

ERENCH Second Language



Core French Units
Junior Grades

January 2000

AN EOCCC RESOURCE
Working Together for Catholic Education
www.eoccc.org

Introduction

French Second Language is an area requiring numerous resources to assist teachers in delivering an adequate program which meets the requirements of the new Ontario Curriculum. The use of computers is making this planning process easier and more complete. We are able to plan a unit of study and have it all-inclusive. Although we encourage problems with the software, the Draft Ontario Curriculum Planner provided us with an excellent template with which to work. The Final Version has since been forwarded to schools.

The four units vary in length and cover diverse topics such as "Marie, ma Mère, Quel temps fait-il?, Le hockey and Les animaux". They target students at the Junior/Intermediate levels. As with anything, they can be adapted to meet the needs of various students.

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Marie ma Mère Célébration de Marie et la famille



Including:

Qui est-ce?
Voici ma famille!
Marie est spéciale: introduction
Marie est spéciale: comment est-elle?
Cartes pour la fête des mères
Marie est spéciale: le Rosaire
La famille: portrait
La famille: présentation orale
La Célébration de Marie et des mères

An Integrated Unit for Grade 4
Written by:
Cheryl St-Elier

Length of Unit: approximately: 11 hours

January 2000



An Integrated Unit for Grade 4 Written by:

Cheryl St-Elier

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This unit was written using the Curriculum Unit Planner, developed for use in the province of Ontario by the Ministry of Education and Training. The planner provides electronic access to all provincial Curriculum Expectations, an electronic Teacher's Guide comprised of fourteen databases (including teaching/learning and assessment strategies, Special Education guide, glossary, annotated bibliography) and a database of provincially licensed software for use in schools. The Curriculum Unit Planner offers educators a choice of three writing environments (Outliner, Lite, Open) Units written using the planner can be shared and then edited electronically. This unit was printed from Version 2.0b6 (July 6th, 1999), using the "Open" writing environment.



Task Context

The month of May has traditionally been not only a month set aside to honour Mary, the mother of Jesus, and mothers in general, but in Ontario, Catholic Education Week. In this unit students will learn how to prepare for a mass or prayer service in French to honour mothers and in particular, Mary, as well as families in general.

Task Summary

Students will learn vocabulary to describe their family, its members, and their place in the family. They will become familiar with some traditional and not so traditional prayers and songs in honour of Mary. They will present their families orally. They will write appropriate intentions for a prayer service or mass dedicated to mothers and families, as well as be able to write a reflection on the role of their mother (or important woman in their life) for use during a prayer service or mass.

Culminating Task Assessment

This summative task assessment is based on a presentation of the student's family. This presentation is strictly an oral work, relying on a teacher model to help give the students structure. Students enhance their oral presentation with a visual aid that they developed previously, a family portrait. This activity is evaluated by means of a rubric.

Links to Prior Knowledge

- -familiarity with the calendar, days of the week, numbers to 31
- -knowledge of who Mary was
- -an understanding of the idea of <<Dieu>>
- -an appreciation of the nature of prayer service

Notes to Teacher

This unit is designed to be used during the month of May to celebrate the role of Mary in Catholic faith and mothers and families in general. This could fit in well with celebration of Catholic Education week with the culmination being a mass or prayer service. Several of the ideas contained in this unit could be used in conjunction with other celebrations such as the living rosary. The vocabulary presented and evaluated in this unit should be appropriate for the students. If additional vocabulary is needed, i.e. beau-père, it should be included. Additionally, teachers should try to use real family members and if they have no children, they could use the family of another teacher/principal, or simply not present the members that are not there.

A suggestion for a bulletin board display for this unit might be a game called Mères fameuses. Pictures, pictures and names, or just names of children are posted and students guess the famous mothers. This





1 Qui est-ce?

Students will be introduced to photos of their teacher's family and asked to guess what relationship each person is to the teacher. Children work in groups to determine these relationships. A true and false quiz will be given at the end of the lesson to determine prior knowledge of the vocabulary of family used. In addition, the concept of Mary as mother of Jesus will be discussed, and students' knowledge of Mary will be evaluated.

2 Voici ma famille!

Formally introducing the children to the teacher's family, and consolidating with a song gives the students a framework for the vocabulary used.

3 Marie est spéciale: introduction

Students review the calendar and important dates in May. The celebration of Mother's day, and of Mary in May is explored. Students are introduced to Je Vous Salue Marie and create a calendar to keep track of the events that this unit highlights.

4 Marie est spéciale: comment est-elle?

This activity explores adjectives used to describe Mary and later will be applied to the students' own mothers or mother-figures. Students will start or add to their list of <<mots jumeaux>> cognates, and will learn a song of a prayer for Mary.

5 Cartes pour la fête des mères

Students will review the adjectives that they used to describe Mary and they will practice describing themselves and their mothers. The class will create a text for a Mother's Day card and then students will adapt it for their own mother. Their draft will be peer edited and then teacher edited. The card will be illustrated by the individual students.

6 Marie est spéciale: le Rosaire

Students are introduced to the rosary beads, and the prayers involved (remembering that Je vous salue Marie has already been introduced). A reading exercise about the history of the Rosary is then read and children have follow up exercises to reinforce the vocabulary and ideas contained in the reading. A recitation of the Rosary is organized and students are invited to participate.

7 La famille: portrait

By introducing family portraits through an authentic family portrait, the teacher leads students to develop ideas on representing their own families pictorially; this will later be used to compose an oral description of their family. Then using any medium the teacher desires, students prepare a visual presentation that describes their family. They are encouraged to include any people that they consider their family (pets, grandparents, absent parents etc.).

8 La famille: présentation orale

This summative task assessment is based on a presentation of the student's family. This presentation is strictly an oral work, relying on a teacher model to help give the students structure. Students enhance their oral presentation with a visual aid that they developed previously, a family portrait. This activity is evaluated by means of a rubric.

9 La Célébration de Marie et des mères

Although there is no summative assessment attached to this subtask, it is really the culmination of the unit. It is a prayer service/ Mass dedicated to mothers, family and Mary. It can be as elaborate or simple as the teacher desires, involving community members, parents, other grades in the school, or simply the class studying this unit. It includes: hymns, prayers, statements of thanks, a reading from Luke, a reflection on Mary and a statement of intentions.

Religious Education Outcomes

Religious Education and Family Life Education Outcomes From Grades 4-6 Catholic Common Curriculum

Faith: R8 recognize that the Word was made flesh through Mary's faith; identify Mary as the Mother of God

Prayer: R14 demonstrate an enriched understanding of traditional prayer forms, display increasing independence in planning and celebrating communal and personal prayer experiences.



- -Présenter la famille avec une photo de la famille de l'élève au lieu d'un dessin. L'afficher au babillard.
- -Faire un babillard avec les photos des élèves prises comme bébés. Deviner Qui est-ce?
- -Inviter et présenter un parent, ou un frère ou une soeur qui va à la même école. Après, célébrer avec une fête!
- Enregistrer les présentations sur vidéocassettes et les élèves peuvent faire une auto-évaluation.
- -Faire un acrostiche avec le mot Marie. Faire un remue- méninges pour augmenter la liste des adjectifs!
- -Regarder les vidéos qui vont avec les histoires de Robert Munsch.
- -Présenter l'histoire de Boucle D'or et les Trois Ours; beaucoup de répétition de mots de vocabulaire etc.
- -Écouter sur disque la pièce Boucle D'Or et les trois ours de Coats. La pièce d'orchestre suit directement l'histoire et les élèves adorent identifier Papa ours, quand Boucle D'or frappe à la porte etc.
- -Écouter la chanson de Henri Dès: Mon petit frère, ma petite soeur. C'est vraiment drôle!
- -Faire un diagramme de la famille comme <<Family tree>>
- -Faire un jeu << Marie est la mère de Diane. Diane est la soeur de Philippe. Philippe est le fils de Robert. Robert est le mari de Marie. Qui est la fille de Julie? >> etc.

Marie-Louise Gay 0-7625-25-79-9

-D'autres livres au sujet des familles que les élèves adorent:

Le Papa de David
Papa réveille-toi!
Robert Munsch
2-89021-124
Robert Munsch
2-89021-071-5
Moi Aussi
Mercer Meyer
2-7192-1446-9
Si j'avais une petite soeur
Anne Soyer
2-7320-3266-2

Angèle et l'ours polaire



Mères fameuses

nom:_____

	fille ou fils, et/ou la raison pourquoi la mère est fameuse	mère
1		
2		
3		
4		
5		
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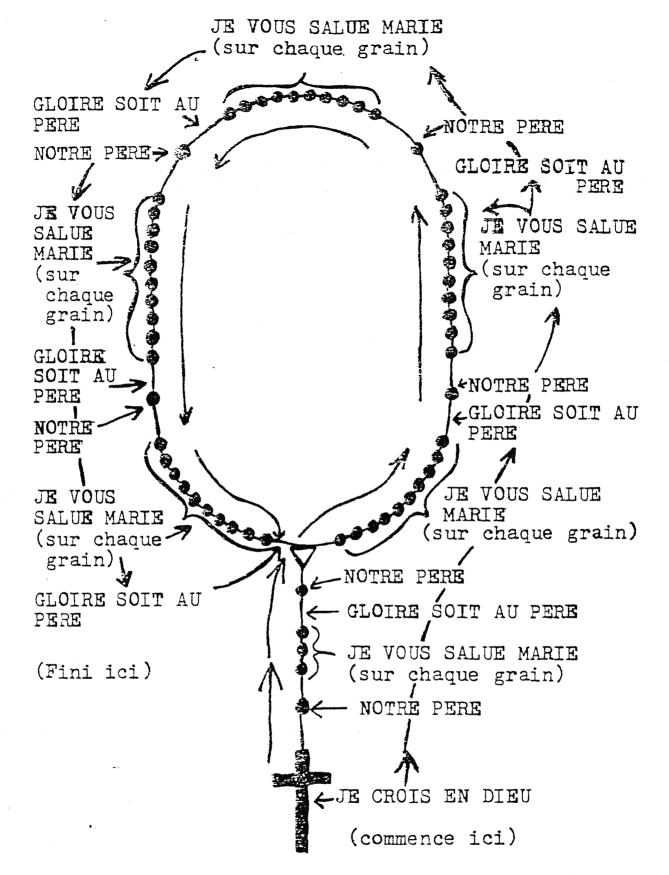
Suggestions pour le jeu : Mères fameuses

enfant	mère
Mark Taylor (Home Improvement)	Jill Taylor
Les pauvres et les malades	Mère Thérèse
Son chien	Mother Hubbard
La Reine Elizabeth	Mère de la Reine
Les Soeurs du Couvent	Mère Supérieure
Harry ou William	Princesse Diana
Jésus	Marie
Marie	Anne
Jean Baptiste	Élizabeth
101 Dalmatiens	Perdita
Wishbone	Ellen Talbot
Simba	Serabi
Aristochats	Duchesse
Les gens du monde	Eve
Bart Simpson	Marjorie Simpson
Laura Ingalls	Caroline Ingalls (Little house on th Prairie)
Whistler (Peintre)	La mère de Whistler
Moïse	Nefertari
La nature	Mother nature (Dame Nature)
Les comptines	Mère L'Oie

Marie ma mère: Student Tracking Rubric for:

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Expectations:	Activity:	level 1: (struggling)	level 2: (learning)	level 3: (learned)	level4: (mastered)
Oral communication:	Questions (portraits)				
	Présentation: famille				
	Célébration				
F2: listen to oral text	Voici ma famillel				
F5: identify and use vocab	Qui-est-ce?				
	Célébration: auto- évaluation				
	Célébration: auto- évaluation				
F9; use conventions	Présentation: famille				
F11: oral presentation	Présentation: famille				·
F12: make revisions	Questions: portrait			•	
	Présentation : famille				
Reading: F3: Read a variety	L'Histoire du Rosaire				
	Célébration: Luc		,		
F15: read and respond	L'Histoire du Rosaire				
F15: read and respond	L'HSIONE de Nosano				

Writing: Fig. write a simple text Calandriar F. isamity and use veech Calandriar F. isamity and use veech Calandriar F. isamity and use veech Calandriar Calandriar Carta: Fale das Mèros Carta: Fale das Mèros					
Calendrier Calendrier Carle: Feley dos Mères Carle: Feley dos Mères Carle: Fèle des Mères	Writing: F4: write a simple text	Carte: Fête des Mères	,		
Ocale Carte: Fêteg das Mères Carte: Fêteg das Mères Carte: Fête des Mères	F5: identify and use vocab	Calendrier			
ocab Calendrier Carte: Fâle des Mères Carte: Fâle des Mères	F17: copy and write	Calendrier			
Carle: Fêje des Mères	F18: write using a model	Carte: Fêteş des Mères			
Carte: Fèle des Mères	F20: use and spell vocab	Calendrier			
		Carte: Fête des Mères			
				•	



"COMMENT RECITER LE ROSAIRE"



40 mins

Description

Students will be introduced to photos of their teacher's family and asked to guess what relationship each person is to the teacher. Children work in groups to determine these relationships. A true and false quiz will be given at the end of the lesson to determine prior knowledge of the vocabulary of family used. In addition, the concept of Mary as mother of Jesus will be discussed, and students' knowledge of Mary will be evaluated.

Expectations

• listen to short, very simple oral texts, and respond to specific simple questions;

4f8 — use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);

4f7 – ask very simple questions, and ask for repetition to clarify understanding;

• identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Teaching / Learning

- 1. Review the calendar, days of the week, and numbers to thirty one. Write the name Marie, or present a plate, picture, or statue (see resource notes for suggested resource). Ask Qui-est-ce? Encourage all responses; C'est une fille, but encourage mère de Jésus etc.
- 2. Introduce students to your family, by showing them enlarged photocopies of your family (mère, père, soeur, frère, fils, fille) but don't tell the students who these people are. Instead, again ask Qui est-ce? If students have difficulty guessing, provide incorrect possibilities: C'est un professeur? C'est M Munro? (le directeur).
- 3. Ask students to think and complete their guesses on Qui est-ce? devinette. Have them share their answers with their neighbour. Discuss answers as a group and then, introduce the class to your family, using their relationship to you<<C'est mon père, c'est le père de Mme St-Elier.>> This is not meant to teach these words, but instead to make clear to the students who are already familiar with the vocabulary, what relationship these people are to the teacher.
- 4. Students then write the true and false quiz. The pictures could be numbered to correspond to the sheet, and a sentence could be created like<<C'est la mère de (the teacher's name).>> Children decide if the statement is true or false.

Groupings

Students Working As A Whole Class Students Working In Pairs

Teaching / Learning Strategies

Oral Explanation Discussion Think / Pair / Share

Assessment

Teacher should develop a checklist according to the specific vocabulary taught, both for comprehension and ability to use the vocabulary taught.

Assessment Strategies

Observation Questions And Answers (oral) Select Response

Assessment Recording Devices

Anecdotal Record Checklist

Adaptations

Resources

4

Qui est-ce? pretest

pretest.wpd

剧

Qui est-ce? devinette

devinette.wpd

4

Madonna the, An anthology

Smithmark Publishers, New York

Teacher made cards from family photos

visual

Notes to Teacher

Students who do not have a mother-figure at home should be encouraged to choose another woman to be their real-life role model, but as well, it can be reiterated that Mary is mother to all of us. Students who are not familiar with Mary should have some time to discuss her important role in the Catholic faith with either the classroom teacher, or the French teacher outside of class to make this unit meaningful for them.

Teacher Reflections





nom:	
date:	

Choisir Vrai ou Faux

- 1. _____
- 3. ____
- 7.
- 9. ____

- 2.____
- 4.____
- 6.____
- 8.____

10.____

F	or	me	Mary	is:
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Qui est-ce? devinette

nom:	
date:	

1.	Qui est-ce?	C'est	

- 2. Qui est-ce? C'est_____.
- 3. Qui est-ce? C'est_____.
- 4. Qui est-ce? C'est_____.
- 5. Qui est-ce? C'est_____.
- 6. Qui est-ce? C'est_____.
- 7. Qui est-ce? C'est _____.

le frère de, la soeur de, la mère de, le père de, le petit frère de, la petite soeur de, le grand frère de, la grande soeur de, le chien de, le chat de

60 mins



Description

Formally introducing the children to the teacher's family, and consolidating with a song gives the students a framework for the vocabulary used.

Expectations

4f1		talk	about	familiar	topics,	using	very	simple
	р	hrase	es and	sentence	s;			

- listen to short, very simple oral texts, and respond to specific simple questions;
- 4f8 use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.
- 4a12 identify the form verse–chorus in familiar songs;
- 4a27 communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage);

Teaching / Learning

- 1. Present your family members again to the students, this time didactically, students repeating C'est le père de Mme St-Elier, and then responding to the question Qui est-ce? with the same response. After père, mère, soeur, frère, fils, fille or whatever appropriate vocabulary is covered, students review the pretest from sub task 1.
- 2. Present the song "Voici ma famille!" with students singing line for line after the teacher. The students are then asked to sketch the family in the song and name (le frère) its members. This song should be sung as an introduction to future lessons, or a conclusion. Aim for memorization. Bring students' attention to the part that repeats: le refrain as opposed to the verse. An additional listening activity is enclosed for continued listening. Students listen/sing the song and then put the sentence fragments in the correct order. Verification is done by students again listening to the song.
- 3. Students write the names of their family members on slips of paper. With their neighbour they ask Qui est-ce? as they show their partner the names of their family members. The neighbour guesses: "C'est le père" etc. until they get it right.

Groupings

Students Working As A Whole Class Students Working In Pairs Students Working Individually

Teaching / Learning Strategies

Choral Reading Rehearsal / Repetition / Practice Peer Practice Sketching To Learn

Assessment

The checklist can be used in concert with observation, question and answer, as well as the sketch that the children are required to do.

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices Checklist

Adaptations

60 mins



Resources

Portrait de la famille

chansonb.wpd

Casse-tête: Voici ma famille!

chansonc.wpd

Enregistrement: Voici ma famille!

enregistrement.wav

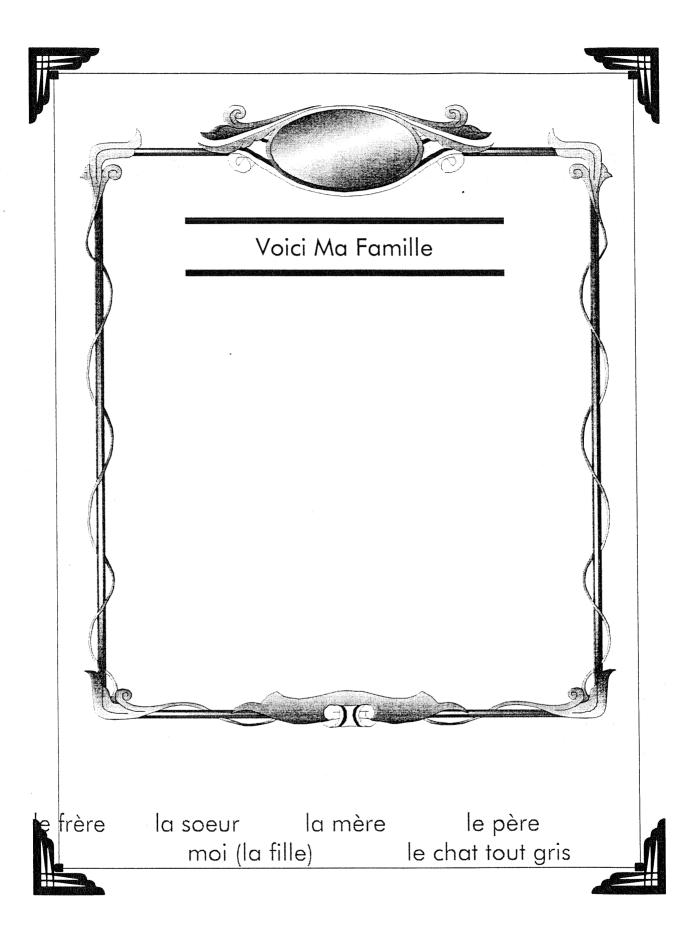
Voici ma famille!

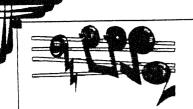
chanson.wpd

Notes to Teacher

Depending on the previous learning, it may be desirable or necessary to spend more time at this kind of activity. Use of C'est, ce n'est pas, voici, voilà and or differentiation between le or la could also be included here. This unit does use possessive adjectives but not as a concept to be taught. Rather, by frequently referring to mère as ma mère will help link these words for future learning.

Teacher Reflections









Voici ma Famille!

