Grade 5-7 Scope & Se	quence of <i>Big Ideas</i> &	& Curricular Competencies
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	Stade 5-1 Scope & Sequence of Big facas & Safficular Sompetencies						
	Grade 5 *all ELO's will be met with full support	Grade 6 *Begin gradual release of responsibility but continue to fully support for new vocabulary	Grade 7 *Independently – continue to fully support for new vocabulary				
Listening *supported with use of pauses, repetition, visuals, gestures, body language & other cues	 Listening and viewing with intent helps us acquire French Recognize relationship between pronunciation & meaning Recognize whether someone is making a statement or asking a question Comprehend high-frequency vocabulary Identify key information Understand simple stories 	 Listening and viewing with intent helps us understand a message Recognize relationship between pronunciation & meaning Role of intonation, meaning, and tone of voice Comprehend high-frequency vocabulary Identify key information and some details Understand simple stories Begin to recognize relationship between French letter patterns and pronunciation 	 Listening and viewing with intent helps us understand an increasing variety of messages Recognize the relationship between French letter patterns and pronunciation Understand increasingly complex key information and supporting details Understand simple stories 				
Reading & Viewing *supported by viewing images & other visual cues & opportunities to reread	 Reading helps us make connections to what we have already learned through oral language Comprehend high-frequency vocabulary Identify key information Understand simple stories 	 Stories communicate ideas in a meaningful way Comprehend high-frequency words and patterns Identify key information and some details Understand simple stories 	 Stories allow us to understand ideas in a meaningful way Understand simple stories Understand increasingly complex key information and supporting details 				
Spoken Interaction *supported through modelling, repetition, slow speech, pauses, & gestures	 Reciprocal communication is possible in French using simple, high-frequency words and patterns Respond appropriately to simple commands and instructions Participate, with support, in simple interactions Ask and answer simple questions in context 	 Reciprocal communication is possible in French using simple, high-frequency words and patterns Respond appropriately to questions, simple commands, and instructions Exchange ideas and information using complete statements orally Ask & answer simple questions in context 	 Reciprocal interactions are possible even with limited French Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete sentences orally Ask and answer questions in context 				
Spoken Production *supported through modelling, pauses, visuals & gestures	 With basic French, we can describe ourselves and our interests. Seek clarification of meaning using common statements and questions Describe themselves and their interests Provide simple descriptions 	 With basic French, we can describe important people in our lives. Seek clarification of meaning using common statements and questions Describe people and objects Describe common emotions and states of physical health Give reasons for likes and dislikes Share basic information about events 	 With simple French, we can discuss our interests. Use intonation and tone effectively to convey meaning Seek clarification of meaning using a variety of statements and questions Exchange ideas and information using complete sentences orally Describe important people in their community and key characters in texts Describe locations and give simple directions Explain reasons for likes, dislikes and preferences Make simple comparisons Share information using more than one mode of presentation 				
Language Acquisition *supported by models	 Both verbal and non-verbal cues contribute meaning in language Interpret non-verbal cues: ex. Gestures, facial expressions, pictures, props, etc. Begin to use strategies to increase understanding Use visuals or technology to assist in understanding & communication 	 Using strategies helps us understand and acquire language Use visuals or technology to assist in communicating Use strategies to increase understanding Interpret non-verbal cues to increase understanding 	 Using strategies helps us understand and acquire language Use strategies to increase understanding seek clarification of meaning using a variety of statements and questions 				
Writing *supported by models	• n/a	 Reciprocal communication is possible in French using simple, high-frequency words and patterns Exchange ideas and information using complete statements in writing Ask & answer simple questions in context Describe common emotions and states of physical health Describe people and objects Give reasons for likes and dislikes Share basic information about events 	 Reciprocal interactions are possible even with limited French Exchange ideas and information using complete sentences in writing Ask and answer questions in context Describe important people in their community and key characters in texts Describe locations and give simple directions Explain reasons for likes, dislikes and preferences Make simple comparisons Share information using more than one mode of presentation 				
Culture *to be integrated into each strand	 Each culture has traditions and ways of celebrating Demonstrate basic awareness that there are francophone and Francophone Métis communities across Canada Identify basic information about a francophone cultural festival or celebration in Canada 	 Learning about Francophone communities helps us develop cultural awareness Demonstrate awareness of Francophone & Francophone Métis communities across Canada Recognize that some Francophone communities are connected to Frist Peoples communities Identify and share information about a Francophone community in Canada 	 Deepening our knowledge of Francophone communities helps us develop cultural awareness Demonstrate basic awareness that there are Francophone communities around the world Identify, share, and compare information about Francophone and Francophone Métis communities in Canada Identify cultural aspects of Francophone communities 				

