING OTHERS: Evaluation of PP Presentation		
	Did not read the PowerPoint - spoke to audience	
	Smiled and conveyed a positive attitude	
	Great eye contact	
	Solid Posture (no slouching ☹)	
	Nodded (good active listener)	
	Did not fiddle with stuff or fidget	
	Professional (confident, polite, no gum chewing; dress appropriately)	
	Spoke clearly (no mumbling)	
	Spoke with a good volume for all to hear	
	Used artifact well with PP	
	Arrived early to make sure presentation ready to start on time	
	Read convincing nomination at end of PP	
Completed task (all 14 slides)		
TOTAL = Self + teacher (up t 54 points)		

What I learned from PowerPoint Presentations

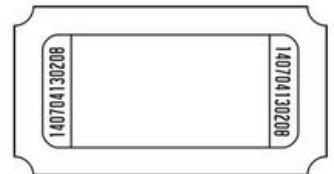
- At the end of all the PowerPoint Presentations, students will be asked to respond to the following Exit Ticket question:

EXIT TICKET (you will receive a hard copy of this ticket)

Where in France would you like to go?

I would like to go to: _____

Your Ticket out the door!



Exit Ticket Teacher Score (up to 10 points):

Strong written report	
Majority of classmates chose your region	
Majority of classmates shared good reasons for choosing your region	
Teacher support choice and reasons	
PowerPoint can help others learn about France in future classes	
TOTAL	

Thinking About Learning French

- Discuss the following with your teacher using French and English?

"Quand est-ce que tu as confiance de parler en français?"

(When do you trust to speak in French?)

Lorsque tu parles à un partenaire? (When you talk to a partner?)

Lorsque tu parles en petits groupes? (When you talk in small groups?)

Lorsque tu parles devant la classe? (When you talk in front of the class?)

"Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t'aide à parler avec confiance?" (How does talking about something you like or know about help you talk confidently?)

"Pourquoi est-ce qu'il faut connaître son sujet avant de parler?" (Why do you need to know his subject before you speak?)

"Comment est-ce que le fait de participer à une discussion t'aide à mieux parler aux autres?" (How does participating in a discussion help you speak better to others?)

"Pourquoi est-ce que c'est important de parler en français avec les autres dans la classe?" (Why is it important to speak in French with others in class?)

"Qu'est-ce qui t'aide à te rappeler d'un nouveau mot de vocabulaire ou d'une nouvelle expression?" (What helps you to remember a new vocabulary or a new expression?)

"Qu'est-ce que tu fais quand tu ne comprends pas un mot?" (What do you do when you do not understand a word?)

"Comment est-ce que les mots apparentés t'aident à apprendre le français?" (How do related words help you learn French?)

"Quelles sont les stratégies de lecture les plus efficaces?" (What are the most effective reading strategies?)

"Parmi les suggestions de stratégies de lecture que tu as données aux autres, quelles sont celles qui peuvent t'aider?" (Which suggestions for reading strategies have you given others, which ones can help you?)

"Comment est-ce que les détails des histoires d'une communauté peuvent t'aider à mieux connaître cette dernière?" (How can the details of a community's stories help you better understand the community?)

"Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?" (Why is it important to know the characteristics and elements of different types of texts?)

"Comment est-ce que tes commentaires à propos du travail d'un partenaire te permettent d'améliorer ton travail?" (How do your comments about a partner's work help you improve your work?)

"Comment la discussion peut-elle clarifier les étapes de la rédaction?" (How can the discussion clarify the stages of drafting?)

"Comment peux-tu vérifier la clarté de ton message?" (How can you check the clarity of your message?)

"Quels sont tes forces et tes défis comme écrivain?" (What are your strengths and challenges as a writer?)

"Pourquoi est-il important de connaître la structure d'une lettre, d'une carte postale ou d'un courriel?" (Why is it important to know the structure of a letter, postcard or e-mail?)

- Use the PowerPoint to create a pattern story book to use to teach about your region of France.

Reflection

This inquiry report will be published for others to read and learn from in the future. When I reflected on this inquiry project and the “How Well Did I do each Task?” (bottom of each page), I think I learned...

“Dans les cours en français, je parle français: toujours, parfois, jamais”
(In French courses, I speak French: always, sometimes, never)

Teacher Response:

SCHOOL LOGO

Other Activities in Reference Notebook (Teacher assigns points)	Points /2
Completed all tasks with thought and care	
Completed tasks like an expert	
Labeling detailed	
Neat and professional look	
Evidence of creativity	
Total: _____ (up to 10 points)	

Classroom Work (teacher assigns points)	Points /2
Worked well on task with other students during paired	
Worked on own without disruption	
Helped others when needed	
Contributed well to classroom discussions	
Opted to do optional activities	
TOTAL : _____ (up to 10 points)	

World Languages Overall Report Card Points and Grade:
720+ points = A
640 - 719 points = B
Below 640 points = NY (not yet)



Final Check

Oui est France? (Respond in French, please)

Order your favourite meal at a French restaurant (in French)

What are the names of places or famous landmarks in France that people like to visit?

Ask three questions in French?