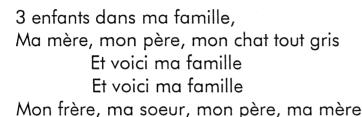
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`	4.					-						
	5.											
	6.											**************************************



Il y a 5 enfants dans ma famille. Ma mère, mon père, mon chat tout gris. Et voici ma famille, et voici ma famille: Mon frère, ma soeur Mon père, ma mère Moi, et mon chat tout gris.







Ma soeur, elle est l'aînée, le benjamin mon frère,

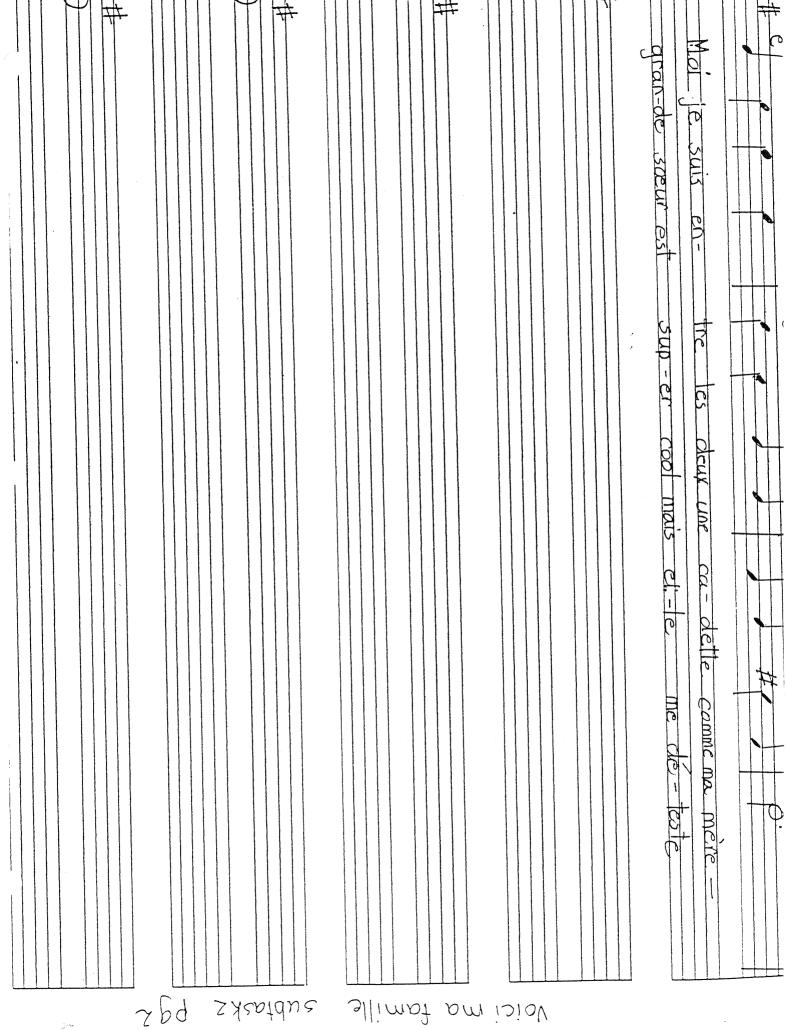
Moi, je suis entre les deux, une cadette comme ma mère!

Il y a 3 enfants dans ma famille,
Ma mère, mon père, mon chat tout gris
Et voici ma famille
Et voici ma famille
Mon frère, ma soeur, mon père, ma mère
Moi et mon chat tout gris.

Mon petit frère il m'adore, mais lui il est un peste. Ma grande soeur est super-cool, mais elle me déteste.

Il y a 3 enfants dans ma famille,
Ma mère, mon père, mon chat tout gris
Et voici ma famille
Et voici ma famille
Mon frère, ma soeur, mon père, ma mère
Moi et mon chat tout gris.





subtaskz Usici ma famille

Marie est spéciale: introduction

Subtask 3

Marie ma Mère

Célébration de Marie et la famille An Integrated Unit for Grade 4

60 mins



Description

Students review the calendar and important dates in May. The celebration of Mother's day, and of Mary in May is explored. Students are introduced to Je Vous Salue Marie and create a calendar to keep track of the events that this unit highlights.

Expectations

- talk about familiar topics, using very simple phrases and sentences:
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.
- 4f8 use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);
- 4f17 A copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;
- 4f20 A use and spell the vocabulary appropriate for this grade level.

Teaching / Learning

- The teacher begins by asking:<<Qui est Marie?>> Choose a captivating painting plate to motivate the students. Desired response: C'est la mère de Jésus, and/ or Jésus est le fils de Marie. Review the month of May, days of the week, counting to 31 and days of the month. Mark on the classroom calendar la Fête des Mères, Semaine d'éducation catholique, the birthdays of any students in the class, la fête de la Reine and any other important events in the school or community. Talk about the celebration of Mary during the month of May, and the prayer service or mass that the class/school will present in honour of Mary. Perhaps this would be a good time to designate a date towards which the students could work. Whenever that date is assigned, students should add it to their calendar (see Célébration de Marie). Teach the prayer Je vous salue Marie. During the unit, aim for memorization. Start with << Au Nom du Père du Fils et du St-Esprit>>.
- 2. Students, mark their own calendar (either the BLM or one of their own making). The students will use the classroom calendar as a model. Leave room for initiative so that the evaluation can reflect students who have achieved beyond expectations.

Groupings

Students Working As A Whole Class Students Working Individually

Teaching / Learning Strategies

Brainstorming Choral Reading Graphing

Assessment

Calendars can be graded with peers, depending on the expertise of the students with peer evaluation or by joint teacher-self evaluation, or simply teacher evaluation.

Assessment Strategies

Performance Task

Assessment Recording Devices Rubric

Adaptations

Marie est spéciale: introduction

Subtask 3

Célébration de Marie et la famille An Integrated Unit for Grade 4

60 mins

Resources

Marie ma Mère

H

Calendrier



Je vous salue Marie

priere.wpd

Ø,

Calendrier

calart.wpd

Notes to Teacher

Teacher Reflections

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Date:

Expectations for this Subtask to Assess with this Rubric:

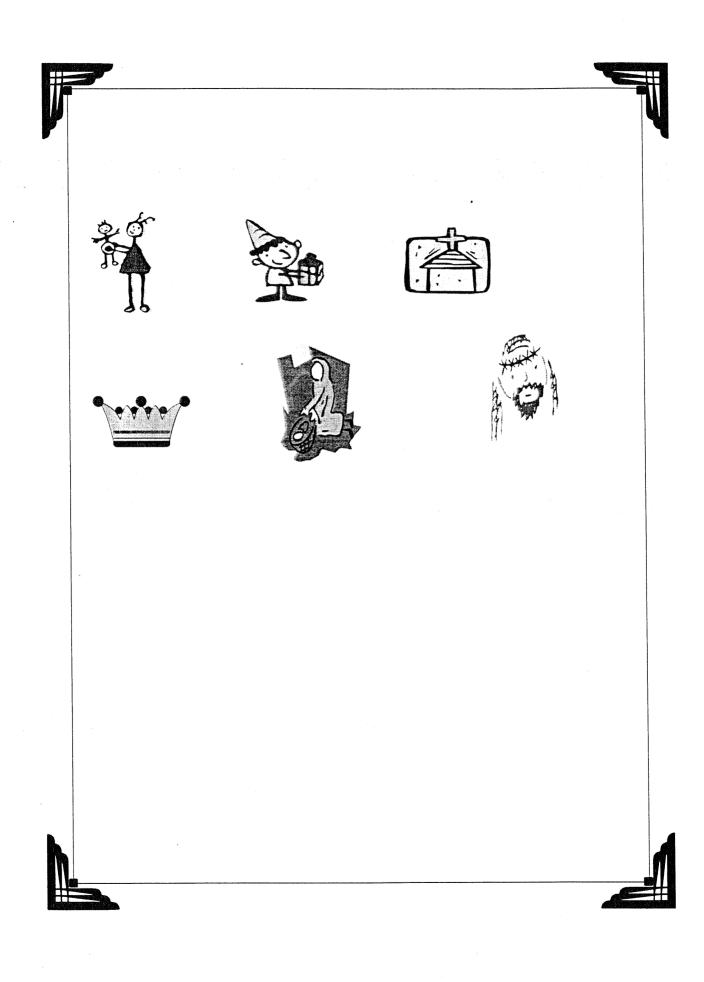
for use with Subtask 3 : Marie est spéciale: introduction

from the Grade 4 Unit: Marie ma Mère 🎇 Calendrier

Category/Criteria	Level 1	Level 2	2 010	
Process	- with constant teacher support	- with constant teacher support	בפעפן ט	Level 4
	-by convina from a model	-with it equent teacher support	-with occasional teacher support	-with little or no teacher
		-by using a model and making minor changes to it	-by creating new forms or making some changes or additions to a model	-by creating new forms or making significant changes or additions to a model
Vocabulary on calendar	-with constant major errors in word usage or spelling	- with frequent errors in word usage or spelling	-with occasional errors in word usage or spelling	-with few or no errors in word
	-using some or few of the required elements	-using most of the required elements	-using all of the required elements	- using all of the required elements and some that are of their own initiative
				and the second
		Written using the Ontario Curri	Written using the Ontario Curriculum Unit Planner (July 6th, 1999)	Printed on Jan 24, 2000 at 2:31:57 PM

Mai, mois de Marie

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F	Per factory administrative service and consideration and considera				
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Amen



Marie est spéciale: comment est-elle?

Subtask 4

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

40 mins



Description

This activity explores adjectives used to describe Mary and later will be applied to the students' own mothers or mother-figures. Students will start or add to their list of <<mots jumeaux>> cognates, and will learn a song of a prayer for Mary.

Expectations

4f8

- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);

4f2

· listen to short, very simple oral texts, and respond to specific simple questions;

Teaching / Learning

- 1. Marie est spéciale. Pourquoi? Solicit responses like <<p><<p>patiente, gentille, sympatique, elle est une mère etc.>> A class list should be made with students making suggestions. Students can then go on to fill in their work sheet so they too have a record of the brainstorming.
- 2. If students have a list of <<mots jumeaux>> then have them add intelligente, patiente, généreuse etc. to the list. If not, explain with illustrations the concept of mots jumeaux and have them start their list.
- 3. Students will sing line for line after the teacher or recording, the song Marie ma mère, aiming for eventual memorization. At this point, the students should be repeating with only oral stimulus. This is followed up with the cloze activity, done in small groups.

Groupings

Students Working As A Whole Class Students Working Individually Students Working In Small Groups

Teaching / Learning Strategies

Brainstorming **Choral Reading** Cloze Rehearsal / Repetition / Practice

Assessment

Although it is suggested that the teacher evaluate using the cloze activity or the activité de lexique as the basis. comprehension using anecdotal records could prove as valuable in this section.

Assessment Strategies

Performance Task

Assessment Recording Devices

Rating Scale

Adaptations

Resources



Marie ma mère

Marie.wpd



Marie ma XXXXXX

cloze.wpd



Enregistrement de Marie ma mère

recordingMarie.wav



Mots jumeaux

iumeaux.wpd



Les adjectifs

Marienotes.wpd

Marie est spéciale: comment est-elle?

Subtask 4

40 mins





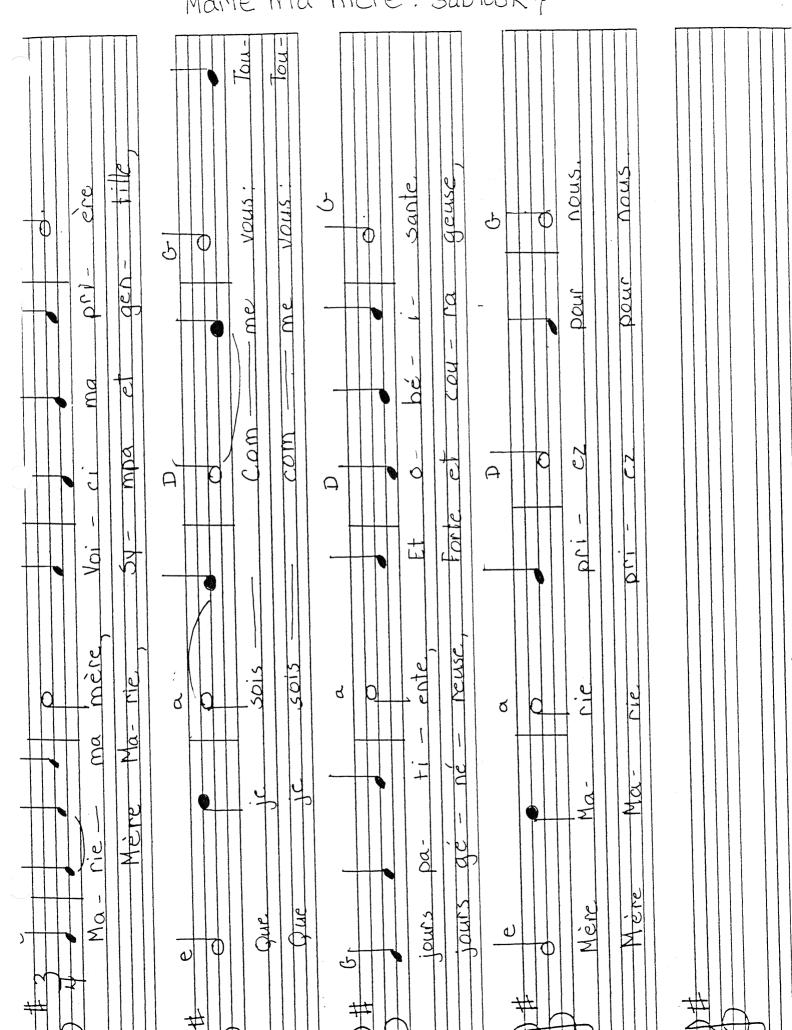
Notes to Teacher

Teacher Reflections

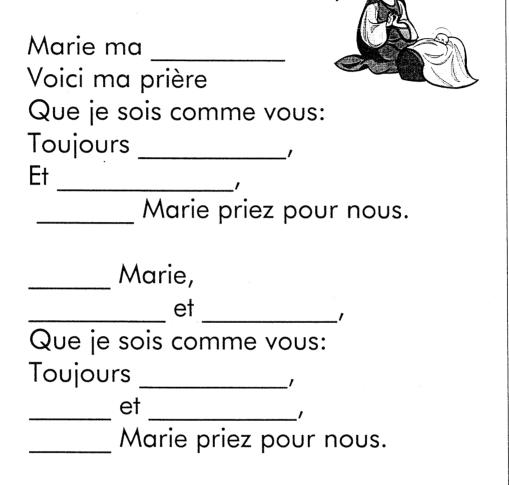
Marie ma mère

Marie ma mère,
Voici ma prière
Que je sois comme vous:
Toujours patiente,
Et obéissante,
Mère Marie priez pour nous.

Mère Marie,
Sympa et gentille,
Que je sois comme vous:
Toujours généreuse,
Forte et courageuse,
Mère Marie priez pour nous.



Marie ma mère



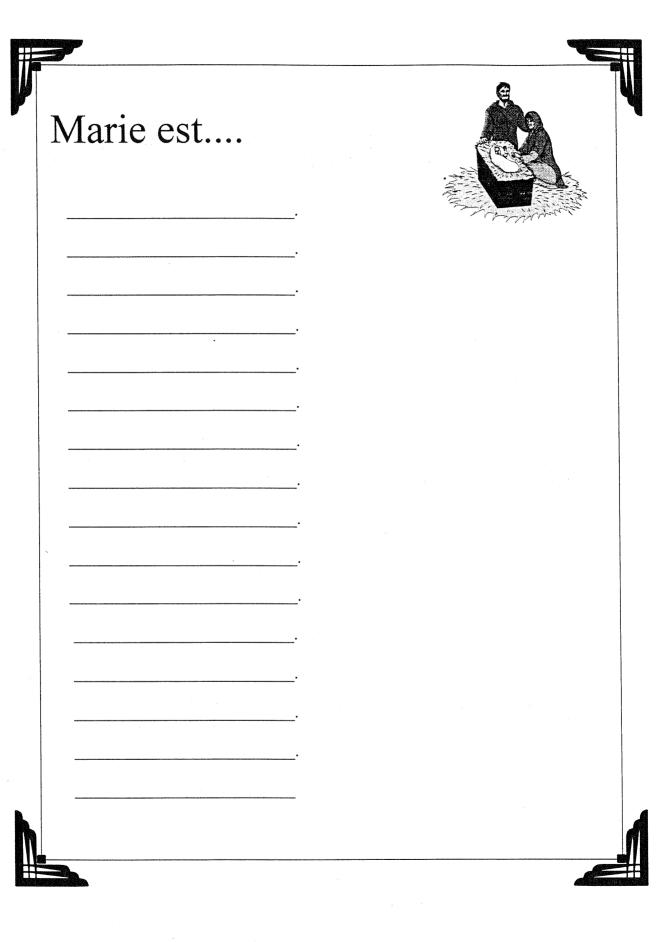
patiente gentille confiante intelligente obéissante courageuse généreuse forte créative sportive rapide sympa



Mots jumeaux

Mots jumeaux are words that are identical or very similar in French and in English. You will understand more French than you think if you can recognize the <<Mots Jumeaux>>

Français	English
,	



Cartes pour la fête des mères

Subtask 5

Célébration de Marie et la famille An Integrated Unit for Grade 4

80 mins



Description

Marie ma Mère

Students will review the adjectives that they used to describe Mary and they will practice describing themselves and their mothers. The class will create a text for a Mother's Day card and then students will adapt it for their own mother. Their draft will be peer edited and then teacher edited. The card will be illustrated by the individual students.

Expectations

• write very simple texts and responses following a model:

4f18 A — write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);

4f20 A — use and spell the vocabulary appropriate for this grade level.

Teaching / Learning

- 1. Students will review their notes on adjectives describing Mary. Through directed brainstorming, students will create a text for a model mother's day card, using the sentences in their notes as a basis. They can include as much as the teacher would like: leave room for creative students, or students who are capable of achieving more than copying from a model to create their own work.
- 2. Students will then peer edit (if this has not been done before students must be carefully prepared and directed by the teacher), for majuscules, points, épellation and vocabulaire, using the note form suggested if desired.
- 3. Students make a second copy and is teacher edited for the same criteria, as well as ability to follow a model. The rubric for this assignment should be partially filled out before the good copy is done. The ability to correct mistakes should be assessed in the copy <<Au propre>>.
- 4. During the time that the teacher is editing, students create a greeting card using either hand illustration, or a computer assisted programme, depicting all or some of the descriptions in the card.

Groupings

Students Working As A Whole Class Students Working In Pairs Students Working Individually

Teaching / Learning Strategies

Advance Organizer Brainstorming

Assessment

A sample checklist is included in resources for peer evaluation, and can be extended for teacher use in addition to the rubric or extended instead of the rubric.