C	ore Frenc	h Essential	Learning O	Outcomes – (Grade 5

	Grade 5 <i>Big Ideas</i> & Curricular Competencies * met with full support	Linguistic Conte	ent	Grammatical Content	Possible Resources
Listening *supported with use of pauses, repetition, visuals, gestures, body language & other cues Reading & Viewing *supported by viewing images & other visual cues & opportunities to	 Listening and viewing with intent helps us acquire French Recognize relationship between pronunciation & meaning Comprehend high-frequency vocabulary Identify key information Understand simple stories Reading helps us make connections to what we have already learned through oral language Comprehend high-frequency vocabulary Identify key information Understand simple stories 	 Greetings: Allô (hello), Salut (Hi), bonjour (good day/hello), Bonne nuit (good night), Bonsoir (good evening) Au revoir (goodbye), adieu (farewell), À demain (see you tomorrow), À lundi etc. (see you Monday), À tout à l'heure (see you soon), À bientôt (see you later/ so long) Comment ça va? (how are you?), ça va bien/très bien/mal (l'm well, very well, not well), ça va (l'm ok), comme ci, comme ça (l'm so so) Comment t'appelles-tu? (what's your name?), je m'appelle (my name is) Quel âge as-tu? (how old are you?), J'ai ans (l'm years old), Qu'est-ce que tu aimes faire? (what do you like to do?), 	 Basic phrases Je ne comprends pas (I don't understand) Je comprends (I understand) Répétez, s'il vous plait (Repeat that please) Je m'excuse (excuse me / sorry) J'ai oublié (I forgot) Pardon, je n'écoutais pas. (Pardon me, I wasn't listening) Pardon, je n'ai pas entendu (Pardon me, I didn't hear that) Excusez-moi (excuse me) Pardon (excuse me) Je ne sais pas (I don't know) 	Gender and Number: Understand meanings/uses of: Je (I) Tu (you − singular/familiar) Il/elle (he/she) Nous (we) Vous (you-plural/you − formal) Ils/elles (they − mixed genders/ they all females) recognize that un & une are the same word masc. & fem recognize thdeterminers le, la, un, une. Recognize that les/des shows	Videos: Métis Communities Series (DVD) The Métis of British Columbia: Culture, History, and the Contemporary Community (DVD) Steps in Time II: Métis Dance & Instruction Featuring "The Métis Thunder" Dancers (DVD) The Métis in Canada (DVD) Kits: Core French: Dr. Seuss Collection Core French: French Culture Core French: Hockey Collection Core French: Life Cycles
reread Spoken Interaction *supported through modelling, repetition, slow speech, pauses, & gestures	 Reciprocal communication is possible in French using simple, high-frequency words and patterns Respond appropriately to simple commands and instructions Participate, with support, in simple interactions Ask and answer simple questions in context 	J'aime faire (I like to) Simple Questions: Comment?; Est-ce que?; Où?; Quand?; Quel?; Qu'est-ce que?; Qui? Est-ce que je peux/puis je (May I): tailler mon crayon (sharpen my pencil) aller (go): boire de l'eau (get a drink of water) a ma salle de classe (to my classroom) aux toilettes? (to the bathroom)	Basic Commands: Ne parle pas (no talking) Écoutez! (listen) Répétez! (repeat) Levez-vous! (stand up) Asseyez-vous / assoyez-vous (sit down) Likes & dislikes: J'aime (I like)	 plural Use appropriate pronouns (je, tu, il, elle, nous, vous, ils, elles) Pronunciation: Takes risks and attempts to mimic proper pronunciation Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words. Phonemes – ex. B, s, o, nasal 	Core French: Literature Circles 1 Core French: Literature Circles 2 Core French: Mélanie Watt Collection Core French: Nelson Cultur-osité, Levels 1-3 Core French: Oral Language Core French: Robert Munsch Collection 1 Core French: Robert Munsch Collection 2 Core French Readers: Animals Core French Readers: Sciences
Spoken Production *supported through modelling, pauses, visuals & gestures	 With basic French, we can describe ourselves and our interests. Seek clarification of meaning using common statements and questions Describe themselves and their interests Provide simple descriptions 	 à la salle de bains? (to the bathroom) au bureau (to the office) emprunter (borrow) Une règle (a ruler) Une feuille de papier (piece of paper) Un crayon (a pencil) Un stylo (a pen) 	 J'adore (I love) Je préfère (I prefer) Je n'aime pas (I don't like) Je déteste (I hate) Basic Supplementary Vocabulary: Alphabet – Letter names and sounds 	 Prioriemes – ex. B, s, o, hasal vowels, r, u/ou Be aware of and attempt phonemes but not master Non-verbal Cues: Haptics: the way people use touch to communication Kinesics: the use of body and face 	Poutine: Fries with an Attitude! What's on My Head? The Métis Way of Life, Grade 5, 6, 7 The Métis Kit 3 Métis Community Professional Books: En-core Correct #1
Language Acquisition *supported by models	 Both verbal and non-verbal cues contribute meaning in language Interpret non-verbal cues Begin to use strategies to increase understanding: context, prior knowledge, cognates etc Use visuals or technology to assist in understanding & communication 	 Une gomme (an eraser) Une règle (ruler) Des ciseaux (scissors) Des marqueurs (felts) C'est à quel page (what page is it on?) Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?) Pouvez-vous m'aider (can you help me?) 	 (phonemes: students are expected to be aware of and attempt to pronounce – not mastery) Numbers (1-30) Days of the week & months of the year & seasons Cognates (words that look/sound similar in French and English) 	 movements to communicate Eye Contact: a way of showing interest Proxemics, the amount of space people put between each other Recognize whether someone is making a statement or asking a question 	Fran: C'est Facile! Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8) S.O.S. Prononciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French Teaching French Through Drama: A Teacher Resource
Writing	• n/a	Comment dit-on? (how do you say?)	Descriptive words such as numbers, colours, sizes & words for other physical attributes		Verbe du Jour!: 15 Verbes en "-er" au Présent Other: Types of Nonverbal Communication That Use Cues Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document