Appendix A: Ontario Ministry of Education and Training World Language Expectations

WL4A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts

WL4A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support

WL4A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions

WL4A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support

WL4A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities*

WL4B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences

WL4B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support

WL4B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics

WL4B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations

WL4B2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support

WL4B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions

WL4C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts

WL4C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required

WL4C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text

WL4C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words

WL4C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media

SCHOOL LOGO

WL4C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms

WL4D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create

WL4D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

WL4D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities

WL4D2.2 Drafting and Revising: plan and produce drafts following a model (*e.g., email, postcard, procedure, directions to determine location*), and revise their writing using a variety of strategies, with teacher support

WL4D2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French

WL5A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts

WL5A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support

WL5A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions

WL5A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves family, friends, and their immediate environment, with contextual and visual support

WL5B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences

WL5B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support

WL5B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics

WL5B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations

WL5B2.2 Interacting: engage in brief, structured spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support

WL5B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions

WL5C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts

SCHOOL LOGO

WL5C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required

WL5C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text

WL5C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words

WL5C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms

WL5C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms

WL5C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities*

WL5D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create

WL5D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

WL5D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities

WL5D2.2 Drafting and Revising: plan and produce drafts following a model

WL5D2.3 Producing Finished Work: make improvements to their written work using knowledge of a few of the conventions of written French

WL5D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work

Extensions:

WL6A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts

WL6A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar and new words and expressions about themselves, family, friends, and topics of personal interest, with contextual and visual support

WL6A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions

WL62.2 Interacting: respond with understanding to what others say while participating in guided interactions about familiar topics, with contextual and visual support

WL6A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities

SCHOOL LOGO

WL6B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to a variety of audiences

WL6B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual support

WL6B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topic

WL6B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations

WL6B2.2 Interacting: engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support

WL6B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions

WL6C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts

WL6C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate

WL6C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text

WL6C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned word

WL6C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media form

WL6C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms

WL6C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities *peut t'aider à organiser tes idées clés afin de formuler une réaction à la lecture d'une légende que tu as lue?* "Après avoir fait des recherches sur les aspects culturels des régions francophones de l'est et l'ouest du Canada, quels sont les liens que tu as faits entre ces communautés et la tienne? Quels sont les liens que tu as faits entre ces deux régions?"

WL6C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities*

WL6D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to

WL6D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

SCHOOL LOGO

WL6D2.1 **Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities

WL6D2.2 **Drafting and Revising:** plan and produce drafts following a model. “Il est important de...”, “Il faut/Il ne faut pas...” plus the *infinitif* as a way to highlight ideas they wish to emphasize. Teachers can remind students to use connecting and/or transitional words.

WL6D2.3 **Producing Finished Work:** make improvements to their written work, using knowledge of some of the conventions of written French

WL6D3.2 **Awareness of Sociolinguistic Conventions:** identify examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work

Appendix B: Ontario Mathematics Expectations

3E. DATA MANAGEMENT AND PROBABILITY

M3E.1.2 collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject

M3E.1.3 collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence

M3E.2.1 read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data

M3E.2.2 interpret and draw conclusions from data presented in charts, tables, and graphs

M3E.2.3 demonstrate an understanding of mode (e.g., “The mode is the value that shows up most often on a graph.”), and identify the mode in a set of data.

4E. DATA MANAGEMENT AND PROBABILITY

M4E.1.1 collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements.

M4E.1.2 collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels that suit the range and distribution of the data, using a variety of tools

M4E.2.1 read, interpret, and draw conclusions from primary data and from secondary data), presented in charts, tables, and graphs

M4E.2.2 demonstrate, through investigation, an understanding of median, and determine the median of a set of data

M4E.2.3 describe the shape of a set of data across its range of values, using charts, tables, and graphs (e.g. “The data values are spread out evenly.”; “The set of data bunches up around the median.”).

M4E.2.4 compare similarities and differences between two related sets of data, using a variety of strategies (e.g., by representing the data using tally charts; by determining the mode or the median; by describing the shape of a data set across its range of values.)

5E. DATA MANAGEMENT AND PROBABILITY

M5E.1.2 collect data by conducting a survey or an experiment (e.g., gather and record air temperature over a two-week period) to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

M5E.1.3 collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including broken-line graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales that suit the range and distribution of the data (e.g., to represent precipitation amounts ranging from 0 mm to 50 mm over the school year, use a scale of 5 mm for each unit on the vertical axis and show months on the horizontal axis), using a variety of tools (e.g., graph paper, simple spreadsheets, dynamic statistical software).

M5E.1.4 demonstrate an understanding that sets of data can be samples of larger populations (e.g., to determine the most common shoe size in your class, you would include every member of the class in the data; to determine the most common shoe size in Ontario for your age group, you might collect a large sample from classes across the province).

M5E.1.5 describe, through investigation, how a set of data is collected (e.g., by survey, measurement, observation) and explain whether the collection method is appropriate.

M5E.2.1 read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., precipitation or temperature data in the newspaper, data from the Internet about heights of buildings and other structures), presented in charts, tables, and graphs including broken-line graphs.)

6E. DATA MANAGEMENT AND PROBABILITY

M6E.1.1 collect data by conducting a survey (e.g., use an Internet survey tool) or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements.

M6E.1.3 select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph

M6E.1.4 determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data

M6E.2.1 read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data, presented in charts, tables, and graphs

M6E.2.2 compare, through investigation, different graphical representations of the same data

M6E.2.6 demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments

Appendix C: Alberta Mathematics Standards

STATISTICS AND PROBABILITY (Data Analysis)

AM3D.1. Collect first-hand data and organize it using:

- tally marks
- charts
- lists

to answer questions.

AM3D.2. Construct, label and interpret bar graphs to solve problems.

AM4D.2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.

AM5D.1. Differentiate between first-hand and second-hand data

AM6D.3. Graph collected data, and analyze the graph to solve problems

Appendix D: Common Core State Standards (US)

[CCSS.Math.Content.3.MD.B.3](#)

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

[CCSS.Math.Content.6.SP.A.2](#)

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

[CCSS.Math.Content.6.SP.B.5](#)

Summarize numerical data sets in relation to their context, such as by:

[CCSS.Math.Content.6.SP.B.5.a](#)

Reporting the number of observations.

[CCSS.Math.Content.6.SP.B.5.b](#)

Describing the nature of the attribute under investigation, including how it was measured and its units of measure