Assessment Strategies

Essay

Assessment Recording Devices

Checklist Rubric

Adaptations

Resources

Cartes pour la fête des mères

Subtask 5

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

80 mins



carte des mères

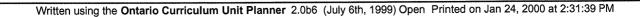


Peer evaluation

peer.wpd

Notes to Teacher

Teacher Reflections



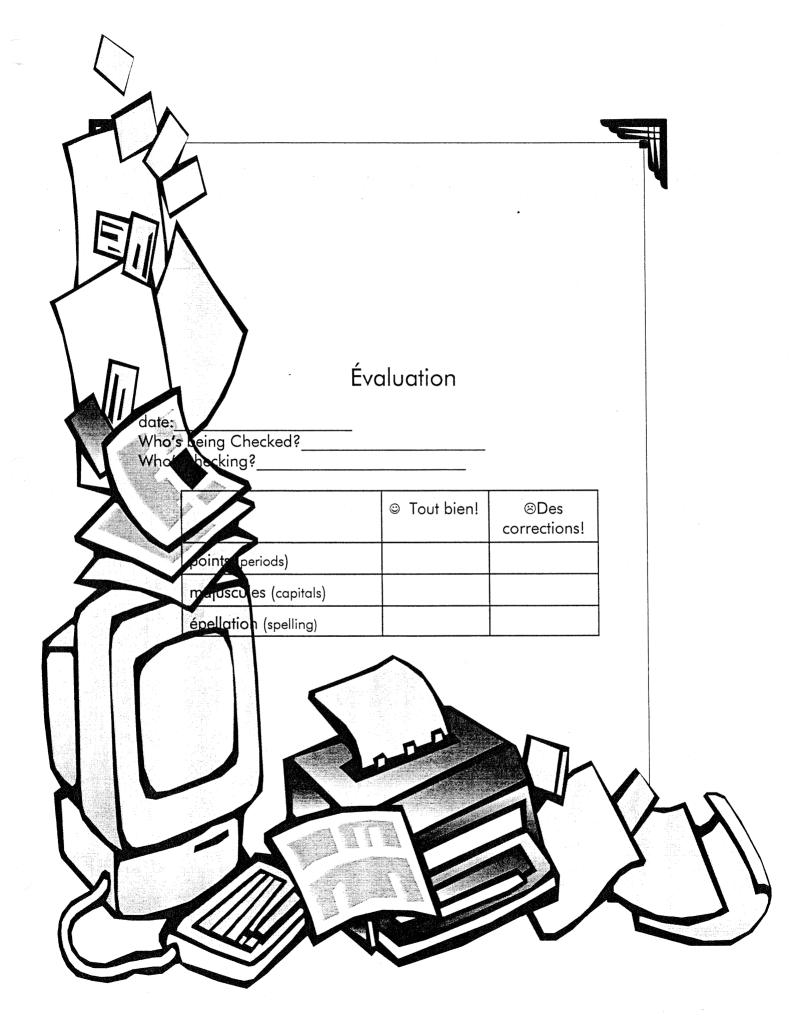
	7

Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:__

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Capitals and periods	with constant errors	with frequent errors	with occasional errors	with few or no errors
Spelling	with constant errors	with frequent errors	with occasional errors	with few or no errors
Vocabulary	using few or none of the required elements	using some of the required elements	using most of the required elements	 using all or almost all of the required elements
Teacher support Writing process	only with constant teacher supportby copying from a model	with frequent teachersupportby using a model andmaking minor changes to it	 with occasional teacher support by creating new forms or making some changes and additions to a model 	with little or no teacher supportby creating new forms or making significant changes and additions to a model
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Marie est spéciale: le Rosaire

Subtask 6

Célébration de Marie et la famille An Integrated Unit for Grade 4

110 mins



Description

Marie ma Mère

Students are introduced to the rosary beads, and the prayers involved (remembering that Je vous salue Marie has already been introduced). A reading exercise about the history of the Rosary is then read and children have follow up exercises to reinforce the vocabulary and ideas contained in the reading. A recitation of the Rosary is organized and students are invited to participate.

Expectations

- 4f15 A read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);
- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- use correctly the musical terminology associated with the specific expectations for this grade:
- 4a26 express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda");

Teaching / Learning

- 1. The ambiance of this subtask is set with a rendition of either Schubert, or the Bach/ Gounod version of Ave Maria (Gounod might be the better choice in that one can also introduce the French operatic composer Charles Gounod at the same time). Introduce the terms Aria and Soprano. Have children listen for what instruments are making the music. (voice and piano or orchestra). If an operatic version is chosen, students may react strongly and a proper introduction is necessary; purposeful listening is kev. Afterwards ask students if they know a word in Review Je vous Salue French for an aria (chanson). Marie. Ask students if they know any other prayers for Mary. Introduce Notre père, Gloire soit au Père, et Je crois en Dieu. Students are asked to guess which prayer that they know corresponds to each of the French prayers. Teach one prayer in addition to Je vous salue Marie. (Gloire soit au Père). Follow-up exercise could be used for the prayer taught.
- 2. Introduce the actual beads and talk about praying the Rosary and how it's actually done.
- 3. Directed Reading Exercise (L'histoire du Rosaire): students are asked why pray the Rosary to begin. After reading questions could be handled in pairs, or if teachers wish to evaluate, individually.

Groupings

Students Working As A Whole Class Students Working In Pairs

Teaching / Learning Strategies

Choral Reading
Discussion
Directed Reading- Thinking Activity
(drta)

Assessment

Student performance could be rated:10:4 (mastered)

7-9:3 (learned)

(learning)

4-6:2 -4:1

(struggling)

Assessment Strategies

Select Response

Assessment Recording Devices

Rating Scale

Adaptations

Marie est spéciale: le Rosaire



Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4



110 mins

4. A recitation of the Rosary should be organized at this time: students should be encouraged to bring their own beads. Volunteers or older students could lead various Invite community members who might be pravers. interested in participating. The teacher can take any roles that are not otherwise assigned. Add this date to the student calendars.

Resources

Vous êtes le professeur!

gloirework.wpd

國金金官官官官官官官

L'histoire du Rosaire

rosaire.wpd



Gloire au Père

Gloire.wpd



Symbole des Apôtres

Symbole.wpd



Notre Père

Notreper.wpd



Les Mystères du Rosaire

Mystere.wpd



The Mysteries

Michael O'Brien



Coloring Book about the Rosary

illustrator Emma C. Mc Kean



The World of Wedding Music

ADRM digital

Notes to Teacher

This subtask can be developed as much or as little as the teacher desires. The recitation could be simply read by the students or memorized. Much additional material is available through the church and classroom teachers are a valuable resource in this area. The mysteries are included for teacher information. One could use pictures when referring to them during the recitation.

Teacher Reflections

Vous êtes le professeur!

Madame écrit la prière, mais elle fait des fautes. Encerclez des fautes, et écrivez des bonnes phrases au-dessous.:

Joie au Père

Joie soit à la Mère, au frère, et à St-Jean.

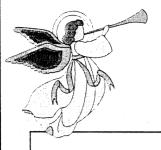
Comme elle était aujourd'hui, vendredi

maintenant, et pour des années des journées.

Au revoir.







Petit lexique

Il était une fois: once upon a time Espagne: Spain

treizième siècle: 13 century

missionnaire: missionary

la prière: prayer

apprend aux gens: teaches the people bientôt: soon croit: believe

un nuage: a cloud

Je suis des cieux: I am from heaven N'ayez pas peur: Don't be afraid Venez ici: come here chaque: each

L'Histoire du Rosaire

Il était une fois* un saint. Il s'appelle St-Dominic et il habite en Espagne*, dans le treizième siècle*. Il voyage en France comme missionnaire*.

Un jour la Sainte Vierge, Marie, visite Dominic. Elle a un Rosaire dans la main. Elle dit que la prière* est bonne; Dieu aime la prière! Elle a une prière spéciale: le Rosaire.

Dominic apprend aux gens* le Rosaire et bientôt* beaucoup de monde croit* en Jésus.

Le 13 mai, 1917, une belle dame visite trois petits enfants de Fatima. Une fille s'appelle Lucie, une fille s'appelle Jacinta et un garçon s'appelle Francisco. La dame porte une robe blanche. Elle est sur un nuage*. Dans sa main, elle a un Rosaire blanc. Elle dit << Je suis des cieux*. N'ayez pas peur*! Venez ici* le 13 de chaque* mois, jusqu' à octobre. Le 13 octobre j'expliquerai* qui je suis.>> Le 13 octobre, la dame visite les trois

il faut: it is necessary to les pécheurs: the sinners les pauvres: the poor la paix: peace enfants encore. Elle dit << Je suis la Dame du Rosaire!>> Elle dit que Dieu aime la prière et il faut* prier pour les pécheurs*, les pauvres*, la paix*, et les malades. Il faut prier le Rosaire.

Trouvez la bonne réponse:

 La Sainte Marie visite a) Jésus. b) Espagne. c) Dominic. 	6. En mai 1917, la Sainte Vierge Mariea) visite Dominicb) visite Francisco, Jacinta et Lucie.c) prie pour nous.
2. Dominic esta) un policier.b) un missionnaire.c) l' oncle de Mme St-Elier.	7. Les enfants habitent àa) Fatima au Portugal.b) la France.c) Toronto.
3. Marie a dans sa main.a) un Rosaireb) un crayonc) une pomme	8. Ste-Marie esta) petite.b) fatiguée.c) des cieux.
4. Marie dit que:a) Dieu n'aime pas les pécheurs.b) Dieu aime la prière.c) Dieu aime St-Dominic.	9est la <<dame du="" rosaire="">></dame>a) Lucie.b) Marie.c) Élizabeth.
5. Dominic apprend aux gensa) l'alphabet.b) la bible.c) le Rosiare.	10. Il faut prier poura) les pécheurs, les pauvres, la paix et les malades.b) Sainte-Marie.c) nous.

Gloire soit au Père

Gloire soit au Père,
Au Fils et au St-Esprit.
Comme il était au commencement,
maintenant et pour les siècles
Des siècles.

Amen



Le Symbole des Apôtres

Je crois en Dieu, le Père tout puissant, Créateur du ciel et de la terre; Et en Jésus-Christ, son fils unique, Notre Seigneur, Qui a été conçu du Saint-Esprit Est né de la Vierge Marie, A souffert sous Ponce Pilate, Et a été crucifié, est mort, a été enseveli, Est descendu aux enfers, Est ressuscité des morts le troisième jour; Est monté aux cieux, Est assis à la droite de Dieu le Père toutpuissant; D'où il viendra juger les vivants et les morts. Je crois au Saint-Esprit, à la Sainte Église catholique À la communion des Saints, la rémission des péchés, À la résurrection de la chair, et à la vie éternelle. Amen





Comme nous pardonnons aussi à ceux qui nous ont offensés, Que ta volonté soit faite sur la terre comme au ciel. Donne-nous aujourd'hui notre pain de ce jour; Et ne nous soumets pas à la tentation, Notre Père, qui es aux cieux, Pardonne-nous nos offenses Que ton nom soit sanctifié, Mais délivre-nous du mal. Que ton règne vienne,

Amen



Les mystères du Rosaire

Le Rosaire est la prière dans laquelle vous méditez sur les événements

de la vie de Jésus et de sa mère la Vierge Marie. Ces événements sont appelés Mystères. Les mystères sont divisés en 3 groupes:

Mystères Joyeux

- 1. L'annonciation: l'Ange Gabriel apporte le message de Dieu à Marie. (le texte de lecture pour la service de prière)
 - 2. La visitation: Marie visite sa cousine Élizabeth.
 - 3. La nativité: Jésus est né à Bethlehem.
 - 4. La présentation: Jésus est présenté au Temple.
 - 5. La recherche au temple: Jésus est trouvé dans le temple.

Mystères Douloureux:

- 1. L'agonie au jardin des olives: Jésus transpire le sang.
 - 2. La Flagellation
 - 3. Le couronnement d'épines.
 - 4. Le portement de la croix: Jésus transporte sa croix.
 - 5. La crucifixion: Jésus meurt sur la croix.

Mystères Glorieux

- 1. La résurrection: Jésus, disparu de la tombe, revient parler aux Apôtres.
 - 2. L'ascension: Jésus monte au ciel
 - 3. La descente du St-Esprit sur les Apôtres.
 - 4. L'assomption: La Vierge Marie est transportée au ciel.
- 5. Le couronnement: Marie est couronnée reine du ciel et de la terre.

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

La famille: portrait Subtask 7

80 mins

Description

By introducing family portraits through an authentic family portrait, the teacher leads students to develop ideas on representing their own families pictorially; this will later be used to compose an oral description of their family. Then using any medium the teacher desires, students prepare a visual presentation that describes their family. They are encouraged to include any people that they consider their family (pets, grandparents, absent parents etc.).

Expectations

4f1 A · talk about familiar topics, using very simple phrases and sentences;

4f12 A - make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.

4a33 · describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience:

Teaching / Learning

- 1. The teacher introduces the idea of portraits by looking at a famous painter's portrait.
- 2. The teacher reviews the song Voici la famille! and from there, presents her own family. Then students are asked to help describe orally their own families. The teacher should start a brainstorm list of family members not In this segment, students are previously covered. preparing the first step of the oral text that will comprise their oral presentation in the next subtask, and the teacher should have the elements that are necessary for this presentation in mind when introducing, and developing this first part orally.
- 3. Students are then asked to create their own family's portrait in an interesting medium (I find oil pastels and vibrant paper is a good combination). Labeling could also be included (ma mère, mon chien) etc. While students are working on drawing is an excellent time to individually approach students to evaluate their ability to answer questions about their families.

Groupings

Students Working As A Whole Class Students Working Individually

Teaching / Learning Strategies

Choral Reading Sketching To Learn

Assessment

The teacher makes comments or asks very simple questions to engage students in discussion as they work. (C'est ton frère. Il est petit? etc.)and rate students' answers 1-4

- 4: Speaks in full and complete sentences
- 3: Mostly speaks in full sentences, may require a little help
- 2. Responses are one or two words, needs a lot of teacher help to comment.
- 1. Does not respond, or responds only with teacher assistance

Use of revision with teacher feedback can also be evaluated at the same time.

Assessment Strategies

Questions And Answers (oral)

Assessment Recording Devices

Rating Scale

Adaptations

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

La famille: portrait

Subtask 7 80 mins

Resources

La Famille Bellelli

Degas.wpd

Voici Edgar Degas

Anne Newlands

Notes to Teacher

The teacher may feel free to choose from any painter that she likes, but a French painter allows the FSL teacher another avenue to explore culture with her students. An excellent choice would be La Famille Bellelli (1858-67), painted by Edgar Degas (1834-1917). This allows not only to reinforce the vocabulary already taught, and to introduce the concept of family portrait, but also to expose the students to this wonderful French painter and his work. Some background on this work can be found in the resource section of this subtask, as well as a source of further information and plates of this and other works (including his own self-portrait). Additional expectations from Arts include:

4a46 - describe how an artist has used the elements of design and/or tools, materials, and techniques of their art (e.g., describe buildings made in different historical periods, such as the CN Tower, a Native longhouse, and the Parliament Buildings in Ottawa, and show how the availability of certain materials influenced the designers or architects):

4a47 - explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, by painting a picture using a monochromatic colour scheme for all the houses on a street except one, the artist has conveyed the idea that all of these houses are uniform and that the one in a different colour is unique);

Teacher Reflections

La Famille Bellelli

Le tableau, fait entre 1858-67, huile sur toile, est actuellement à Paris au Musée d'Orsay. C'est un portrait de Laure, la tante de Degas, son marie, le baron Bellilli et leurs deux petites filles, Giovanna, et Guilia.

La famille a l'air triste parce que le père (l'homme dessiné au tableau dans le tableau) de Laure, le grand-père de Degas vient de mourir et elle revient des funérailles. La robe de Laure au tableau est sombre parce qu'elle est en deuil, avec ses deux filles.



Description

This summative task assessment is based on a presentation of the student's family. This presentation is strictly an oral work, relying on a teacher model to help give the students structure. Students enhance their oral presentation with a visual aid that they developed previously, a family portrait. This activity is evaluated by means of a rubric.

Expectations

- 4f1 A · talk about familiar topics, using very simple phrases and sentences:
- 4f9 A - use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts:
- 4f11 A - give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs):
- 4f12 A - make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.

Teaching / Learning

- 1. Working from the oral work on the last subtask as a foundation, the teacher directs students in writing a class model for an oral presentation (a BLM example is in the resource section), using the vocabulary and sentence structure worked on in the unit, as well as previously acquired structures and vocabulary (Quel âge a-t-il? Quand est son anniversaire? Qu'est-ce qu'il aime faire? keeping in mind the students knowledge base.
- 2. Students are urged to try plugging their family members into the formula. Try as a class, and then in pairs. Once students have had an opportunity to try number of times, they formalize their talk by creating an aide-mémoire . Peers are urged to take on a coaching role. Pairing weaker students with stronger students would be an advantage here. The teacher needs to decide what will comprise the required elements and clearly indicate this to the students before they begin their practice. An example could be:
- a) Include all members of the family that you drew.
- b) Name their relationship to you, their name and their age.
- c) If they are sisters and brothers, include their place in the family (benjamin(e), cadet(te), aîné(e)
- d) Elements that are optional: II (elle) aime...

Son anniversaire est...

II (elle) collectionne...

Elle (il) joue...

Groupings

Students Working As A Whole Class Students Working In Small Groups Students Working In Pairs

Teaching / Learning Strategies

Improvisation Peer Practice Rehearsal / Repetition / Practice

Assessment

See resources and subtask notes.

Assessment Strategies

Classroom Presentation

Assessment Recording Devices Rubric

Adaptations

La famille: présentation orale

Marie ma Mère

Célébration de Marie et la famille An Integrated Unit for Grade 4



90 mins



J'aime... etc.

- -It is highly recommended that the teacher post the required elements or/and have students copy them. for their own record.
- 3. Once the teacher has had an opportunity to informally assist in the preparation of the students' presentations, students present formally for the class, using both their aide-mémoire, and their portrait for illustration.

Resources

Présentation orale: La famille

Modèle: ma famille modele.wpd

aide-mémoire aide.wpd

Notes to Teacher

I would recommend that students are given at least a few days to prepare outside of class, as well as the teacher having the opportunity to hear and assist some students each day. Some students may need to have the model posted in the class for their presentation. Stress to them that the aim is to use only their aide- mémoire, but if they have to have it, that it would be there. This would be reflected in their level of independence in their evaluation. As well, some students may not be able to present in front of others. Since this is not an evaluation of public speaking, I feel that these students should be accommodated. Perhaps suggest that they bring a friend so that at least there is some audience.

Teacher Reflections

Présentation orale: La famille

for use with Subtask 8 : La famille: présentation orale from the Grade 4 Unit: Marie ma Mère



Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Performance	- with constant support	-with frequent support	with occasional support	-with little or no support
Independence	-relies on visual use of model	-relies on aide- mémoire	uses occasional reference to aid	-is totally memorised or improvised.
Pronunciation	-with constant major errors	-with frquent errors	-with occasional errors	-with few or no errors
Process	-uses model verbatim-makes no revisions despiteteacher input	uses model making minor changesmakes some revisions with teacher or peer input	 uses the model but makes additions or changes to the text incorporates most of teacher/peer's suggestions 	-creates a new text or makes significant changes or addtions to the model -incorporates almost all of teacher/peer revision
Language	-is incomplete, using few of the required elements -makes constant, major errors of vocabulary and language	-is incomplete, using some of the required elements -makes frequent errors of vocabulary and language	-is complete using most of the required elements -makes some errors of vocabulary and language	-is complete using all of the required elements -makes few, or no errors of vocabulary and language
	-minimally, using basic vocabulary	-occasionally using a limited vocabulary	-frequently, using grade appropriate vocabulary	-uses grade appropriate and extended vocabulary
		Written using the Ontario Cur	Written using the Ontario Curriculum Unit Planner (July 6th, 1999)	Printed on Jan 24, 2000 at 2:31:57 PM

Modèle: Ma famille

	ille. Dans m	na famille il y a	
et moi.			:
		s'appelle	
a	_ ans. Son a	nniversaire est le	e
		s'appelle	
		aime	
		s'appelle	
est	•	joue	
		s'appelle	
est	•	collectio	
Moi, je suis _ j'aime		J'ai _·	ans et
Et ça c'est ma	a famille!		

Modèle: Ma famille

Voici ma famille. Dans ma famille il y a ma mère , mon père , mon grand frère , ma petite soeur et moi.

Ma mère s'appelle Mona. Elle a 68 ans. Son anniversaire est le 25 décembre.

Mon père s'appelle Kenneth Il a 72 ans. Il aime le football

Mon grand frère s'appelle Stephen. Il est l'aîné. Il joue aux ordinateurs.

Ma petite soeur s'appelle Melanie. Elle est la benjamine. Elle collectionne les timbres.

Moi, je suis la cadette. J'ai 36 ans et j'aime la musique .

Et ça c'est ma famille!

Aide-mémoire

Voici ma famille!

nom:	relation:	âge:	dans la famille:	autre:
Mona	mère	68		le 25 déc
Kenneth	père	7:2		aime le football
Stephen	frère	39	aîné	vérificateur
Mélanie	soeur	35	benjamine	collectionne les timbres
Cheryl	moi	36	cadette	aime la musique

La Célébration de Marie et des mères

Marie ma Mère

Célébration de Marie et la famille An Integrated Unit for Grade 4

100 mins

Subtask 9



Description

Although there is no summative assessment attached to this subtask, it is really the culmination of the unit. It is a prayer service/ Mass dedicated to mothers, family and Mary. It can be as elaborate or simple as the teacher desires, involving community members, parents, other grades in the school, or simply the class studying this unit. It includes: hymns, prayers, statements of thanks, a reading from Luke, a reflection on Mary and a statement of intentions.