Culture *to be integrated into

- Each culture has traditions and ways of celebrating
- Demonstrate basic awareness that there are francophone and Francophone Métis communities across Canada
- Identify basic information about a francophone cultural festival or celebration in Canada

Cultural Content:

- Location of Francophone and Francophone Métis communities across Canada
 - Les Acadiens, les Franco-Albertains, les Frando-Colombiens, les Fransaskois, Métis communities in Baie St. Paul (Manitoba), Fort Nelson (BC), Île-à-la Crosse (Sask.) les Québécois
- Identify basic information about a Francophone cultural festival or celebration in Canada
 - o Ex. Activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports
 - o Le Carnival de Québec, le Festival Acadien de Caraquet, le Festival du Voyageur, le Festival du Bois, Métis Fest

Core French Essential Learning Outcomes – Grade 6

Grade 6 Big Ideas & Curricular **Competencies** * met with full support • Listening and viewing with intent helps us Listening understand a message *supported with Recognize relationship between use of pauses, pronunciation & meaning repetition, Role of intonation, meaning, and visuals. tone of voice gestures, body Comprehend high-frequency language & vocabulary other cues Identify key information and some Understand simple stories Begin to recognize relationship between French letter patterns and pronunciation Reading & Stories communicate ideas in a meaningful way Viewing Comprehend high-frequency words and *supported by viewing images Identify key information and some & other visual cues & Understand simple stories opportunities to reread Spoken Reciprocal communication is possible in French using simple, high-frequency Interaction words and patterns *supported Respond appropriately to questions, through simple commands, and instructions modelling, Exchange ideas and information using repetition, slow complete statements orally speech, Ask & answer simple questions in pauses, & context gestures With basic French, we can describe Spoken important people in our lives. Production Seek clarification of meaning using *supported common statements and questions through Describe people and objects modelling,

pauses, visuals

& gestures

Describe common emotions and states

Give reasons for likes and dislikes

Share basic information about events

of physical health

Suggested Linguistic Content

*most are the same as Grade 5, but begin to release support to students and give less support

Greetings:

- Allô (hello), Salut (Hi), bonjour (good day/hello), Bonne nuit (good night), Bonsoir (good evening)
- Au revoir (goodbye), adieu (farewell), À demain (see you tomorrow), À lundi etc. (see you Monday), À tout à l'heure (see you soon), À bientôt (see you later/ so long)
- Comment ça va? (how are you?), ça va bien/très bien/mal (l'm well, very well, not well), ça va (l'm ok), comme ci, comme ça (l'm so so)
- Comment t'appelles-tu? (what's your name?), je m'appelle (my name is)
- Quel âge as-tu? (how old are you?), J'ai _____ ans (l'm ____ years old),
- Qu'est-ce que tu aimes faire? (what do you like to do?), J'aime faire (I like to)

Simple Questions:

- Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...? Pourquoi...?
- Est-ce que je peux/puis je... (May I) :
 - o tailler mon crayon (sharpen my pencil)
 - o aller (go):
 - boire de l'eau (get a drink of water)
 - à ma salle de classe (to my classroom)
 - aux toilettes? (to the bathroom)
 - à la salle de bains? (to the bathroom)
 - au bureau (to the office)
 - o emprunter (borrow)
 - Une règle (a ruler)
 - Une feuille de papier (piece of paper)
 - Un crayon (a pencil)
 - Un stylo (a pen)
 - Une gomme (an eraser)
 - Une règle (ruler)
 - Des ciseaux (scissors)
 - Des marqueurs (felts)
- C'est à quel page (what page is it on?)
- Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)
- Pouvez-vous m'aider (can you help me?)
- Comment dit-on _____? (how do you say____?)

Basic phrases

- Je ne comprends pas (I don't understand)
- Je comprends (I understand)
- Répétez, s'il vous plait (Repeat that please)
- Je m'excuse (excuse me / sorry)
- J'ai oublié (I forgot)
- Pardon, je n'écoutais pas. (Pardon me, I wasn't listening)
- Pardon, je n'ai pas entendu (Pardon me, I didn't hear that)
- Excusez-moi (excuse me)
- Pardon (excuse me)
- Je ne sais pas (I don't know)

Basic Commands:

- Ne parle pas (no talking)
- Écoutez! (listen)
- Répétez! (repeat)
- Levez-vous! (stand up)
- Asseyez-vous / assoyez-vous (sit down)

Likes & dislikes:

- J'aime...parce que (I like...because)
- J'adore...parce que (I love...because)
- Je préfère...parce que (I prefer...because)
- Je n'aime pas...parce que (I don't like...because)
- Je déteste...parce que (I hate...because)

Basic Supplementary Vocabulary:

- Alphabet Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)
- Numbers (30-100)
- Days of the week & months of the year & seasons
- Cognates (words that look/sound similar in French and English)
- Descriptive words such as ordinal numbers, colours, sizes & words for other physical attributes
- Weather
- Daily life
- Classroom objects
- Adjectives
- Physical health/emotions

Suggested Grammatical Content

Gender and Number:

- Using third person to describe others: II/Elle/On es; II/Elle/On a...; II/Elle/On aime...
- Er/Re/Ir verb conjgations: Je joue au/à la...; J'aime...
- Recognize possessive pronoun:
 - Mon/ma (my m/f)
 - Ton/ta (your m/f)Son/sa (his/her)
 - Votre (your pl.)
 - o Notre (our)
 - Ses (theirs)
- Begins to recognize nouns as masculine & feminine in text
- Begins to recognize plural nouns in text
- Use appropriate pronouns (je,tu, il, elle, nous, vous, ils, elles)
- Begins to use possessive pronouns with full support (même, eux-mêmes, toi, moi, mon, ma, ton, ta, son, sa, votre, notre, ses, mes, tes, vos, nos)

Pronunciation:

- Takes risks and attempts to mimic proper pronunciation
- Tries to follow the "STUPID" rule s,t,p,d are generally not pronounced at the end of words.
- Phonemes ex. B, s, o, nasal vowels, r, u/ou
- Be aware of and attempt phonemes but not master
- Begin to identify groupings of letters that make the same sound (eg., au, aux, eau, ô)
- Rhyming words
- Begin to identify letter patterns that have consistent pronunciations (eg., ait, -ment, oi, tion etc.)