Expectations

- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- talk about familiar topics, using very simple phrases and sentences;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.
- write very simple texts and responses following a model;

Teaching / Learning

- 1. An outline of the desired service is presented for the students. Students determine which parts they already know and can participate in, and which they must learn.
- 2. Although it is not necessary for every student to know all parts of the service, it is important for all to understand the various components. Therefore, although sections may be assigned to certain students, all must understand these sections.
- 3. The processional/ recessional hymn that has not been taught (One can use Marie ma Mère for one of them) may be taught at this time, using similar methods to the other songs in the unit. Explain that during the service some will sing, and some will sing and carry roses as <<la>Dame du Rosaire>> was noted for her association with roses. Twelve students carry roses and when the hymn is finished, they place them in a vase by the statue of Mary, and they make a statement of thanks << Nous vous remercions Marie parce que vous êtes.....>>.
- 4. The reading from Luke is presented as un texte de lecture with questions. An excellent introduction would be with a painting such as the work of Leonardo Da Vinci <<L'Annonciation>> Students can choral read this selection after having explored it thoroughly as a reading selection.
- 5. The reflection is why our Mothers are important to us:

Groupings

Students Working As A Whole Class Students Working In Pairs Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Brainstorming
Choral Reading
Guided Reading
Rehearsal / Repetition / Practice

Assessment

Many areas of preparation for the service lend themselves to assessment: the reading, very similarly to the reading about the Rosary, the intentions, similar to the other writing activities etc. Certainly the teacher may feel free to evaluate the preparation as they see fit. The rubric should be used before the service itself. The actual celebration should be above academic evaluation however, and all levels of participation (provided that they be appropriate) must be accepted.

Assessment Strategies

Self Assessment

Assessment Recording Devices Rubric

Adaptations

La Célébration de Marie et des mères

Subtask 9

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4 100 mins



this can be taken directly from previous writings from the mother's Day cards or adapted. This could be done by every student if parents are invited or one or a few if it is not meant for parent participation.

- 6. The intentions can be based partially on the reading from l'histoire du Rosaire, and any other related intentions that the children might have.
- 7. Students should practice << signe de la paix>>

Resources

Self evaluation for Célébration de Marie

Ste-Marie enregistré

Ste.way

Luc 1:26-38

luc.wpd

Célébration de Marie

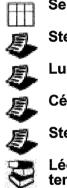
Hymne.wpd

Ste-Marie

Hymn.wpd

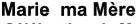


Dargaud S.A.Editeur



La Célébration de Marie et des mères

Subtask 9



Célébration de Marie et la famille An Integrated Unit for Grade 4



100 mins

Notes to Teacher

This subtask is purposely left flexible. Teachers can feel free to adapt it to the needs and abilities of their students. The writing of thanks to Mary can be as elaborate or as simple as time permits as can be the reflections. Have fun, impress the parents, and show to your students a very meaningful way that they can express themselves and their faith in French.

Without a lot of difficulty, further depth to lessons involving art can be developed. A painting like Da Vinci's l'Annonciation lends itself to discussion guided by some of the expectations from the grade 4 arts. Hopefully, students will have this background already in English, and it can be reinforced in French. Some possible expectations that lend themselves well here are:

4a46 – describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art (e.g., describe buildings made in different historical periods, such as the CN Tower, a Native longhouse, and the Parliament Buildings in Ottawa, and show how the availability of certain materials influenced the designers or architects);

4a47 – explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, by painting a picture using a monochromatic colour scheme for all the houses on a street except one, the artist has conveyed the idea that all of these houses are uniform and that the one in a different colour is unique); 4a48 – state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colours, and shapes create patterns that convey a sense of harmony and formality).

Teacher Reflections

Self evaluation for Célébration de Marie

for use with Subtask 9 : La Célébration de Marie et des mères

larie 🤾 nères Mère 😢 💉

Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
l can read and understand: Tout est possible pour Dieu!	I am having trouble reading and understanding Luc	I can read and understand Luc with quite a bit of help	I can read and understand Luc with a little bit of help	I can read and understand Luc by myself, with no help
I can write some sentences about why my mother is important.	Would you please sit down beside me to help if you want me to write about my mother!	I need some help to write about my mother	I can write about my mother quite well.	I can write about my mother, my father, and anybody else I know!
I understand and can use I would need a magic the words I learned in this words. unit	I would need a magic dictionary to know those words.	I know some of the words in this unit, but some I need help with.	I understand most of the words in this unit.	I understand all of the words in this unit and I know a few more I could teach you!
l can describe Mary using the adjectives in this unit	I know the qualities in English but I have a hard time in French.	I can describe a few of Mary's qualities	I can describe some of Mary's qualities.	I can use all of the adjectives presented in class and some extral
			SCHOOL STANSON	
		Written using the Ontario Curi	Written using the Ontario Curriculum Unit Planner (July 6th, 1999)	Printed on Jan 24, 2000 at 2:31:57 PM



Luc 1:26-38

(paraphrasé)

Tout est possible à Dieu

Petit lexique

un ange: an angel

Réjouis-toi: Rejoice!

a peur: is afraid

N'aie pas peur: don't be afraid

Comment va-t-il arriver?: How will that happen?

Marie habite à Nazareth, une ville de Galilée. Un jour, un ange*, Gabriel visite Marie, chez elle. Il dit: <<Réjouis-toi*! Dieu est avec toil>>

Marie a peur*. Elle demande: <<Qu'est-ce que ça veut dire?>>

<< N'aie pas peur*, Marie!>> dit l'ange Gabriel.<< Tu vas avoir un bébé, et tu l'appelleras Jésus. Il est Fils du Dieu.>>

Marie demande < Comment va-til arriver*? Je ne suis pas mariée! >> vieille: old

rien n'est impossible pour Dieu: nothing is impossible for God

Que Dieu fasse pour moi ce que tu dis: I hope that God does what you said.

quitte: leaves

L'ange dit <<Le Saint-Esprit,
Dieu, est avec toi. Écoute! Ta
cousine, Élizabeth est vieille*, mais
elle va avoir un bébé, un fils. Rien
n'est impossible pour Dieu*!>>

Marie répond: << Je suis la servante de Dieu. Que Dieu fasse* pour moi ce que tu dis!>>

Alors l'ange quitte*.

				٠				
Q	1 1	Δ	ct	ı		n	C	•
×	U	$\overline{}$	J1	ı	V	1 1	J	•

1. Où est-ce que Marie habite?	
Marie habite	

Comment s'appelle l'ange?
 L'ange s'appelle

3. Comment est Marie?

Marie a

5. Le bébé est une fille or Il est	
6. Comment s'appelle le Il s'appelle	
7. Qui est Élizabeth? Elle est	de Marie.
8. Élizabeth va avoir un l miracle? C'est un miracle parce q	bébé aussi. Pourquoi est-ce un ue Élizabeth
9. Est-ce que Marie est c	ontente?

Match the English and Fench words:

habiter
une ville
chez elle
visiter
Fils de Dieu
mariée
St-Esprit
rien
quitter
vieille
une cousine

- 1. married
- 2. to leave
- 3. nothing.
- 4. to visit
- 5. Son of God
- 6. to live
- 7. cousin
- 8. at her home
- 9. a city
- 10. Holy Spirit
- 11. old

Célébration de Marie!

- 1. L'hymne de procession: Marie ma Mère
- 2. Présentation de roses Déclaration de remerciement
- 3. Prière pour Marie: Je vous Salue Marie
- 4. Lecture du nouveau testament: Luc 1:26-38
- 5. Pensée du jour: les Mères sont importantes.
- 6. Intentions:
- 7. Signe de paix
- 8. L'hymne de récession: Marie Maman de Jésus

Ste-Marie
Ste-Ma Ste-Marie



Appendices Marie ma Mère Célébration de Marie et la famille

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Resource List



Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

		☐ L'histoire du Rosaire rosaire.wpd	ST 6
Rubric		Story, vocabulary list and questions about the history the Rosary.	of
☐ Calendrier	ST 3	☐ La Famille Bellelli	ST 7
□ carte des mères	ST 5	Degas.wpd	~
☐ Présentation orale: La famille	ST 8	Some background information concerning the painting	
☐ Self evaluation for Célébration de Marie	ST 9	Les adjectifs Marienotes.wpd	ST 4
		This sheet is meant for students to take notes from th class list to record their brainstorming.	е
Blackline Master / File		Les Mystères du Rosaire Mystere.wpd	ST 6
□ aide-mémoire	ST 8	Background information on the mysteries of the Rosa	ry.
aide.wpd		☐ Luc 1:26-38	ST 9
A model of a cue card that students could use to help them remember components of their presentation.		luc.wpd	
☐ Calendrier	ST 3	text and exercises on the text Luke 1:26-38	
calart.wpd	0.0	☐ Marie ma mère	ST 4
Calendar and clipart for decorating the calendar.		Marie.wpd Text of the song	
☐ Casse-tête: Voici ma famille!	ST 2	☐ Marie ma XXXXXX	ST 4
chansonc.wpd	l	cloze.wpd	
This BLM takes apart the lines of ths song, and then t student must glue them correctly back into sequence.		Cloze activity for song Marie ma mère	
☐ Catholic Outcomes	Unit	☐ Mères fameuses	Unit
Outcomes.wpd		jeumere.wpd	
A list of the Catholic Common Curriculum outcomes addressed in this unit.		A model score sheet for the activity described in Uni Notes. As well, suggestions for names.	L
☐ Célébration de Marie	ST 9	☐ Modèle: ma famille	ST 8
Hymne.wpd		modele.wpd	n.
Outline of possible service		This is a model only for how the brainstorming sessic with students might develop. Teachers are highly	
□ De Plus!	Unit	encouraged to use their students ideas and to keep i simple as necessary for their students abilities (perha	tas aps
Plus.wpd More ideas		three sentences about each family member, identical	in
☐ Enregistrement de Marie ma mère	ST 4	their construction)	CT 4
recordingMarie.wav	01.4	☐ Mots jumeaux jumeaux.wpd	ST 4
A recording of the song presented in this subtask		To start a list of cognates	
☐ Enregistrement: Voici ma famille!	ST 2	☐ Notre Père	ST 6
enregistrement.wav		Notreper.wpd	
Audio recording of song: Voici ma famille!		Text of Our Father	
☐ Gloire au Père	ST 6	☐ Peer evaluation	ST 5
Gloire.wpd The text of the prayer Gloire au Père		peer.wpd A model of an evaluation that could be used as a pe	er
☐ Je vous salue Marie	ST 3	evaluation	
priere.wpd		☐ Portrait de la famille	ST 2
A copy for overhead transparency or distribution to		chansonb.wpd	
students of the prayer.		Student sketch and label the family presented in son Voici ma famille!	9

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

Qui est-ce? devinette devinette.wpd Introductory record sheet used to help students formatheir guesses as to who are the people in the photo-flashcards.	ST 1	Print Resource
□ Qui est-ce? pretest pretest.wpd True or false quiz to determine previous knowledge of vocabulary about family	ST 1	Coloring Book about the Rosary illustrator Emma C. Mc Kean Publisher: Catholic Books New York Good illustrations of the stories of St-Dominic and the children of Fatima as well as the mysteries of the Rosary.
☐ Ste-Marie Hymn.wpd Recessional suggestion to the tune of Donna Nobis Pacem. Listen to BLM enregistré for an audio rendition Ste-Marie enregistré	ST 9	Dargaud S.A.Editeur 759.03 092 LEO BOR An excellent plate-filled resource with many appropriate works, including < <l'annonciation>> with text in French</l'annonciation>
Ste-marie enregistre Ste.wav The audio version of the recessional hymn. Student tracking sheet Rubric.wpd		Madonna the, An anthology Smithmark Publishers, New York ISBN 0-8317-5927-5 An excellent book of plates of famous paintings of Mary,
A rubric allowing the teacher to track student progress all three strands, identifying all of the expectations assessed in this unit. Symbole des Apôtres Symbole.wpd Text of the Apostles' Creed.	s for ST 6	along with prose selections. The Mysteries ST 6 Michael O'Brien ISBN 0-9696391-0-4 Beautiful paintings to be used if further development of this unit is desired.
□ Voici ma famille! chanson.wpd Text to the song Voici ma famille!	ST 2	☐ Voici Edgar Degas ST 7 Anne Newlands ISBN 0-88884-577-4 An introduction to Degas' work through discussion of his
	ST 6	period, his technique, and his subjects. Excellent ideas for presentation

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4





Media Resource

☐ The World of Wedding Music

ST 6

ADRM digital 436 402-2

Ave Marie: Bach/Gounod



Other

☐ Cartes-Eclair de la famille

Unit

visual aid

These flashcards are unique to the teacher in that they describe her particular family. The teacher enlarges through photocopying, individual pictures of her family. Personalizing this learning is great student-motivation.

☐ Teacher made cards from family photos

ST₁

visual

These flashcards are unique to the teacher in that they describe her particular family. Personalizing this learning is great motivation for the students.



Parent Community

☐ Liturgical assistant

Unit

Local priest, pastoral assistant Assigned Parish

With a working knowledge of French, such a person could be invaluable in the preparation of the Rosary, or the prayer service/ Mass.

Expectation List

Page 1

Selected Assessed

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

French a	s a Second LanguageOral Communication, Reading, and Writing		
☐ 4f1	• talk about familiar topics, using very simple phrases and sentences;	2	3
☐ 4f2	 listen to short, very simple oral texts, and respond to specific simple questions; 	2	1
☐ 4f3	• read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate		2
☐ 4f4	write very simple texts and responses following a model;		2
☐ 4f5	• identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.	1	3
☐ 4f7	 ask very simple questions, and ask for repetition to clarify understanding; 	1	
☐ 4f8	- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of	4	
☐ 4f9	- use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;		1
☐ 4f11	- give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);		1
☐ 4f12	- make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.		2
4f15	- read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select		1
4f17	 copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures; 		1
☐ 4f18	- write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);		1
☐ 4f20	 use and spell the vocabulary appropriate for this grade level. 		2
The Arts	Music		
☐ 4a3	• use correctly the musical terminology associated with the specific expectations for this grade;	1	
☐ 4a12	- identify the form verse-chorus in familiar songs;	1	
☐ 4a26	- express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda");	1	
☐ 4a27	 communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage); 	1	
The Arts	Visual Arts		
☐ 4a33	• describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience;	1	

Marie ma Mère Célébration de Marie et la famille An Integrated Unit for Grade 4

Analysis Of Unit Components

- 9 Subtasks
- 35 Expectations
- 44 Resources
- 75 Strategies & Groupings
- -- Unique Expectations --
- 14 French As A Second Language
- 5 Arts Expectations

Resource Types

- 4 Rubrics
- 31 Blackline Masters
- 0 Licensed Software
- 5 Print Resources
- 1 Media Resources
- 0 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 2 Other Resources
- 1 Parent / Community
- 0 Guide Bookmarks

Groupings

- 9 Students Working As A Whole Class
- 6 Students Working In Pairs
- 2 Students Working In Small Groups
- 6 Students Working Individually

Assessment Recording Devices

- 1 Anecdotal Record
- 3 Checklist
- 3 Rating Scale
- 4 Rubric

Teaching / Learning Strategies

- 2 Advance Organizer
- 4 Brainstorming
- 6 Choral Reading
- 1 Cloze
- 1 Directed Reading- Thinking Activity (drta)
- 2 Discussion
- 1 Graphing
- 1 Guided Reading
- 1 Improvisation
- 1 Oral Explanation
- 2 Peer Practice
- 4 Rehearsal / Repetition / Practice
- 2 Sketching To Learn
- 1 Think / Pair / Share

Assessment Strategies

- 1 Classroom Presentation
- 1 Essay
- 2 Observation
- 2 Performance Task
- 3 Questions And Answers (oral)
- 2 Select Response
- 1 Self Assessment

Les animaux Toutes les créatures de Dieu



Including:

Remue-Méninges/Catégories
Comment est -il?/ Comment est-elle?
Quel est ton animal?
Café Crocodile
Mots croisés collaboratif
Les centres d'apprentissage

An Integrated Unit for Grade 4
Written by:

Beth Wannamaker
Length of Unit: approximately: 9 hours

January 2000

An Integrated Unit for Grade 4 Written by:

Beth Wannamaker

Our Lady of Mount Carmel (613)389-1122 Algonquin&Lakeshore C.D.S.Board www.flarc.edu.on.ca./~olmc

This unit was written using the Curriculum Unit Planner, developed for use in the province of Ontario by the Ministry of Education and Training. The planner provides electronic access to all provincial Curriculum Expectations, an electronic Teacher's Guide comprised of fourteen databases (including teaching/learning and assessment strategies, Special Education guide, glossary, annotated bibliography) and a database of provincially licensed software for use in schools. The Curriculum Unit Planner offers educators a choice of three writing environments (Outliner, Lite, Open) Units written using the planner can be shared and then edited electronically. This unit was printed from Version 2.0b6 (July 6th, 1999), using the "Open" writing environment.

Unité - Les Animaux: Toutes les créatures de Dieu

The instruction of French as a Second Language encompasses various aspects of learning. Primarily, it includes Catholic values, attitudes and actions. It also focuses on language and personal growth. The unit, "Unité - Les Animaux: Toutes les créatures de Dieu" addresses many of the Ontario Catholic School Graduate Expectations.

Subtask 1 Remue-Méninges / Catégories

- a reflective and creative thinker
- a collaborative contributor

Subtask 2 Comment est-il? / Comment est-elle?

- an effective communicator
- a self-directed, responsible, life long learner

Subtask 3 Quel est ton animal?

- a self-directed, responsible, life long learner
- a collaborative contributor

Subtask 4 Café Crocodile

- an effective communicator
- a self-directed, responsible, life long learner

Subtask 5 Mots Croisés Collaboratif

- a collaborative contributor
- an effective communicator

Subtask 6 Learning Centres

- a collaborative contributor
- a self-directed, responsible, life long learner
- a collaborative contributor
- a responsible citizen

Taken from: Ontario Catholic School Graduate Expectations

Unit Overview Page 1

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4



Task Context

Students at the Grade 4 level enjoy talking about their pets, their "stuffed beanie babies" and reading about a variety of animals- exotic or ordinary. Students will have the opportunity to discuss and describe a variety of animals as God's creations. They will work cooperatively through various activities, respecting and sharing with others. They will be encouraged to use self-discipline to work during center time, to complete and track their own work.

Task Summary

Students will use adjectives to describe animals and to ask questions about them orally and in writing. They will read a variety of simple texts about animals. Students will participate in various oral language games, independent work, and active learning centers. A learning center folder with completed activities will demonstrate the final products of learning. During a sharing session at the end of the unit, students will have the opportunity to present some of their work to their peers.

Culminating Task Assessment

Ask questions and respond

Students ask simple questions about animals and respond appropriately, describing them.

Links to Prior Knowledge

-feminine and masculine indefinite articles (un, une) with nouns

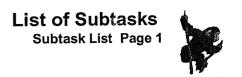
Notes to Teacher

This unit is intended for French as a Second Language, Grade Four students who are in their first year of learning French. Students should have already been introduced to subject pronouns (il, elle) and some simple "er" verbs. Students will have knowledge of colours in french; however, this unit will teach the feminine form of the colours.

The teacher will need to prepare animal flashcards with separate word cards of animal names. The oral language games are suggested activities only.

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4



1 Remue-Méninges/Catégories

Students review their knowledge and use of the feminine and masculine indefinite articles(un, une) through a brainstorming and categorizing activity.

2 Comment est-il?/Comment est-elle?

Practise, consolidate and use vocabulary Students review pronunciation and identification of animal names. They use feminine and masculine adjectives to describe animals orally and in writing.

3 Quel est ton animal?

Ask questions and respond Students ask simple questions about animals and respond appropriately, describing them.

4 Café Crocodile

Listen, read, and respond Students listen to a song, complete a written cloze activity and answer simple questions about the song.

5 Mots croisés collaboratif

Read clues and select answers Students read clues and identify the animals to find a mystery word.

6 Les centres d'apprentissage

Reinforcement of language through listening, reading, writing, and art activities Students participate in various learning centres reinforcing the language introduced.

Remue-Méninges/Catégories Subtask 1

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

40 mins



Description

Students review their knowledge and use of the feminine and masculine indefinite articles(un, une) through a brainstorming and categorizing activity.

Expectations

4f10

 respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);

Teaching / Learning

- 1. Brainstorm animal names with students and record on chart in masculine and feminine columns. Draw pictures or attach small pictures beside the vocabulary for student reference. Provide french for any english names students offer.
- 2. Students work in small groups using Blackline Master, "Les catégories d'animaux" categorizing animals into topics listed. Students could circle feminine animal names in a colour and masculine animals in another colour.
- 3. Discuss the animals students placed in the different categories. Ask various questions i.e. "Quels sont les animaux fminins qui habitent dans la jungle?"

Groupings

Students Working In Small Groups Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming
Word Sort (Sorting And Predicting)

Assessment

Teacher observation of use of "un" and "une"

Teacher observation of participation during whole class activity Teacher observation of cooperation during small group work

Assessment Strategies

Observation Questions And Answers (oral)

Assessment Recording Devices

Anecdotal Record

Adaptations

Resources



Les catégories d'animaux

Notes to Teacher

While doing brainstorming activity the teacher may mention that there are of course female and male animals but that their animal name may be masculine or feminine.