Non-verbal Cues:

- Haptics: the way people use touch to communication
- Kinesics: the use of body and face movements to communicate (gestures, facial expressions)
- Eye Contact: a way of showing interest
- Proxemics, the amount of space people put between each other

Possible Resources

Videos:

Métis Communities Series (DVD)
The Métis of British Columbia: Culture,
History, and the Contemporary

Community (DVD)

Steps in Time II: Métis Dance & Instruction Featuring "The Métis Thunder" Dancers (DVD)

The Métis in Canada (DVD)

Kits:

Core French: Dr. Seuss Collection
Core French: French Culture
Core French: Hockey Collection
Core French: Life Cycles

Core French: Life Cycles

Core French: Literature Circles 1
Core French: Literature Circles 2

Core French: Mélanie Watt Collection
Core French: Nelson Cultur-osité, Levels

Core French: Oral Language

Core French: Robert Munsch Collection 1

Core French: Robert Munsch Collection 2
Core French Readers: Animals

Core French Readers: Animals
Core French Readers: Sciences

Poutine: Fries with an Attitude!

What's on My Head?

The Métis Way of Life, Grade 5, 6, 7 The Métis Kit 3

Métis Community

Professional Books:

En-core Correct #1
Fran: C'est Facile!

Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)

S.O.S. Prononciation!: A Reinforcement
Unit for Grades 4-8 That Targets the Mos

Common Pronunciation Errors in French Teaching French Through Drama: A

Teacher Resource

<u>Verbe du Jour!: 15 Verbes en "-er" au Présent</u>

Language Acquisition *supported by models	Using strategies helps us understand and acquire language Use visuals or technology to assist in communicating Use strategies to increase understanding Interpret non-verbal cues to increase understanding		 Je suis triste. (I'm sad) Je suis content. (I'm content) J'ai mal à la tête. (I have a headache) Hobbies & topics of interest: ex. Je joue au/à la 	 Props, pictures can give clues to meaning Recognize whether someone is making a statement or asking a question Recognize emotion of the speaker & how it relates to their message 	Other: Types of Nonverbal Communication That Use Cues Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document
Writing	 Reciprocal communication is possible in French using simple, high-frequency words and patterns Exchange ideas and information using complete statements in writing Ask & answer simple questions in context Describe common emotions and states of physical health Describe people and objects Give reasons for likes and dislikes Share basic information about events 				
Culture *to be integrated into each strand	Learning about Francophone communities helps us develop cultural awareness Demonstrate awareness of Francophone & Francophone Métis communities across Canada Recognize that some Francophone communities are connected to Frist Peoples communities Identify and share information about a Francophone community in Canada	 Cultural Content: (can be done in English or in French) Describing cultural aspects of communities: Activities, celebrations, clothing, festivals, food, land, music, protocol, traditions Know that there are many Francophone and Francophone Métis communities across Canada Les Acadiens, les Franco-Albertains, les Frando-Colombiens, les Fransaskois, Métis communities in Baie St. Paul (Manitoba), Fort Nelson (BC), Île-à-la Crosse (Sask.) les Québécois Share information about a Francophone and Francophone Métis community: Celebrations, festivals, food, geography, history, population, territory, traditions etc. 			

Core French Essential Learning Outcomes – Grade 7 Grade 7 Big Ideas & Curricular Suggested Linguistic Content **Suggested Grammatical Content** Possible Resources *most are the same as Grade 5, but begin to release support to students and give less support **Competencies** * met with full support **Greetings:** Gender and Number: Videos: Listenina Listening and viewing with intent helps us Basic phrases • Allô (hello), Salut (Hi), bonjour (good day/hello), Métis Communities Series (DVD) understand an increasing variety of • Je ne comprends pas (I don't understand) • Using third person to describe others: II/Elle/On supported with The Métis of British Columbia: Culture. Bonne nuit (good night), Bonsoir (good est...: II/Elle/On a...: II/Elle/On aime... messages Je comprends (I understand) use of pauses History, and the Contemporary Recognize the relationship between evenina) Répétez, s'il vous plait (Repeat that please) • Er/Re/Ir verb conjugations: Je joue au/à la...; repetition, Community (DVD) French letter patterns and pronunciation • Au revoir (goodbye), adieu (farewell), À demain J'aime... Je m'excuse (excuse me / sorry) visuals. Steps in Time II: Métis Dance & Understand increasingly complex key (see you tomorrow), À lundi etc. (see you Recognize possessive pronoun: gestures, body J'ai oublié (I forgot) Instruction Featuring "The Métis Thunder" information and supporting details Monday), À tout à l'heure (see you soon), À Mon/ma (my m/f) language & • Pardon, je n'écoutais pas. (Pardon me, I wasn't Understand simple stories Dancers (DVD) bientôt (see you later/ so long) Ton/ta (your m/f) other cues listenina) The Métis in Canada (DVD) • Comment ça va? (how are you?), ça va Son/sa (his/her) • Pardon, je n'ai pas entendu (Pardon me, I didn't bien/très bien/mal (I'm well, very well, not well), Votre (your pl.) hear that) ça va (I'm ok), comme ci, comme ça (I'm so so) Notre (our) • Excusez-moi (excuse me) Core French: Canada Vu de Pres • Comment t'appelles-tu? (what's your name?), je Ses (theirs) Pardon (excuse me) Core French: Dr. Seuss Collection m'appelle (my name is) Begins to recognize nouns as masculine & Je ne sais pas (I don't know) Core French: French Culture • Quel âge as-tu? (how old are you?), J'ai feminine in text **Basic Commands:** Core French: Hockey Collection Begins to recognize plural nouns in text ans (I'm years old), Ne parle pas (no talking) Core French: Life Cycles • Qu'est-ce que tu aimes faire? (what do you like • Use appropriate pronouns (je,tu, il, elle, nous, Écoutez! (listen) Core French: Literature Circles 1 to do?), J'aime faire (I like to vous, ils, elles) Répétez! (repeat) Core French: Literature Circles 2 **Simple Questions:** Begins to use possessive pronouns with full Levez-vous! (stand up) Core French: Mélanie Watt Collection • Comment...?; Est-ce que...?; Où...?; support (même, eux-mêmes, toi, moi, mon, ma, Asseyez-vous / assoyez-vous (sit down) Core French: Nelson Cultur-osité, Levels Quand...?: Quel...?: Qu'est-ce que...?: ton, ta, son, sa, votre, notre, ses, mes, tes, vos, Reading & Stories allow us to understand ideas in a Qui...? Pourquoi...? nos) meaningful way Likes & dislikes: √iewing | Core French: Oral Language **Pronunciation:** • Est-ce que je peux/puis je... (May I) : Understand simple stories • J'aime...parce que (I like...because) Core French: Robert Munsch Collection 1 supported by o tailler mon crayon (sharpen my pencil) Takes risks and attempts to mimic proper Understand increasingly complex key Core French: Robert Munsch Collection 2 • J'adore...parce que (I love...because) viewing image o aller (go) : pronunciation information and supporting details Core French Readers: Animals • Je préfère...parce que (l prefer...because) & other visual boire de l'eau (get a drink of water) • Tries to follow the "STUPID" rule – s,t,p,d are Core French Readers: Sciences cues & • Je n'aime pas...parce que (I don't like...because) ■ à ma salle de classe (to my generally not pronounced at the end of words. Poutine: Fries with an Attitude! opportunities to • Je déteste...parce que (I hate...because) classroom) • Phonemes – ex. B, s, o, nasal vowels, r, u/ou What's on My Head? reread • making simple comparisons: for example, J'aime aux toilettes? (to the bathroom) Be aware of and attempt phonemes but not The Métis Way of Life, Grade 5, 6, 7 • Reciprocal interactions are possible even with les pommes, mais je préfère les bananes; Elle Spoken • à la salle de bains? (to the bathroom) The Métis Kit 3 **limited French** joue au basketball, mais je joue au soccer au bureau (to the office) Interaction Begin to identify groupings of letters that make Métis Community Follow instructions to complete a task, o emprunter (borrow) the same sound (eg., au, aux, eau, ô) supported including responding to questions or Une règle (a ruler) through Rhyming words **Professional Books:** asking relevant follow-up questions **Basic Supplementary Vocabulary:** Une feuille de papier (piece of paper) modelling, Begin to identify letter patterns that have En-core Correct #1 Exchange ideas and information using • Alphabet – Letter names and sounds (phonemes: Un crayon (a pencil) repetition, slow consistent pronunciations (eq., ait, -ment, oi, -Fran: C'est Facile! complete sentences orally students are expected to be aware of and attempt Un stylo (a pen) speech. tion etc.) Mon Calendrier!: Fun Daily Questions to Ask and answer questions in context to pronounce – not mastery) Une gomme (an eraser) pauses, & Non-verbal Cues: Start Your Class With! (Grades 5-8) Une règle (ruler) Numbers (30-100) gestures Haptics: the way people use touch to S.O.S. Prononciation!: A Reinforcement • Days of the week & months of the year & seasons Des ciseaux (scissors) communication Unit for Grades 4-8 That Targets the Most Des marqueurs (felts) • Cognates (words that look/sound similar in French • Kinesics: the use of body and face movements Common Pronunciation Errors in French • C'est à quel page (what page is it on?) and English) Teaching French Through Drama: A to communicate (gestures, facial expressions) Pouvez-vous répéter s'il vous plaît? (Can you Descritive words/phrases such as family **Teacher Resource** • Eye Contact: a way of showing interest members, First Peoples Elders, friends, teachers, repeat that please?) Verbe du Jour!: 15 Verbes en "-er" au Proxemics, the amount of space people put heroes; for example, Mon père est un enseignant. Pouvez-vous m'aider (can you help me?) Présent between each other Comment dit-on ? (how do you Il est grand. Il aime les chiens. Il joue au tennis. Props, pictures can give clues to meaning Weather Other: • Recognize whether someone is making a Daily life Que veut dire ? (What does Types of Nonverbal Communication That statement or asking a question Classroom objects mean?) **Use Cues**