Teacher Reflections

Comment est-il?/ Comment est-elle?

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Subtask 2 40 mins



Description

Practise, consolidate and use vocabulary

Students review pronunciation and identification of animal names. They use feminine and masculine adjectives to describe animals orally and in writing.

Expectations

4f10 — respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);

4f12 — make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.

4f17 – copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

Teaching / Learning

- 1. Review animal names and the pronunciation of them with a guessing game. Select a student to go into the corridor and close the classroom door. Have a student select an animal name from the list on chart. Divide the class in half or in thirds depending on the number of syllables in the word. Assign a syllable to each division of the class and have them chant their syllable to practise. Invite the student back into the classroom and ask the groups to chant their syllables. The student identifies the animal name they are chanting and selects the word by pointing to it on list. This game can be repeated several times.
- 2. Introduce the adjectives "petit(e), grand(e), long(ue), court(e), fort(e), fâché(e), content(e), intelligent(e), noir(e), brun(e), vert(e), gris(e), blanc(he), et bleu(e)". Introduce also the colours that do not add an "e" i.e. "rose, orange, rouge". Use the animal flashcards and say "C'est un(e) ______. Comment est-il?/Comment est-elle? Respond to the question, modelling for students: i.e. II/Elle est petit(e). Use word cards on the blackboard for student reference. Continue to ask questions about a variety of animals and have the class repeat answers then ask individual students to respond.
- 3. Play a game of "Tic Tac Toe" reinforcing oral use of the adjectives introduced.
- 4. Students complete Blackline Master, "Comment est-il?/Comment est-elle?", using the feminine or masculine adjectives to describe the pictured animals. Students refer

Groupings

Students Working As A Whole Class Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Rehearsal / Repetition / Practice

Assessment

Teacher observation of the oral use of adjectives

Teacher assessment of the written use of the adjectives

Assessment Strategies

Questions And Answers (oral) Select Response

Assessment Recording Devices

Anecdotal Record Checklist

Adaptations

For special needs students, the teacher may provide "il" or "elle" on the worksheet as a further guide for them.

Comment est-il?/ Comment est-elle?

Les animaux

Subtask 2 40 mins



Toutes les créatures de Dieu An Integrated Unit for Grade 4

to adjective word cards on blackboard to complete worksheet.

Resources



Comment est-il?/Comment est-elle?

Notes to Teacher

The teacher may choose to introduce half of the adjectives at once and the other half on the next occasion. The oral language games mentioned are only suggestions and the teacher may choose to reinforce the language in other ways.

Teacher Reflections

Quel est ton animal?

Subtask 3

40 mins

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Description

Ask questions and respond Students ask simple questions about animals and respond appropriately, describing them.

Expectations

4f7 – ask very simple questions, and ask for repetition to clarify understanding;

4f15 — read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

4f17 — copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

Teaching / Learning

- 1. Introduce the question "Est-ce qu'il/elle est ?" with the adjectives and "yes/no" responses, using the animal flashcards. Post word cards with the question on the blackboard for student reference. Students ask each other questions about the pictured animals.
- 2. Students will play a guessing game using the question to ask about an animal (picture or stuffed toy) hiding in the teacher's bag. When a student discovers what the animal is s/he asks, "C'est un(e)_____?
 Students can take the role of hiding the animal in the bag and responding to the class' questions.
- 3.) Students work in pairs to each complete the Blackline Master "Quel est Ton Animal". Both students begin with their own sheet and respond to question number one, deciding upon an animal. Next, they exchange their sheet with their partner and she/he reads and answers question number two in a sentence. The students pass the sheet back to the original owner and she/he reads and completes the third question. Partners continue alternating back and forth as such until the final question. The student names the animal they chose and illustrates it in the box provided following the description on the sheet.
- 4. Students present their animal orally to the class.

Groupings

Students Working As A Whole Class Students Working In Pairs

Teaching / Learning Strategies

Rehearsal / Repetition / Practice Collaborative/cooperative Learning

Assessment

Teacher observation of the ability to use questions

Teacher observation of cooperative work with a partner

Assessment Strategies

Questions And Answers (oral)

Assessment Recording Devices

Checklist Anecdotal Record

Adaptations



Resources



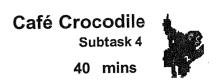
Quel est ton animal?

Notes to Teacher

Teacher Reflections

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4



Description

Listen, read, and respond Students listen to a song, complete a written cloze activity and answer simple questions about the song.

Expectations

- use visual and verbal cues to understand what 4f8 they hear, following repetition (e.g., gestures,

facial expressions, tone of voice);

- respond briefly to oral texts (e.g., answer short, 4f10 simple questions; act out the words of a song);

- read at least six simple passages or stories 4f14 A

(e.g., greeting cards, song lyrics);

- identify the form verse-chorus in familiar 4a12

sonas:

Teaching / Learning

- 1. Students listen to the song "Le Café Crocodile " by Matt Maxwell.
- 2. After students have listened to the song once or twice, provide them with the Blackline Master, "Le Café Crocodile". Discuss the list of words to select from on the sheet. Students listen to the song again and fill in the omitted words they hear.
- 3. As a class, correct the cloze activity and then have students answer the questions on the sheet.
- 4. Students can sing the song a final time, doing various actions for parts of song. The students can be encouraged to learn the words for the chorus and sing out loud for this part of the song.

Groupings

Students Working As A Whole Class Students Working Individually

Teaching / Learning Strategies Cloze

Assessment

Teacher assessment of reading and listening comprehension Teacher observation of student participation and enthusiasm during song

Assessment Strategies

Select Response Observation

Assessment Recording Devices

Anecdotal Record

Adaptations

It is recommended that teachers provide the omitted words for students with special needs. Another option would be to provide a fewer number of omitted words for these students.

Resources



Café Crocodile



Matt Maxwell

Notes to Teacher

Teacher Reflections

Mots croisés collaboratif

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Subtask 5 40 mins



Description

Read clues and select answers Students read clues and identify the animals to find a mystery word.

Expectations

4f15

 read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

4f16

 use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.

Teaching / Learning

- 1. Students are divided into groups of four. Each group is given the Blackline Master, "Un Mots Croisés Coopératif" and an envelope containing the Blackline Master, "Les Indices" (the teacher has cut this blackline master as indicated). Each student in the group is assigned a number (1 through 4) and reads the clues lettered a) through f) on their sheet. Each of the four students takes a turn reading aloud a clue- i.e.for letter a) Number one student reads "Elle est petite.", number two student reads,"Il y a 6 lettres dans son nom.", number three student reads "Elle est grise et blanche.", and number four student reads "Elle rime avec "Henri". Students record on the crossword grid the animal Students continue in this they agree this describes. manner until all clues have been read and all six animals are identified and recorded on grid. Students record the mystery word in the sentence below the crossword grid.
- 2. As a class, correct the crossword, asking students to read the clues and the responses.

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Collaborative/cooperative Learning Read Aloud

Assessment

Teacher observation of ability to read and respond

Teacher observation of student ability to work cooperatively in groups

Assessment Strategies

Observation Select Response

Assessment Recording Devices

Anecdotal Record

Adaptations

Resources



Les indices



Mots croisés coopératif

Mots croisés collaboratif

Subtask 5



40 mins



Les animaux Toutes les créatures de Dieu An Integrated Unit for Grade 4

Notes to Teacher

Teacher Reflections

Les centres d'apprentissage

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Subtask 6 200 mins



Description

Reinforcement of language through listening, reading, writing, and art activities Students participate in various learning centres reinforcing the language introduced.

Expectations

4f8	 use visual and verbal cues to understand what
	they hear, following repetition (e.g., gestures,
	facial expressions, tone of voice);

4f9 — use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts:

4f18 — write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);

4f15 – read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);

Teaching / Learning

- 1. Provide students with an explanation of the procedures, expectations, and activities for learning centre time(see "Notes to Teachers" in the Overview). The learning centres are organized as follows:
- 6.1 Le centre d'écriture- Students write a paragraph about an animal and create a 3-D model depicting it.
- 6.2 Le centre d'écoute- Students listen to sentences about animals and identify if the sentence is true or false.

The teacher reads the following sentences on a cassette to be placed at the listening centre to accompany the activity sheet. 1.) Il est petit. (vrai)

- 2.) Il est content. (faux)
- 3.) Elle est grande. (faux)
- 4.) Il est fâché. (faux)
- 5.) Il est fort. (vrai)
- 6.) Elle est contente. (vrai)
- 7.) Elle est grande. (faux)
- 8.) Il est court. (faux)
- 9.) Il est grand. (vrai)

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Learning Centres

Assessment

Teacher assessment of activities in learning centre folder
Teacher assessment of oral presentation of animal

Teacher observation of cooperation and work habits during centre time

Assessment Strategies

Performance Task Classroom Presentation Select Response Observation Self Assessment

Assessment Recording Devices

Anecdotal Record Rubric

Adaptations

Les centres d'apprentissage

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Subtask 6



200 mins

10.) Elle est longue. (faux)

- 6.3 Le centre de lecture- Students read clues about animals and identify the animal to uncover a mystery word. The answers are as follows: 1.) un cobaye 2.) une girafe 3.) un ours polaire 4.) une vache 5.) un kangourou. The mystery word is "Bravo".
- 6.4 Le centre d'arts- Students create an "Ani-mots" on the sheet provided. They may do a larger copy of this if the teacher wishes.
- 2. Students do the learning activities independently and record the completed activities on their tracking sheet; however, they work cooperatively with other students, sharing materials and ideas. The instructions for each activity are explained on the Blackline Masters for each centre.

Resources

Rubric for assessing Animal Paragraph

Centre d'art

Centre d'écriture

Centre d'écoute

Centre de lecture

Les centres d'apprentissage

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4

Subtask 6 200 mins



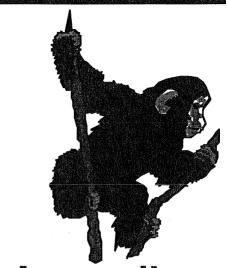
Notes to Teacher

The learning centres can be organized using labelled bins and can remain in a specified "French" area of the regular classroom(for ^ la carte teachers). A planning board or group rotation chart are useful for setting up centres. Students need to have folders to store their work in from centres. An excellent resource for information on learning centres is: Creating The Child Centered Classroom by Susan Schwartz and Milly Pollishuke. It is recommended that the teacher use a class to explain the procedures and expectations during learning centre time.

Teachers could provide a song booklet of "Caf Crocodile" for students to illustrate at the listening centre as well. An oral language centre could be added with students using a language master to practise and master the vocabulary. A computer/ word study centre could be added as well, where students could use a program that allows them to create word searches with the new vocabulary. As well, a second activity could be added to each centre, allowing for choice.

When students present their animal paragraph and model, they could read the description first (hiding model of course), allowing the other students to guess the animal. The teacher can assess the oral presentation as well.

Teacher Reflections



Appendices
Les animaux

Toutes les créatures de Dieu

Resource List: Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Rubric for assessing Animal Paragraph for use with Subtask 6 : Les centres d'apprentissage from the Grade 4 Unit: Les animaux

Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
accuracy of application of writes with many major errors language knowledge in vocabulary and grammar	writes with many major errors in vocabulary and grammar	writes with frequent errors in in vocabulary and grammar	writes with frequent errors in writes with occasional or no vocabulary and grammar errors in vocabulary and grammar grammar	writes with occasional or no errors in vocabulary and grammar
completeness of information about animal	uses fewer than 2 adjectives to describe animal	uses 2 to 3 adjectives to describe animal	uses 4 adjectives to describe animal	uses 4 adjectives or more to describe animal adds other information about animal as well
ability to use model	writes using the model with extensive teacher help	writes using the model with frequent teacher help	writes using the model with occasional teacher help	writes using the model with little or no teacher help uses resources other than the teacher for support (i.e. dictionnary, own French notes
use of required grammar and vocabulary(adjectives, tre in present tense, animal vocabulary)	writes using few or none of the required language elements	writes using some of the required language elements	writes using most of the required language elements	writes using all or almost all of the required language elements
visual display of animal	depicts animal with little accuracy according to description	depicts animal with some accuracy according to description	depicts animal with most of the depicts animal with complete details needed according to description with complete accuracy (or almost all) description well-developed visual display	depicts animal with complete accuracy (or almost all) well-developed visual display
		Written using the Ontario Curric	Written using the Ontario Curriculum Unit Planner (July 6th, 1999) Printed on Jan 25, 2000 at 10:53:47 AM	rinted on Jan 25, 2000 at 10:53:47 AM

Expectation List

Page 1

Selected Assessed

Les animaux Toutes les créatures de Dieu An Integrated Unit for Grade 4

French a	s a Second LanguageOral Communication, Reading, and Writing		
☐ 4f7	 ask very simple questions, and ask for repetition to clarify understanding; 	1	
☐ 4f8	- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of	2	
☐ 4f9	- use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;	1	
☐ 4f10	- respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);	3	
☐ 4f12	- make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.	1	
4f14	read at least six simple passages or stories (e.g., greeting cards, song lyrics);		1
☐ 4f15	- read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select	3	
☐ 4f16	- use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.	1	
☐ 4f17	 copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures; 	2	
☐ 4f18	- write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);	1	
The Arts	Music		
☐ 4a12	- identify the form verse-chorus in familiar songs;	1	
The Arts	Visual Arts		
☐ 4a43	 produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking); 	1	

Expectation Summary Selected Assessed



Les animaux Toutes les créatures de Dieu An Integrated Unit for Grade 4

English L	anguage								
4e1	4e2	4e3	4e4	4e5	4e6	4e7	4e8	4e9	4e10
4e11	4e12	4e13	4e14	4e15	4e16	4e17	4e18	4e19	4e20
4e21	4e22	4e23	4e24	4e25	4e26	4e27	4e28	4e29	4e30
4e31	4e32	4e33	4e34	4e35	4e36	4e37	4e38	4e39	4e40
4e41	4e42	4e43	4e44	4e45	4e46	4e47	4e48	4e49	4e50
4e51	4e52	4e53	4e54	4e55	4e56	4e57	4e58	4e59	4e60
4e61	4e62	4e63	4e64	4e65	4e66	4e67	4e68	4e69	4e70
	s a Second I		•						
4f1	4f2	4f3	4f4	4f5	4f6	4f7 1	4f8 2	4f9 1	4f10 3
4f11	4f12 1	4f13	4f14 1	4f15 3	4f16 1	4f17 2	4f18 1	4f19	4f20
Mathema						***************************************			
4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20 4m30
4m21	4m22	4m23	4m24	4m25	4m26 4m36	4m27 4m37	4m28 4m38	4m29 4m39	4m40
4m31	4m32	4m33	4m34	4m35 4m45	4m46	4m47	4m48	4m49	4m50
4m41 4m51	4m42 4m52	4m43	4m44 4m54	4m55	4m56	4m57	4m58	4m59	4m60
4m61	4m62	4m53	4m64	4m65	4m66	4m67	4m68	4m69	4m70
4m71	4m72	4m63 4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80
4m81	4m82	4m83	4m84	4m85	4m86	4m87	4m88	4m89	4m90
4m91	4m92	4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100
4m101	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110
4m111	4m112	4m113	4m114	4m115	4m116	4m117	4m118	4m119	
	and Technol								
4s1	4s2	4s3	4s4	4s5	4s6	4s7	4s8	4s 9	4s10
4s11	4s12	4s13	4s14	4s15	4s16	4s17	4s18	4s19	4s20
4s21	4s22	4s23	4s24	4s25	4s26	4s27	4s28	4s29	4s30
`s31	4s32	4s33	4s34	4s35	4s36	4s37	4s38	4s39	4s40
-s41	4s42	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70
4s71	4s72	4s73	4s74	4s75	4s76	4s77	4s78	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120
4s121 Social Stu	4s122	4s123							
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4z11	4z12	4z3 4z13	4z4 4z14	4z15	4z16	4z17	4z18	4z19	4z20
4z21	4z22	4z23	4z24	4z25	4z26	4z27	4z28	4z29	4z30
4z31	4z32	4z33	4z34	4z35	4z36	4z37	4z38	4z39	4z40
4z41	4z42	4z43	4z44	4z45	4z46	4z47	4z48	4z49	4z50
4z51	4z52	4z53	4z54	4z55	4z56	4z57	4z58	4z59	4z60
4z61	4z62	,							
Health &	Physical Ed	ucation							
4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				
The Arts					XX.40-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1				
4a1	4a2	4a3	4a4	4a5	4a6	4a7	4a8	4a9	4a10
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4a21	4a22	4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40
4a41	4a42	4a43 1	4a44	4a45	4a46	4a47	4a48	4a49	4a50
4a51	4a52	4a53	4a54	4a55	4a56	4a57	4a58	4a59	4a60
4a61	4a62	4a63	4a64	4a65	4a66	4a67	4a68	4a69	4a70

Unit Analysis Page 1



Les animaux Toutes les créatures de Dieu An Integrated Unit for Grade 4

Analysis Of Unit Components

- 6 Subtasks
- 18 Expectations
- 21 Resources
- 43 Strategies & Groupings
- -- Unique Expectations --

Resource Types

- 1 Rubrics
- 10 Blackline Masters
- 0 Licensed Software
- 3 Print Resources
- 2 Media Resources
- 3 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 2 Other Resources
- 0 Parent / Community
- 0 Guide Bookmarks

Groupings

- 4 Students Working As A Whole Class
- 1 Students Working In Pairs
- 3 Students Working In Small Groups
- 2 Students Working Individually

Teaching / Learning Strategies

- 1 Advance Organizer
- 1 Brainstorming
- 1 Cloze
- 2 Collaborative/cooperative Learning
- 1 Learning Centres
- 1 Read Aloud
- 2 Rehearsal / Repetition / Practice
- 1 Word Sort (Sorting And Predicting)

Assessment Recording Devices

- 6 Anecdotal Record
- 2 Checklist
- 1 Rubric

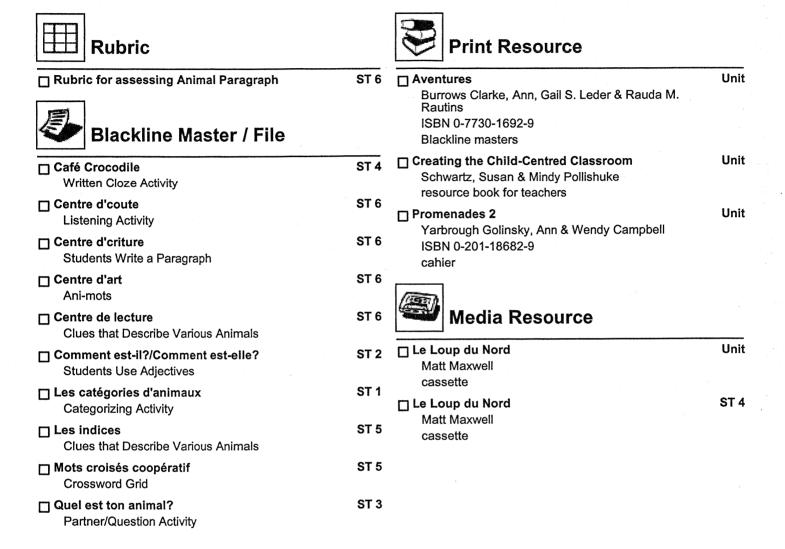
Assessment Strategies

- 1 Classroom Presentation
- 4 Observation
- 1 Performance Task
- 3 Questions And Answers (oral)
- 4 Select Response
- 1 Self Assessment

Les animaux



Toutes les créatures de Dieu An Integrated Unit for Grade 4



Resource List Page 2

Les animaux

Toutes les créatures de Dieu An Integrated Unit for Grade 4





Website

□ AAA Free ClipArt

http://www.aaaclipart.com/animals/index.html
animal clip art source
□ Clip-Artcom

http://www.clipart.com/
animal clip art source
□ Virtual Safari

Unit

http://www.period.com/safari animal clip art



Other

☐ flphant Unit

Student drawing

Sample of "Ani-mots" Art Center Activity-done by Sarah Splinter(Grade 4, O.L.M.C.)

☐ Singe Unit

Student Drawing

Sample of "Ani-mots" Art Centre Activity- done by a student, Tyler Wallace (Grade 3, O.L.M.C.)

Les Catégories d'Animaux

	D CO XIIIO UU OO OO OO
Les Animaux à la Ferme	Les Animaux dans la Mer
	· · · · · · · · · · · · · · · · · · ·

Nom:				
	Comment	est-il?/Comment	est-elle?	
Complète	les phrases.			
1.) C'est	un chien.	est		•
2.)	C'est un singe	est		
3.) C'est	t une girafe	est		•
4.) C'est	un éléphant	est		·
5.) C'est	t une souris	est		·



6)	C'est	บบ	est		
υ.,	Cosi	uII	OD C	<u> </u>	

7.)	C'est un	serpent.	est		
, . ,	C OSt un	SOI DOILL.		0	





8.) C'est un crocodile. ____ est ____



- 9.) C'est un cochon. _____ est _____
- 10.) C'est un chien. ____ est ____



	Nom:
	Mon ami(e)
	Quel Est Ton Animal?
1.)	Qu'est ce que c'est?
Marketon Graduna (Marketon San	
2.)	De quelle couleur est-il?/ De quelle couleur est-elle?
3.)	Est-ce qu'il est grand?/ Est-ce qu'elle est grande?
4.)	Est-ce qu'il est content?/ Est-ce qu'elle est contente?
5.)	Il/Elle s'appelle

N	on				
		m	:		
			٠	**************************************	



Le Café Crocodile



Refrain:
Où sont tous les? Dis-moi, où sont-ils?
Où sont tous les?
Ils sont au café
1. Léo le et
Il porte des chaussures de sport Au café, café Crocodile
2. Voilà Pierre, le
Il a un gâteau pour son anniversaire
Au café, café Crocodile
Refrain

3. Voilà Henri, 1'

Il danse le boogie avec sa femme

Au café, café Crocodile



eanse

4. Zack, le	, il est	et
Il parle à un	intéressar	nt 🧖
Au café, café Crocodile		yw

5. Ils savent tous où aller

Pour danser et s'amuser

Refrain

lion noir
blanc zèbre
Crocodile grand
fort serpent
hamster animaux
animaux hippopotame

Nom:		HIN GENERAL STREET CONTROL STREET STREET STREET STREET STREET		· · · · · · · · · · · · · · · · · · ·		
Réponds	aux ques	tions.			e de la companya de La companya de la co	
1. Est-ce	que le lion	est petit?				
2. "Zack	", le zèbre	.Comment	est-il?			
		er i de la companya d				
	***************************************			n namen kana kana kana kana kana kana kana ka		
3. Le n	ıom du caf	é est				
4. Henr	ci est un _				· .	· .
	re est un					•
6. Est-ce	qu'il y a de	s personnes	au Café C	Crocodile? (Dui ou Nor	1?
		~ <i>a</i>			1à	
				ear	712	

eane

Teacher's Copy

Le Café Crocodile

Refrain:

Où sont tous les animaux? Dis-moi, où sont-ils?

Où sont tous les animaux? Ils sont au café Crocodile.

1. Léo le lion, il est grand et fort

Il porte des chaussures de sport

Au café, café Crocodile

2. Voilà Pierre, le hamster

Il a un gâteau pour son anniversaire

Au café, café Crocodile

Refrain

3. Voilà Henri, l'hippopotame.

Il danse le boogie avec sa femme

Au café, café Crocodile

4. Zack, le zèbre, il est noir et blanc

Il parle à un serpent intéressant

Au café, café Crocodile

5. Ils savent tous où aller

Pour danser et s'amuser

Refrain

Group_____

Mots Croisés Collaboratii



			1		. 2				
	2								
3									
Barrener.	*	 	4			÷			
5						٥	,		
- Berkenber			6						
	7							-	

Les animaux sont 👱



	Mots Croisés Collaboratif			
1.				
a)	Elle est petite.			
b)	Elle est longue.			
c) d)	Il est intelligent. Il habite dans la jungle, la foret, ou la mer.			
	Il est grand.			
f)	En général, elle est petite.			
g)	Il est grand.			
· ·			Couper	ici
2.	71 (1.1)			
a)	Il y a 6 lettres dans son nom.			
b)	Elle mange des petits poissons. Il est court.			
c) d)	Il rime avec "éléphant".			
e)	Il est fort.			
f)	Elle a 5 lettres dans son nom.			
g)	Il est noir ou brun.			
C,		S .	Couper	ici
3.				
a)	Elle est grise ou blanche.			
b)	Elle est bleue.			
c) d)	Il est rose. Il est long.			
e)	Il est gris.			
f)	Elle habite dans la jungle.			
	Il habite dans la foret.			
0)			Couper	ici
4.				
a)	Elle rime avec "Henri".			
b)	Elle habite dans la mer.			
c)	Il habite à la ferme.			
d) e)	Il commence par "s". Il habite dans la jungle d'Afrique.			
f)	Elle mange des bananes.			
g)	Il commence par "o".			
6)	ii commence par o :			

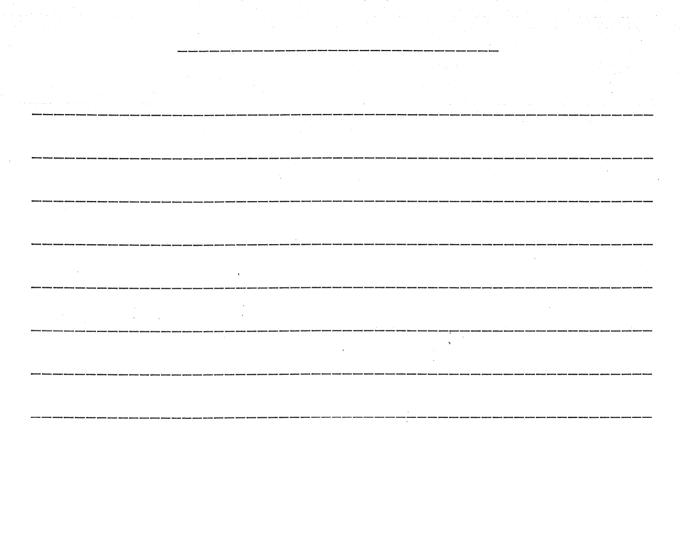
Centre d'Écrèture

Écrivez un paragraphe de votre animal domestique- vrai ou imaginaire. Choisissez un animal de la jungle, de la mer, ou de la ferme. De quelle couleur est-il/elle? Comment est-il/elle? Comment s'appelle votre animal? Dessinez l'animal. Présentez l'animal à la classe. Regardez le modèle:

Mon animal domestique

C'est une tortue. Elle s'appelle Spotty. Elle est verte et brune. Elle est petite et courte. Spotty aime les insectes. Elle mange les insectes. Elle est intelligente. Spotty habite dans un bol à ma maison. J'aime Spotty.

Un Brouillon		pai.	Madame	
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Nom:		4. 1.	



Centre de Lecture

Lisez les indices et devinez l'animal. Les lettres dans les carrés font un mot mystère et une phrase.

1. Il est petit.	
Il est un animal domestique.	
Il habite dans une cage.	
Il commence par "c".	
C'est un	
2. Elle est très grande.	
Elle est orange et brune.	
Elle habite dans la jungle d'Afrique ou au zoo.	
Elle mange des feuilles des arbres.	
C'est une	
3. Il est grand.	
Il est blanc.	
Il mange des poissons.	
Il nage dans la mer.	
	
C'est un	





4.En général, elle est grande. Elle commence par "v". Elle habite à la ferme. Elle est brune, noire, grise ou blanche.	
C'est une	
5. Il est brun ou gris.Il saute.Il est fort.Il habite en Australie.	
C'est un]
Le mot mystère:	_ pour toi!

NT		
Nom:	-	

Centre d'Écoute

Écoute les phrases. Encercle "vrai" ou "faux".





vrai faux

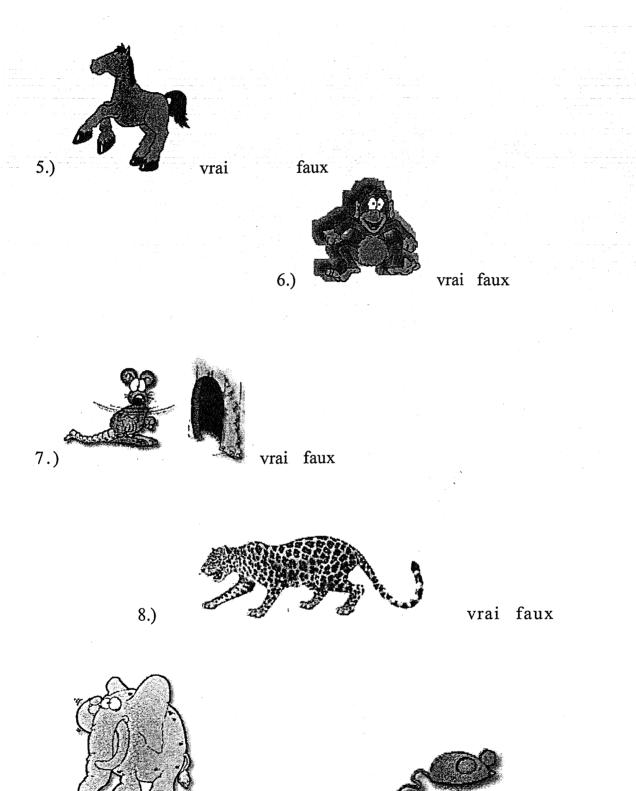


vrai faux



vrai faux

3.)



9.) vrai faux 10.) vrai faux

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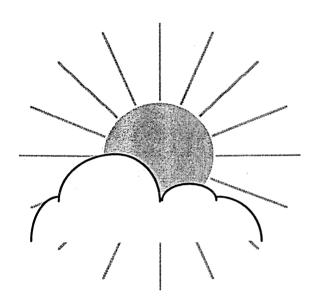
Centre d'Art

"Ani-mots"

Choisissez un animal et illustrez le nom.

Quel temps fait-il?

La météorologie



Including:

Que sais-je de la température?

La température

Le journal

Je porte...

Bonjour du Grand Nord!

Un "Quest"ionnaire

Un graphique de météo

Que portes-tu? - Que fais-tu?

Une semaine de météorologie

La météorologie d'aujourd'hui!

A Unit for Grade 4 Written by:

Sherry L. Houle

Length of Unit: approximately: 13 hours

January 2000

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The instruction of French as a Second Language encompasses various aspects of learning. Primarily, it includes Catholic values, attitudes and actions. It also focuses on language and personal growth. The unit, "Quel temps fait-il?" addresses many of the Ontario Catholic School Graduate Expectations.

1. An Effective Communicator

This expectation is addressed in Subtask 3. The students must effectively listen and communicate in order to become successful in their journal writing.

2. A Reflective and Creative Thinker

Students must be creative thinkers in order to ask questions properly and complete Subtask 6. They must also have a holistic approach and attitude toward the activity in Subtask 7, because it integrates more than one subject.

3. A Self-Directed, Responsible, Life Long Learner

In Subtask 9, students must work co-operatively, all week, in order to complete the various assigned group activities.

4. A Collaborative Contributor

All students must collaborate on the final project in Subtask 10. They must practice Christian values and attitudes in achieving their personal goals and their group's goals.

5. A Responsible Citizen

Throughout the unit, each student achieves several of the expectations from the Catholic Graduate Expectations, namely a responsible citizen. All subtasks focus on respecting and understanding the cultural diversity of our country and our community. Also, each subtask deals with the respect of the environment, the weather and its effects.

About the units in this version of the Electronic Curriculum Unit Planner

Like the other units in the planner, this unit is a sample of what some teachers have created, using the new Ontario Curriculum and achievement levels. Many of the units were developed by teachers involved in earlier field-testing of the electronic curriculum unit planner. These units have been reviewed by the Ontario Curriculum Clearinghouse and many of their suggestions for revisions have been included in the unit, usually under "Notes" or "Reflections."

The units may be used in several ways:

- to gain a sense of the kind of information that might be included under each heading;
- · to use as a base for discussion with other teachers about what constitutes good curriculum
- to revise, adapt, use pieces of a subtask (e.g. rubrics, student sheets), one or more subtasks or an entire unit with your students

A Unit for Grade 4 Written by:

Sherry L. Houle

St-Mary's Catholic School (613)392-3538 Algonquin and Lakeshore District Catholic School Board houlies@usa.net

This unit was written using the Curriculum Unit Planner, developed for use in the province of Ontario by the Ministry of Education and Training. The planner provides electronic access to all provincial Curriculum Expectations, an electronic Teacher's Guide comprised of fourteen databases (including teaching/learning and assessment strategies, Special Education guide, glossary, annotated bibliography) and a database of provincially licensed software for use in schools. The Curriculum Unit Planner offers educators a choice of three writing environments (Outliner, Lite, Open) Units written using the planner can be shared and then edited electronically. This unit was printed from Version 2.0b6 (July 6th, 1999), using the "Open" writing environment.



Task Context

French second language tasks should involve real life learning. Students will acquire language skills more readily if the learning can be attached to everyday life. These integrated learning units can encompass various expectations from other subject areas.

Quel temps fait-il? enhances language learning because it is directly related to the student's everyday life. The weather is a topic that is discussed at home, at school and in the community on a daily basis.

Task Summary

Quel temps fait-il? will provide students with opportunities to communicate basic language structures concerning temperature, seasons, time and weather conditions. Students will become familiarized with the unit vocabulary, read from various passages of different lengths and write, using a model, simple texts. They will communicate information orally and in writing to adolescents about advice concerning severe and extreme weather conditions.

Culminating Task Assessment

Students will begin writing in a journal on a daily basis. This writing will be followed by a model and enhanced as the unit progresses. The students will begin the lesson by completing the <u>Centre de météorologie</u> bulletin board. Then they will use that information and a model given by the teacher to write a daily journal entry. The final assessment will be a production of an information/advice poster about the weather.

Links to Prior Knowledge

An activity sheet will determine what the students' prior knowledge about the weather is. The activity will touch on days of the week, months of the year, seasons, temperature.

Notes to Teacher

This unit encourages the use of daily journal writing. Students can begin with a simple model to follow from, such as *Aujourd'hui c'est...,II fait soleil. II fait chaud.* You can continue by having them describe the wind, the sky, the chance of precipitation,etc...

To begin each lesson, and help with your journal writing, your classroom should have a bulletin board or some wall space dedicated to your unit. You could title it Centre de météorologie, Quel temps fait-il? or La température. This space will contain daily information about the weather.



1 Que sais-je de la température?

The students will review their prior knowledge about the weather. They will write the days of the week and the months of the year. They will identify seasons by word picture association and copy temperatures related to those seasons. The students will identify various times from pictures of clocks.

2 La température

The students will learn, practise and use various vocabulary words related to the theme of weather. The first section will introduce and reinforce general vocabulary about weather, such as seasons, temperature, etc... As the unit progresses the teacher will introduce more specific unit vocabulary. The students will use and reinforce this vocabulary on a daily basis in their journal writing as well as in their various activities.

3 Le journal

Students will begin writing in a journal on a daily basis. This writing will be followed by a model and enhanced as the unit progresses. The students will begin the lesson by completing the Centre de météorologie bulletin board. Then they will use that information and a model given by the teacher to write a daily journal entry. The final assessment will be a production of an information/advice poster about the weather.

4 Je porte...

This activity allows the students to reinforce vocabulary about the seasons, as well as learning to properly discuss appropriate clothing for various weather conditions.

5 Bonjour du Grand Nord!

This is a reading activity to help reinforce unit vocabulary and reading comprehension.

6 Un "Quest"ionnaire

This activity will allow the students to question their classmates about articles of clothing that they wear at certain times of the year.

7 Un graphique de météo

The students will use the information from their daily journal writing to prepare, analyze and interpret a graph of the weather.

8 Que portes-tu? - Que fais-tu?

This activity is a general lesson which teaches the students direct knowledge and advice concerning weather.

9 Une semaine de météorologie

These lessons will focus on reviewing terms and structures learned throughout the unit. It is important that the students are comfortable with their vocabulary and sentence structure in order to produce the final project properly.

10 La météorologie d'aujourd'hui!

The students will produce an information poster about the weather to be displayed in the classroom and in the school.

Que sais-je de la température?

Quel temps fait-il?
La météorologie A Unit for Grade 4

Subtask 1

40 mins



Description

The students will review their prior knowledge about the weather. They will write the days of the week and the months of the year. They will identify seasons by word picture association and copy temperatures related to those seasons. The students will identify various times from pictures of clocks.

Expectations

4f7 A — ask very simple questions, and ask for repetition to clarify understanding;

4f15 A — read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

4f17 A — copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

Teaching / Learning

- 1. Review orally, in song or game format, the days of the week and the months of the year.
- 2. Provide a copy of the blackline master *Que sais-je de la température?*.
- 3. Students must write out the days of the week and the months of the year in the space provided. They must associate the season with the correct picture and copy the correct temperature under that picture.
- 4. Discuss the correct answers with the class. They must correct their own copy.

Groupings

Students Working Individually Students Working As A Whole Class

Teaching / Learning Strategies

Discussion
Oral Explanation

Assessment

Teacher observation of prior knowledge of weather terminology.

Assessment Strategies

Quizzes, Tests, Examinations

Assessment Recording Devices

Anecdotal Record

Adaptations

Resources



Que sais-je de la température?

Que sais-je de la température?

Quel temps fait-il?
La météorologie A Unit for Grade 4

Subtask 1 40 mins



Notes to Teacher

Description

The students will learn, practise and use various vocabulary words related to the theme of weather. The first section will introduce and reinforce general vocabulary about weather, such as seasons, temperature, etc... As the unit progresses the teacher will introduce more specific unit vocabulary. The students will use and reinforce this vocabulary on a daily basis in their journal writing as well as in their various activities.

Expectations

4f5

• identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

4f8 A

- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);

4f17 A

 copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

Teaching / Learning

1. Presentation of new unit vocabulary. Teachers can copy, for their own file, the Blackline master titled Vocabulaire. This is an exhaustive list of the entire unit vocabulary words. It is the teacher's decision how to present the unit vocabulary. The list begins with words that are usually prior knowledge for the students and continues with more unit specific words. These words may be presented in dictée form by giving a certain number each week and testing the students on their spelling. It is suggested to present only the words that will be touched upon for that particular week. When presenting the words to the students, each student will copy the word and sketch a picture of the meaning of the word for study at home and future reference.

2. Word Wall:

This is an activity that allows the student to reinforce new unit vocabulary on a daily basis. The teacher should display new unit words on wall space in the classroom. These words remain posted so the student can view and use them correctly in various unit activities. Once the bulletin board is set up, the teacher can copy Blackline masters Centre de météorologie 1 (a,b,c,d), 2 (a,b,c), 3 (a), 4 (a,b,c,d,e), and 5(a,b) and have these up on the wall for students to see.

3. Word Sort(Sorting and Predicting): Provide a copy of the blackline master <u>Association</u>. This

Groupings

Students Working Individually

Teaching / Learning Strategies

Word Wall Word Sort (Sorting And Predicting) Sketching To Learn Memorizing

Assessment

Teacher assessment of word sort for understanding and correct use of vocabulary

Teacher assessment of dictées or quizzes for correct spelling of vocabulary

Assessment Strategies

Quizzes, Tests, Examinations Questions And Answers (oral)

Assessment Recording Devices

Anecdotal Record

Adaptations

La température 40 mins

activity can be given at the beginning of the unit. The student must use the vocabulary given and sort it under the correct headings.

Resources



Centre de météorologie 1(a,b,c,d)



Centre de météorologie 2 (a,b,c)



Centre de météorologie 3 (a)



Centre de météorologie 4 (a,b,c,d,e)



Centre de météorologie 5 (a,b)

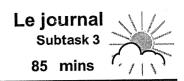


Vocabulaire



Association

Notes to Teacher



Description

Students will begin writing in a journal on a daily basis. This writing will be followed by a model and enhanced as the unit progresses. The students will begin the lesson by completing the Centre de météorologie bulletin board. Then they will use that information and a model given by the teacher to write a daily journal entry. The final assessment will be a production of an information/advice poster about the weather.

Expectations

4f17 A — copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

4f19 A - write responses to very simple questions;

4f20 – use and spell the vocabulary appropriate for this grade level.

Teaching / Learning

- 1. Provide each student with a notebook entitled "Le iournal".
- 2. Students will copy from the teacher, the information on the board. This can be done on the front cover of the notebook.

Température

Il fait froid.

Il fait frais.

Il fait chaud.

Il pleut.

Il neige.

Il vente.

II fait soleil.

C'est nuageux.

Aujourd'hui c'est

Les jours de la semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Les mois de l'année: janvier février mars avril mai juin juillet août septembre octobre novembre décembre

This information allows the student to correctly spell and use unit vocabulary independently. As the unit progresses, the teacher may wish to add information about the wind, the sky, the chance of precipitation and various types of advice about weather conditions.