Spoken Production *supported through modelling, pauses, visuals & gestures	 With simple French, we can discuss our interests. Use intonation and tone effectively to convey meaning Seek clarification of meaning using a variety of statements and questions Exchange ideas and information using complete sentences orally Describe important people in their community and key characters in texts Describe locations and give simple directions Explain reasons for likes, dislikes and preferences Make simple comparisons Share information using more than one mode of presentation 	Comment écrit-on? (how do you write?)	 Adjectives Physical health/emotions Je suis triste. (I'm sad) Je suis content. (I'm content) J'ai mal à la tête. (I have a headache) Hobbies & topics of interest: ex. Je joue au/à la describing locations and giving directions. For example, à gauche, au parc, sur la table Locations/directions: À gauche (on/to the left) À droit (on/to the right) Au parc (at the park) Sur la table (on the table Tout droit (straight) À côté de (beside) Devant (in front of) Derrière (behind) En haut (above) En bas (below) Près de (near to) Loin de (far from) 	 Recognize emotion of the speaker & how it relates to their message Elements of Stories Plot Setting Characters Place Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories) 	Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document
Language Acquisition *supported by models	 Using strategies helps us understand and acquire language Use strategies to increase understanding seek clarification of meaning using a variety of statements and questions 				
Writing	 Reciprocal interactions are possible even with limited French Exchange ideas and information using complete sentences in writing Ask and answer questions in context Describe important people in their community and key characters in texts Describe locations and give simple directions Explain reasons for likes, dislikes and preferences Make simple comparisons Share information using more than one mode of presentation 				
Culture *to be integrated into each strand	Deepening our knowledge of Francophone communities helps us develop cultural awareness Demonstrate basic awareness that there are Francophone communities around the world Identify, share, and compare information about Francophone and Francophone Métis communities in Canada Identify cultural aspects of Francophone communities	 Cultural Content: (can be done in English or in French) Demonstrate basic awareness that there are Francophone communities around the world Identify, share, and compare information about Francophone and Francophone Métis communities in Canada for example, celebrations, festivals, food, geography, history, population, territory, traditions for example, les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in Île-à-la-Crosse (Saskatchewan), les Québécois Identify cultural aspects of Francophone communities Francophone people live on First Peoples territories across Canada acknowledging First Peoples territories, including the local First Peoples territory on which your school and community are located where French is spoken around the world Students should be introduced to the locations of some Francophone communities around the world (for example, France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium) 			

Professional Development:

Canadian Association of Second Language Teachers

Je French

• Basic French Lessons: Lesson 1

Transforming French as a Second Language

- Resources
- A Guide to Reflective Practice for Core French Teachers: Assessment and Evaluation

New Brunswick Education and Early Childhood Development: French Second Language Education

• What's Happening in Schools?

Interactive Websites:

Mini TFO

This site offers daily activities for you to try at home, including French sing-alongs, stories, and reinforcement for colours, numbers and the alphabet.

Literacy Center: Play and Learn: Français

This website is an online tool to practice identifying and pronouncing French numbers, shapes, colours, and the alphabet using colourful and interactive animation tools.

La Souris

La Souris' page has a number of links to resources in French for elementary school-aged children.

Toupty

This site has a variety of different games in French for your children to enjoy!

Kids R Craft

A bilingual website with simple drawing and writing activities for you to try at home.

Easy French Literature

The Easy French Literature features classic stories like Sleeping Beauty (La belle au bois dormant) using the original French text, while also offering an English translation by simply moving your cursor over certain words. Audio of the text is also included to support proper pronunciation and comprehension.