Groupings

Students Working As A Whole Class Students Working Individually

Teaching / Learning Strategies

Note-making Journal Writing

Assessment

Teacher assessment of correct spelling of unit vocabulary.

Teacher assessment of writing and grammar skills.

Self assessment of completeness and neatness.

Assessment Strategies

Performance Task

Assessment Recording Devices

Rating Scale

Adaptations

- 3. Journal writing at this level can include the date, the temperature, the type of wind, the chance of precipitation and also a daily question to reinforce sentence structures. Daily questions are excellent opportunities to have students write independently. The teacher can write on the board "Comment s'appelle ton école?". In the beginning the students may need a model answer, however they will become familiar with the type of question and how to answer it.
- 4. In order for students to become familiar with their new vocabulary, the teacher should incorporate some of the following activities.
- a) Cherchez les mots

This activity allows students to view and spell unit vocabulary. They also begin limited oral questions about the words they need to find.

b) Le temps

These worksheets require students to look at various weather pictures and copy down a sentence for each one. They reinforce words of prior knowledge and unit vocabulary. (See Resources)

Resources



100 Reproducible Activities - French (Middle/High School)

Le journal (Sample)

de Gregory, Danielle

Notes to Teacher

This unit encourages daily journal writing. The teacher must begin each lesson with a journal entry. Always reserve at least 5 to 10 minutes for students to complete their writing. The more often they write, the more independent they become.

Description

This activity allows the students to reinforce vocabulary about the seasons, as well as learning to properly discuss appropriate clothing for various weather conditions.

Expectations

• talk about familiar topics, using very simple phrases and sentences;

4f9 A — use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;

4f19 A - write responses to very simple questions;

Teaching / Learning

Subtask 4.0

This daily activity can begin with brainstorming words and ideas about clothing and seasons. The teacher can engage the students by beginning with the game "Papa semaine!". The teacher selects seven students to go to the front of the class. The first student is dimanche and when or if the student is comfortable he/she can describe what they are wearing. Each student afterward continues with the days of the week and their description. Continue this activity with the four different seasons. The teacher may wish to write, on chart paper, any or all articles of clothing mentioned by the students for future reference with Subtask 4.3.

Subtask 4.1

1. Ask the students to group in pairs. Provide each group with the Blackline Master Qu'est-ce que je porte?. Have each group brainstorm ideas and words related to clothing, the seasons and weather in general. This activity can take up to 25 minutes. Tell each group that at the end of the allotted time, they should be prepared to present their information to the class.

Subtask 4.2

2. Each group should quickly share any information about clothing, seasons and weather that they came up with. The teacher may stimulate the sharing by asking specific questions to a more withdrawn group.

Subtask 4.3

3. Provide each student with a copy of the Blackline Master "Je porte...". Explain that this worksheet has four sections for each season. They must complete each section with a list of clothing articles appropriate for that season. For

Groupings

Students Working As A Whole Class Students Working In Pairs

Teaching / Learning Strategies

Brainstorming
Discussion
Think / Pair / Share
Word Cycle

Assessment

Teacher observation of group work.
Teacher assessment of class
presentation.
Teacher assessment of correct use

Teacher assessment of correct use of unit vocabulary.

Assessment Strategies

Observation Classroom Presentation

Assessment Recording Devices Checklist

Adaptations



example. En hiver they can list une tuque, un manteau, des bottes,etc...

Resources



Qu'est-ce que je porte?



"Je porte..."



Oral Presentation Checklist

Teacher Ressource

Notes to Teacher

The time allotment for this activity is very subjective to a group's participation in the brainstorming activity and the actual written assignment.

Boniour du Grand Nord!

Quel temps fait-il?

La météorologie A Unit for Grade 4

Subtask 5

60 mins



Description

This is a reading activity to help reinforce unit vocabulary and reading comprehension.

Expectations

4f14 A - read at least six simple passages or stories (e.g., greeting cards, song lyrics);

- read and respond briefly to written materials 4f15 A (e.g., answer short questions, fill in missing words, draw a picture, select answers);

Teaching / Learning

Subtask 5.0

Provide each student with a copy of the picture story from Blackline Master Bonjour du Grand Nord!. The teacher must read through the story a couple times with the students. Then the teacher may ask a few simple comprehension questions that will be answered orally as a questions regarding Students pose group. may pronunciation.

Subtask 5.1

The teacher will group students together, groups of 2-4 work best. Perhaps this is a good time to combine strong readers with those who have difficulties. Each student will take a turn reading a sentence or paragraph from the story. They could also do a little role playing.

Subtask 5.2

The teacher will go over the essential meaning of the story, orally, with the entire class. Each student will receive a copy of the Blackline Master entitled Bonjour du Grand Nord! - Questions de compréhension. The students must complete the worksheet by answering the questions with a complete sentence. The questions are in chronological order with the story. The teacher may wish to briefly review the questions.

Groupings

Students Working As A Whole Class Students Working In Small Groups Students Working Individually

Teaching / Learning Strategies

Guided Reading Peer Practice Reading Response

Assessment

Teacher assessment of listening skills during guided reading. Teacher assessment of participation and

correct pronunciation during peer reading. Teacher summative assessment of written work, spelling and grammar conventions, on given assignment.

Assessment Strategies

Performance Task Select Response

Assessment Recording Devices

Rating Scale

Adaptations

Resources

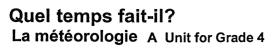


Bonjour du Grand Nord!

Bonjour du Grand Nord!

Subtask 5

60 mins





Bonjour du Grand Nord! - Questions de compréhension

Notes to Teacher

Description

This activity will allow the students to question their classmates about articles of clothing that they wear at certain times of the year.

Expectations

4f10 A — respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);

4f20 A – use and spell the vocabulary appropriate for this grade level.

4f7 – ask very simple questions, and ask for repetition to clarify understanding;

Teaching / Learning

- 1. Ask students to form groups of four. Assign a letter from A to D to each group member. Have student A interview student C and complete Partie A on Blackline Master <u>Un "Quest"ionnaire</u>. Then procede with student C interviewing student A. Once this is complete, the students can continue interviewing the other members of their group.
- 2. As a class you can complete Partie B of <u>Un</u> "Quest"ionnaire. On chart paper, tally the results of each category. The students must write the number in the appropriate blank.
- 3. The teacher then conducts a post activity of this subtask. The students can prepare a graph explaining the results of the interviews. This activity is a great warm-up for the graphing of the weather in their journal.

Groupings

Students Working In Small Groups

Teaching / Learning Strategies Interview

Assessment

Teacher assessment of oral interview. Teacher assessment of pronunciation and intonation.

Self assessment of completed work and participation of oral activity.

Assessment Strategies

Interview
Questions And Answers (oral)
Self Assessment

Assessment Recording Devices
Rubric

Adaptations

Resources

Ш

Un "Quest"ionnaire - Évaluation de l'oral



Un "Quest"ionnaire

Notes to Teacher

Un graphique de météo

Quel temps fait-il? La météorologie A Unit for Grade 4

Subtask 7



Description

The students will use the information from their daily journal writing to prepare, analyze and interpret a graph of the weather.

Expectations

4f1 A • talk about familiar topics, using very simple phrases and sentences:

4f13 A — read aloud familiar material, using correct

pronunciation and intonation;

4f19 — write responses to very simple questions;

Teaching / Learning

- 1. As a pre activity, the teacher could review and interpret the graph prepared by the students in Subtask 6. This is a great time to explain all of the parts and details of a tally graph, (les axes, les variables, l'information, le titre, etc...).
- 2. Explain to the students that they will be graphing the weather from their journal for the past certain number of days, weeks or months. To begin, provide them with a lined sheet of paper. Have a replica on chart paper to go through an example with them. The students must either write the temperature or they can draw symbols to represent the weather. They should have these symbols explained in a legend at the top of the paper below the title of their tally graph. They must then draw 2 axes, one vertical and one horizontal. The vertical axis can represent the weather in writing or symbols and the horizontal should represent the days, weeks or months. The teacher can do an example of a tally graph with the color of hair of the students in the class.
- 3. The teacher can write several simple questions about the information on the graph. The students must copy these questions and answer them on the sheet. The students must complete their activity. The teacher can assess this activity individually or as a class. Afterwards, the teacher could use the information on the graphs to discuss patterns in weather etc...

Groupings

Students Working Individually Students Working As A Whole Class

Teaching / Learning Strategies

Graphing Discussion

Assessment

Teacher assessment of participation in class dicussion of example graph.

Teacher summative assessment of weather journal graph using rubric.

Assessment Strategies

Exhibition/demonstration Performance Task

Assessment Recording Devices
Rubric

Adaptations

Un graphique de météo

Subtask 7

Quel temps fait-il?
La météorologie A Unit for Grade 4

Res	ou	rces	,		
ПП	Eva	luation	du	graphiqu	ϵ

Notes to Teacher

Subtask 8
40 mins



Description

This activity is a general lesson which teaches the students direct knowledge and advice concerning weather.

Expectations

• talk about familiar topics, using very simple phrases and sentences;

4f7 A — ask very simple questions, and ask for repetition to clarify understanding:

- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);

Teaching / Learning

- 1. The teacher will provide each student with a copy of the Blackline Master <u>Les symboles de la température</u>. Have the students read the sentences on the worksheet. Explain that they will have to create and draw a weather symbol for each sentence or phrase.
- 2. Discuss with the class any other weather situations that can arise from time to time. Give them a name and decide on a symbol as a group. For example, une tornade, une tempête de neige, etc... Have the students brainstorm, in small groups, advice or suggestions they would give people about the weather. The teacher can record this information on chart paper or on the blackboard.
- 3. Discuss with the students that this information is very important for the completion of their final project. Review with the students the seasons, the weather, clothing and any advice recorded. The teacher can copy onto chart paper a similar organization of ideas as on Blackline Master La météorologie Que portes-tu? Que fais-tu?. This will help students jog their memory of previous information learned and also get their minds in focus for their final project.

Groupings

Students Working As A Whole Class Students Working In Small Groups

Teaching / Learning Strategies

Brainstorming Conferencing Classifying

Assessment

Teacher assessment of worksheet <u>Les</u> symboles de la température.

Teacher assessment of participation in all oral activities.

Self assessment of participation and completion of tasks.

Assessment Strategies

Questions And Answers (oral) Self Assessment

Assessment Recording Devices

Anecdotal Record Rating Scale

Adaptations

Resources

Que portes-tu? - Que fais-tu?

Subtask 8 40 mins

Quel temps fait-il? La météorologie A Unit for Grade 4



Les symboles de la température



La météorologie - Que fais-tu?



The Weather Network



A local meteorologist

Notes to Teacher

This activity is one that enables the students to practice oral communication using any or all vocabulary and sentence structures learned. The teacher may wish to encourage the students to use all resources available to them to participate orally. Posing questions and asking for input is an ideal way to get students talking.

Subtask 9 200 mins



Description

These lessons will focus on reviewing terms and structures learned throughout the unit. It is important that the students are comfortable with their vocabulary and sentence structure in order to produce the final project properly.

Expectations

4f5 A	 identify and use the vocabulary and the
	grammar and language conventions appropriate
	for this grade level.

4f16 – use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.

4f17 — copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

4f15 A — read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

4f11 A — give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);

Teaching / Learning

Subtask 9.0

This Subtask will include 4 learning centers that take approximately 40 minutes each to complete. The teacher may wish to vary the length or number of centers for the students. For example, the centers could begin on a Monday and be completed by Friday. The last day being a catch up day or a period dedicated to the oral presentations. The teacher must explain each center individually to the class. Then the students are grouped to complete one center per day.

Subtask 9.1 (Individual Task)

This learning center is titled <u>J'écris</u>. It is an activity that allows the students to create their own story about the weather. The teacher will provide a copy of the unit story <u>Bonjour du Grand Nord!</u> for each student in the center. There also should be dictionaries and unit vocabulary lists available for students' perusal. The unit story will act as a model for students' individual writing. They may keep the main idea of the story however some changes must occur, such as the title, the region, the weather, the clothing, etc... Each student must complete the Blackline Master <u>J'écris</u> at the end of the allotted time or as a homework assignment.

Groupings

Students Working In Small Groups Students Working Individually

Teaching / Learning Strategies Learning Centres

Assessment

Teacher assessment of oral presentation following rubric entitled <u>Oral Presentation</u> - Center.

Teacher assessment of writing task using rubric entitled Writing Assignment - Center.

Teacher assessment of worksheets using appropriate Rating Scale.
Self assessment (using time wisely, completed work, participation in group activities, independent task completion).

Assessment Strategies

Classroom Presentation Performance Task Essay

Assessment Recording Devices

Rubric Rating Scale

Adaptations

Une semaine de météorologie

Quel temps fait-il? La météorologie A Unit for Grade 4

Subtask 9
200 mins

Subtask 9.2 (Small Group Task)

This learning center is called <u>Je parle de la température.</u> It is an oral presentation that a group of students must complete at the end of the period or at the end of the week, whichever is stated by the teacher. Their presentation should be no longer than approximately 1-2 minute(s) in length. The criteria for assessment should be shared with the students at the beginning of the week and perhaps posted in the classroom for student viewing. The presentation should include, the date, the temperature, the wind, questions regarding appropriate clothing, advice about the particular weather conditions for the day, etc... Tell the students to be as creative as possible. They may want to act it out or present it as a news weather bulletin.

Subtask 9.3 (Individual Task)

This learning center is *Je lis la température*. It is a reading comprehension activity. The students are given the Blackline Masters <u>Je lis et Je lis - Questions de compréhension</u>. They must complete the readings and answer all questions with complete sentences. They are encouraged to use the dictionary, their duotang, their journal and unit vocabulary lists to help them answer properly. This activity should be handed in to the teacher at the end of the period or completed for homework.

Subtask 9.4 (Individual or Small Group Task)

The last center is called *Révision*. The students can choose from two worksheets (Blackline Master <u>Révision 1</u>, <u>Révision 2</u>) to help them review all pertinent information ned throughout the unit. These activities enable the lents to complete their poster. The teacher may request all three worksheets be finished or allow students to k at their own pace. However, at least one activity must given to the teacher for assessment.

esources

Oral Presentation - Learning Center
Writing Assignment - Learning Center

Une semaine de météorologie

Quel temps fait-il? La météorologie A Unit for Grade 4

Subtask 9
200 mins



J'écris



Je lis



Révision 1



Révision 2



Je lis - Questions de compréhension

Notes to Teacher

This Subtask can be a great learning experience for the students. In order for this to be successful, the teacher must be very organized for the week and have all of the leg done before explaining the tasks to the learners. All centers should be labelled and designated an area in the classroom away from one another. All information and worksheets must be present at every center. A list of the student groups as well as what center they complete on which day is very helpful. This information should be posted in the classroom. Have fun!!!

La météorologie d'aujourd'hui!

Quel temps fait-il? La météorologie A Unit for Grade 4

Subtask 10



Description

The students will produce an information poster about the weather to be displayed in the classroom and in the school.

Expectations

• talk about familiar topics, using very simple phrases and sentences;

• identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

4f17 — copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

4f18 A — write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);

Teaching / Learning

This Subtask will take approximately 3-40 minute periods to complete.

- 1. The teacher will group students in groups of approximately 3-4 students. The teacher will share the rubric titled <u>La météorologie d'aujourd'huil</u> with the class. This information should be written on chart paper and posted in the classroom. Each group will receive a copy of the Blackline Master <u>Mon plan</u>. The students, brainstorm as a group, ideas they want to have on their poster. At the end of this period, the group should have come to a decision about the information they will have displayed and the way it will be displayed on their poster.
- 2. The next two periods will be dedicated to completing their final project. The teacher should circulate and observe student participation. Also, the teacher may want to remind any groups who do not seem to be using their time wisely, that this task is to be handed in. As much as possible the teacher should not help the students with vocabulary or sentence structure, as we are striving for independent learning and production. Encourage the students to use any and all information from the unit. At the end of the last period or the next day have students complete the self-evaluation worksheet. Give each student a copy of Quel temps fait-il?

 Auto-evaluation. Lastly, enjoy the students' achievement.

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Advance Organizer Working With Manipulatives Map Making

Assessment

Teacher observation of individual participation in a group.

Teacher summative assessment of final project using Rubric La météorologie d'aujourd'hui!.

Teacher observation and perusal of students' Self Assessment.

Assessment Strategies

Performance Task Self Assessment Observation

Assessment Recording Devices

Rubric Checklist

Adaptations

Subtask 10 120 mins



Resources

La météorologie d'aujourd'hui!

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La météorologie d'aujourd'hui - Self

Assessment

Mon plan

Bristol Board of various colors 10-15

Gluesticks 10-15

Markers, Pencil crayons, Paint & Brushes unlim

Magazines unlim

Notes to Teacher

Teacher Reflections



Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Resource List





☐ Évaluation du graphique	ST 7
☐ La météorologie d'aujourd'hui !	ST 10
☐ Oral Presentation - Learning Center	ST 9
☐ <u>Un "Quest"ionnaire</u> - Évaluation de l'oral	ST 6
☐ Writing Assignment - Learning Center	ST 9
Blackline Master / File	·
Association	ST 2
☐ Bonjour du Grand Nord!	ST 5
Bonjour du Grand Nord! - Questions de compréhension	ST 5
☐ Centre de météorologie 1(a,b,c,d)	ST 2
☐ Centre de météorologie 2 (a,b,c)	ST 2
☐ Centre de météorologie 3 (a)	ST 2
Centre de météorologie 4 (a,b,c,d,e)	ST 2
☐ Centre de météorologie 5 (a,b)	ST 2
☐ <u>J'écris</u>	ST 9
☐ Je lis	ST 9
☐ Je lis - Questions de compréhension	ST 9
□ "Je porte"	ST 4
☐ La météorologie d'aujourd'hui - Self Assessment	ST 10
☐ La météorologie - Que fais-tu?	ST 8
Les symboles de la température	ST 8
<u> Mon plan</u>	ST 10
Qu'est-ce que je porte?	ST 4
☐ Que sais-je de la température?	ST 1
Révision 1	ST 9
Révision 2	ST 9
☐ Un "Quest"ionnaire	ST 6
☐ <u>Vocabulaire</u>	ST 2



Print Resource

☐ 100 Reproducible Activities - French (Middle/High School) de Gregory, Danielle Instructional Fair, Ts Denison, Grand Rapids, Mi ISBN 1-56822-667-5	ST 3
☐ Bertrand dans la tempête. Bridwell, Norman Richmond Hill, ON: Éditions Scholastic, 1995.	Unit
☐ L'habit de neige. Munsch, Robert Montréal,QC: Les éeditions la Courte Échelle Inc.,1985.	Unit
☐ Le temps au quotidien. Paris: Éditions Épigones, 1988.	Unit
☐ Storm Warning Kahl, Jonathan D. Minneapolis: Lerner, 1993.	Unit
☐ Tom découvre les saisons. Grée, Alain Paris: Casterman, 1970.	Unit
☐ Usbourne Book of Weather Facts, The Ganeri, Anita Tulsa: EDC Publishing, 1992.	Unit
☐ Weather Forecasting Gibbons, Gail Four Winds Press, New York, 1987.	Unit

Page 2

Quel temps fait-il? La météorologie A Unit for Grade 4





Media Resource

☐ Flic Floc. Flic Floc.	Unit
Suzanne Pinel. Les Éditions Clown Samuel Inc.	
Orléans, ON.	
Le vent. Le vent. Une salade de Fruit.	Unit
Clown Alexandre.	
Saint-Boniface, Manitoba: Bélangel.	
Musique	



Other

☐ Le journal (Sample)	ST 3
Oral Presentation Checklist Teacher Ressource	ST 4
Quel temps fait-il?/ Les quatre saisons Posters Poster Pals, Box 487, SMithville, ON LOR 2A0	Unit



Website

☐ The Weather Network	Unit
http://www.weathernetwork.com	
☐ The Weather Network	ST 8
http://www.weathernetwork.com	



Parent Community

☐ A local meteorologist	ST 8
☐ Local Radio or weather station	Unit



Material

☐ Bristol Board of various colors	ST 10
☐ Gluesticks 10-15	ST 10
	ST 10
☐ Markers, Pencil crayons, Paint & Brushes unlim	ST 10

Expectation List

Page 1

Selected Assessed

Quel temps fait-il? La météorologie A Unit for Grade 4

French as a Second Language---Oral Communication, Reading, and Writing • talk about familiar topics, using very simple phrases and sentences; ☐ 4f1 • identify and use the vocabulary and the grammar and language conventions appropriate for this grade level. ☐ 4f5 - ask very simple questions, and ask for repetition to clarify understanding; ☐ 4f7 - use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of ☐ 4f8 - use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts; ☐ 4f9 - respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song); ☐ 4f10 - give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs); 1 ☐ 4f11 - read aloud familiar material, using correct pronunciation and intonation; ☐ 4f13 - read at least six simple passages or stories (e.g., greeting cards, song lyrics); ☐ 4f14 - read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select 3 ☐ 4f15 - use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning. ☐ 4f16 - copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple 4f17 language structures; - write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards); ☐ 4f18 ☐ 4f19 - write responses to very simple questions; - use and spell the vocabulary appropriate for this grade level. ☐ 4f20

Un "Quest"ionnaire - Évaluation de l'oral for use with Subtask 6 : Un "Quest"ionnaire from the Grade 4 Unit: Quel temps fait-il?

1

Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Pronounced questions clearly	 with constant teacher support, in highly structured situations using a few basic forms, structures, and vocabulary 	 with frequent teacher support, in structured situations using some basic forms, structures, and vocabulary 	 with occasional teacher support, in structured and open—ended situations using most basic forms, structures, and vocabulary 	 with little or no teacher support, in structured and open—ended situations using all or almost all basic forms, structures, and vocabulary
Demonstrated an understanding of questions	of a few of the main ideas and detailsrelying on non-verbal cues	of some of the main ideas and detailsusing some verbal cues, but relying on non-verbal cues	of most of the main ideas and detailsusing mostly verbal cues, and a few non-verbal cues	of all or almost all of the main ideas and detailsusing all or almost all verbal cues and a very few non-verbal cues
		Written using the Ontario Cur	Written using the Ontario Curriculum Unit Planner (July 6th, 1999)	Printed on Jan 24, 2000 at 2:18:30 PM

Évaluation du graphique for use with Subtask 7 : Un graphique de météo from the Grade 4 Unit: Quel temps fait-il?

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Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding the task	of a few of the main ideas and details	of some of the main ideas and details	of most of the main ideas and details	 of all or almost all of the main ideas and details
	 relying on non-verbal cues 	using some verbal cues, but relying on non-verbal cues	using mostly verbal cues, and a few non-verbal cues	 using all or almost all verbal cues and a very few non-verbal cues
Neatness and organization of data	with constant teacher support	with frequent teacher support	with occasional teacher support	with little or no teacher support
	 by copying from a model 	by using a model and making minor changes to it	by creating new forms	 by creating new forms or making significant changes and additions to a model
Correct use and spelling	 with constant major errors 	with frequent errors	- with occasional errors	- with few or no errors
or unit vocabulary. Complete and correct answers of questions	using few or none of the required elements	using some of the required elements	using most of the required elements	 using all or almost all of the required elements
		Written using the Ontario Cur	Written using the Ontario Curriculum Unit Planner (July 6th, 1999) Printed on Jan 24, 2000 at 2:18:30 PM	Printed on Jan 24, 2000 at 2:18:30 PM

Oral Presentation - Learning Center for use with Subtask 9 : Une semaine de météorologie from the Grade 4 Unit: Quel temps fait-il?

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Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

- give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);

- read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers); 4f15

 identify and use the vocabulary and the grammar and language conventions appropriate for this grade level. 4f5

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Clear and correct pronunciation. Correct use of unit vocabulary and sentence sructures.	 with constant teacher support, in highly structured situations using a few basic forms, structures, and vocabulary 	 with frequent teacher support, in structured situations using some basic forms, structures, and vocabulary 	 with occasional teacher support, in structured and open-ended situations using most basic forms, structures, and vocabulary 	 with little or no teacher support, in structured and open—ended situations using all or almost all basic forms, structures, and vocabulary
Group participation. Main ideas are clear and comprehensible. Followed a model or independent	with constant teacher supportby copying from a model	with frequent teachersupportby using a model andmaking minor changes to it	with occasional teachersupportby creating new forms or making some changes and additions to a model	with little or no teachersupportby creating new forms or making significant changes and additions to a model
		Written using the Ontario Cur	Written using the Ontario Curriculum Unit Planner (July 6th, 1999) Printed on Jan 24, 2000 at 2:18:30 PM	Printed on Jan 24, 2000 at 2:18:30 PM

Writing Assignment - Learning Center for use with Subtask 9 : Une semaine de météorologie from the Grade 4 Unit: Quel temps fait-il?

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Expectations for this Subtask to Assess with this Rubric:

Student Name:

- give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);

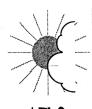
- read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers); 4f15

 identify and use the vocabulary and the grammar and language conventions appropriate for this grade level. 4f5

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Organization of ideas. Follows the model given.	with constant teacher support	with frequent teacher support	with occasional teacher support	with little or no teacher support
Clear statements and understanding of main ideas.	– by copying from a model	by using a model and making minor changes to it	 by creating new forms or making some changes and additions to a model 	 by creating new forms or making significant changes and additions to a model
Correct use and spelling	with constant major errors	with frequent errors	with occasional errors	- with few or no errors
of unit vocabulary. Correct sentence structure.	 using few or none of the required elements 	 using some of the required elements 	using most of the required elements	 using all or almost all of the required elements
		Written using the Ontario Cu	rriculum Unit Planner (July 6th, 1999)	Written using the Ontario Curriculum Unit Planner (July 6th, 1999) Printed on Jan 24, 2000 at 2::18:30 PM

La météorologie d'aujourd'hui !

for use with Subtask 10 : La météorologie d'aujourd'huil from the Grade 4 Unit: Quel temps fait-il?



Expectations for this Subtask to Assess with this Rubric:

Student Name:

Date:

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Does the poster communicate the required elements; season, temp, clothing, advice, etc	 with constant teacher support, in highly structured situations using a few basic forms, structures, and vocabulary 	with frequent teachersupport, in structuredsituationsusing some basic forms,structures, and vocabulary	 with occasional teacher support, in structured and open-ended situations using most basic forms, structures, and vocabulary 	 with little or no teacher support, in structured and open—ended situations using all or almost all basic forms, structures, and vocabulary
Is all spelling correct, does entire project come together, do all sentences make sense grammatically	with constant major errorsusing few or none of the required elements	with frequent errorsusing some of the required elements	with occasional errorsusing most of the required elements	with few or no errorsusing all or almost all of the required elements
Is the poster organized, are the ideas clear and concise, is the layout appropriate	only with constant teacher supportby copying from a model	with frequent teachersupportby using a model andmaking minor changes to it	with occasional teachersupportby creating new forms or making some changes and additions to a model	with little or no teacher supportby creating new forms or making significant changes and additions to a model
		Written using the Ontario Cui	Written using the Ontario Curriculum Unit Planner (July 6th, 1999)	Printed on Jan 24, 2000 at 2:18:30 PM

Expectation Summary Selected Assessed



Quel temps fait-il? La météorologie A Unit for Grade 4

Englis	h Language								
4e1	4e2	4e3	4e4	4e5	4e6	4e7	4e8	4e9	4e10
4e11	4e12	4e13	4e14	4e15	4e16	4e17	4e18	4e19	4e20
4e21	4e22	4e23	4e24	4e25	4e26	4e27	4e28	4e29	4e30
4e31	4e32	4e33	4e34	4e35	4e36	4e37	4e38	4e39	4e40
4e41	4e42	4e43	4e44	4e45	4e46	4e47	4e48	4e49	4e50
4e51	4e52	4e53	4e54	4e55	4e56	4e57	4e58	4e59	4e60
4e61	4e62	4e63	4e64	4e65	4e66	4e67	4e68	4e69	4e70
French	h as a Secon	d Language					····		
4f1	4 4f2	4f3	4f4	4f5 1	2 4f6	4f7 1	2 4f8 1		1 4f10 1
4f11	1 4f12	4f13	1 4f14	1 4f15	3 4f16 1	4f17 2	3 4f18	1 4f19 1	2 4f20 1 1
Mathe	matics								
4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20 4m30
4m21	4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29 4m39	4m40
4m31	4m32	4m33	4m34	4m35	4m36	4m37	4m38 4m48	4m49	4m50
4m41	4m42	4m43	4m44	4m45	4m46 4m56	4m47 4m57	4m58	4m59	4m60
4m51	4m52	4m53	4m54	4m55 4m65	4m66	4m67	4m68	4m69	4m70
4m61	4m62	4m63	4m64	4m75	4m76	4m77	4m78	4m79	4m80
4m71 4m81	4m72	4m73 4m83	4m74 4m84	4m75 4m85	4m86	4m87	4m88	4m89	4m90
4m8 i 4m91	4m82 4m92	4m63 4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100
4m101	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110
4m111	4m112	4m113	4m114	4m115	4m116	4m117	4m118	4m119	
	ce and Techn								
Part 1			4-4	4s5	4s6	4s7	4s8	4s9	4s10
4s1	4s2	4s3	4s4 4s14	4s15	4s16	4s17	4s18	4s19	4s20
4s11	4s12	4s13 4s23	4814 4s24	4s25	4s26	4s27	4s28	4s29	4s30
4s21 31	4s22 4s32	4s23 4s33	4s24 4s34	4s35	4s36	4s37	4s38	4s39	4s40
	4532 4542	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70
4s71	4s72	4s73	4s74	4s75	4s76	4s77	4s78	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120
4s121	4s122	4s123							
Social	Studies								
4z1	4z2	4z3	4z4	4z5	4z6	4z7	4z8	4z9	4z10
4z11	4z12	4z13	4z14	4z15	4z16	4z17	4z18	4z19	4z20
4z21	4z22	4z23	4z24	4z25	4z26	4z27	4z28	4z29 4z39	4z30 4z40
4z31	4z32	4z33	4z34	4z35	4z36	4z37	4z38	4239 4z49	4z50
4z41	4z42	4z43	4z44	4z45	4z46	4z47	4z48 4z58	4z59	4z60
4z51	4z52	4z53	4z54	4z55	4z56	4z57	4230	4200	4200
4z61	4z62	Education							
	h & Physical		1-1	A-F	4p6	4p7	4p8	4p9	4p10
4p1	4p2	4p3	4p4	4p5 4p15	4p16	4p17	4p18	4p19	4p20
4p11	4p12	4p13	4p14	4p25	4p16 4p26	4p27	4p28	4p29	4p30
4p21	4p22	4p23	4p24	4p25 4p35	4p36	p21	1,020	.,,	.,
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4a1		423	4a4	4a5	4a6	4a7	4a8	4a9	4a10
4a1 4a11	4a2 4a12	4a3 4a13	4a4 4a14	4a15	4a16	4a17	4a18	4a19	4a20
4a11 4a21	4a12 4a22	4a13 4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a22 4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40
4a41	4a42	4a43	4a44	4a45	4a46	4a47	4a48	4a49	4a50
4a51	4a52	4a53	4a54	4a55	4a56	4a57	4a 58	4a59	4a60
4a61	4a62	4a63	4a64	4a65	4a66	4a67	4a68	4a69	4a70

Unit Analysis

Quel temps fait-il? La météorologie A Unit for Grade 4

Analysis Of Unit Components

- 10 Subtasks
- 32 Expectations
- 48 Resources
- 77 Strategies & Groupings
- -- Unique Expectations --

Resource Types

- 5 Rubrics
- 21 Blackline Masters
- 0 Licensed Software
- 8 Print Resources
- 2 Media Resources
- 2 Websites
- 4 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 3 Other Resources
- 2 Parent / Community
- 0 Guide Bookmarks

Groupings

- Students Working As A Whole Class
- Students Working In Pairs 1
- Students Working In Small Groups
- 6 Students Working Individually

Assessment Recording Devices

- 3 Anecdotal Record
- 2 Checklist
- 4 Rating Scale
- 4 Rubric

Teaching / Learning Strategies

- 1 Advance Organizer
- 2 Brainstorming
- Classifying 1
- Conferencing 1
- 3 Discussion
- 1 Graphing
- **Guided Reading** 1
- 1 Interview
- 1 **Journal Writing**
- Learning Centres
- 1 Map Making
- Memorizing
- Note-making
- Oral Explanation
- 1 Peer Practice
- 1 Reading Response
- Sketching To Learn
- Think / Pair / Share
- Word Cycle

Assessment Strategies

- 2 Classroom Presentation
- Essav
- Exhibition/demonstration
- Interview
- 2 Observation
- 5 Performance Task
- 3 Questions And Answers (oral)
- 2 Quizzes, Tests, Examinations
- Select Response
- 3 Self Assessment

Unit Analysis Page 2

Quel temps fait-il? La météorologie A Unit for Grade 4



- vvora Sort (Sorting And Predicting)
- 1 Word Wall
- 1 Working With Manipulatives



Blackline Master 2



CAST



Blackline Master 4(a)













VOCABULATRE



Quel temps fait-il? Il fait chaud. Il fait froid. Il fait frais. C'est nuageux. Il fait soleil. Il neige. Il pleut. l'hiver l'automne l'été le printemps un manteau une tuque des mitaines des bottes un t-shirt un short un chapeau un imperméable un parapluie un coupe-vent aujourd'hui lundi mardi mercredi jeudi vendredi samedi dimanche un ouragan une inondation

une tornade

une tempête de neige
les symboles
un conseil
danger
les conditions météorologiques
un poster
les slogans
une brise
un vent léger
un vent modéré
un vent fort

ASSOCIATION

Nom:	Date:	
Associez les mots de vocabi	llaire suivanin avec la bonne catégorie	•
VOCABULAIRE		
Il fait fròid.	Ne restez pas dans les rues!	un t-shirt
l'hiver Portez un imperméable!	Il neige. un manteau	Il fait chaud.
un short	Il pleut.	des bottes
Il fait frais l'automne	une tuque Ne restez pas près des rivières!	C'est nuageux un chapeau
des lunettes de soleil	le printemps	des mitaines
<u>CATÉGORIES</u>		
<u>LA TEMPÉRATURE</u>	TES SATSO	
LAX A LIVIN ENATURE	<u>LES SAISC</u>	11/3

LES VÊTEMENTS

LES CONSEILS

LE CIEL/LA PRÉCIPITATION

DYDI

Qu'est-ce que je porte?

Nom:		Date:		<u> </u>
Écrivez une liste de tous les mots qui so vêtements.	ont reliés aux	saisons, à la t	empérature et	aux
Les saisons				
•				
•				
•				
•				
La température ·	•			
•	•			
•				
•				
Les vêtements				
•				
•				
•				
•				

"Je porte..."

Nom: _____ Date: ____

Écrivez les vêtements nécessaires pour les saisons mentionnées ci-dessous.

L'hiver

L'été

L'automne

<u>Le printemps</u>

Bonjour du Grand Nord!

Bonjour! Je m'appelle Sylvie. J'habite à Cold Lake dans le Nord-Ouest de l'Alberta.

À Cold Lake il fait très froid. En hiver, il y a beaucoup de sports à jouer. Je joue au hockey.

La plupart du temps, je porte un manteau, une tuque, des mitaines et des bottes. Il ne fait pas

beaucoup soleil en hiver. Il fait noir à environ trois heures de l'après-midi dès le mois de

novembre. Quelques fois la température est de =50 degrés Celcius.

En été, je joue plusieurs sports. Je fais partie d'une équipe de baseball et de soccer.

Je porte un t-shirt, un short, un chapeau et des lunettes de soleil. Je peux jouer tard le soir

parce qu'il fait clair jusqu'à environ onze heures. En été, il fait très chaud. J'espère te voir

bientôt en Alberta.

Au revoir,
Sylvie

BONJOUR DU GRAND NORD! QUESTIONS DE COMPRÉHENSION

Nom: Date:
Répondez aux questions suivantes en phrases complètes. Utilisez l'histoire <u>Bonjour</u> <u>Grand Nord!</u> comme référence.
1. Comment s'appelle la fille dans l'histoire?
2. Où est-ce qu'elle habite?
3. Quel sport joue Sylvie en hiver?
4. En hiver, qu'est-ce qu'elle porte?
5. Quelle est la température?
6. En été, Sylvie joue sur quelles équipes?
7. Qu'est-ce que Sylvie porte quand il fait chaud?
8. Pourquoi est-ce que Sylvie peut jouer tard?
9. Quelles saisons sont mentionnées dans l'histoire?
10. Dans quelle province habite Sylvie?

LES SYMBOLES DE LA TEMPÉRATURE

Nom:		Date:	
Créez des sym	boles des températures ci-dessous		
A. C'est l'hive		B. C'est l'automne.	
C. C'est le prir	itemps:	D. C'est l'été.	
E. Il fait froid.		F. Il fait chaud	
		•	
G. Il fait frais.		H. Il pleut.	
I. Il fait soleil.		J. Il vente:	

LA METEOROLOGIE QUE SAIS-TU2

A. Faites un remue-méninges de tout connaissez. Écrivez-les ci-dessous.	es les conditions météorologiques que vous
COMMISSEZ. ECTIVEZ-JES CI-CLESSOUS	
Les conditions météorologiq	iues:
QUE	FAIS-TU?
B. Faites un remue-méninges de tous	les conseils qui sont reliés aux conditions
météorologiques mentionnées dans la	section A
+++-	

J'ÉCRIS...

Nom:	•			Date:	D STANON A STANON AND A STANON A	· .	
Écrivez une histoire qui décr les conseils météorologiques Bonjour du Grand Nord!	it la mété . Votre c	eorolog omposi	ie; les s tion pe	saisons, la ut inclure	a tempéra e des imag	ture, les voges commo	êtements et e l'histoire
MON BROUILLON	•					•	
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JE LIS...

Ŋ	Nom:Date::
J	isez les histoires suivantes. Répondez aux questions en phrases complètes.
1	A. Bonjour je m'appelle Georges. J'habite au Nouveau-Brunswick. Ma ville s'appelle
	Bouctouche. Ici on parle l'acadien, c'est une langue qui mélange l'anglais et le français. En hiver, il fait froid Il neige beaucoup. Je porte une tuque, un manteau, i

un t-shirt et un short.

foulard, des mitaines et des bottes. J'aime faire du ski de fond et du ski alpin. L'été il fait chaud à Bouctouche. Souvent on va dans la piscine. La plupart du temps, je porte

À bientôt,

Georges

B. Salut! Comment ça va? Moi? Ça va bien! Je suis Marie et je demeure sur la rue

Laurence à Ottawa. J'ai dix ans et je vais à l'école St-Denis. J'aime la ville d'Ottawa

parce qu'il y a beaucoup de choses à faire. On peut visiter les édifices du Parlement,

patiner sur le canal Rideau, magasiner et même aller au Québec. La température à

Ottawa est fantastique! En été, il fait très chaud. On peut faire beaucoup de sports

comme le baseball et le soccer. En hiver, il y à beaucoup de neige et il fait froid.

Alors, on peut patiner ou jouer au hockey. Mais il y a souvent des tempêtes de neige

et on ne doit pas rester dans les rues! C'est dangereux!

À la prochaine, Marie

B. Bonjour de Vancouver! Je m'appelle Jean-Luc. J'habite à Victoria la capitale de Vancouver. J'adore ma province parce qu'il fait toujours frais. Les hivers ici sont très doux. Il ne fait pas froid et il n'y a presque pas de neige. Pendant l'hiver, je porte un manteau et des souliers. Les saisons sont courtes. La plupart du temps il pleut ici.

Alors, je porte souvent un imperméable et j'apporte un paraplute. Au printemps les fleurs sortent tôt et elles sont de toutes les couleurs. J'aime marcher dans les parcs et regarder toute la nature.

Au revoir, Jean-Luc

QUESTIONS DE COMPRÉHENSION

)1	ondez les questions en phrases complètes.
	1. Comment s'appelle le garçon?
	2. Comment s'appelle la ville de Georges?
	3. En hiver, quel temps fait-il?
	4. Qu'est-ce que Georges porte en hiver?
	5. Est-ce qu'il neige beaucoup?
	1. Où demeure Marie?
	2. Pourquoi est-ce que Marie aime la ville d'Ottawa?
	3. Comment est la température à Ottawa?
	4. Quels sports est-ce qu'on peut faire en été?
	5. Qu'est-ce qu'il y a souvent en hiver?
	1. D'où vient Jean-Luc?
	2. Pourquoi est-ce que Jean-Luc adore sa province?
	3. Qu'est-ce qu'il porte en hiver?
	4. Quelle est la température la plur : ' : ' : : : : : : : : : : : : : : :
	5. Qu'est-ce que Jean-Luc aime faire?

RÉVISION 1 MOTS CACHÉS

		-															

A. Trouvez les mots français dans la quête («Cherchez-lemot») et mettez un cercle autour de ces mots.

	le autour de ces mots.
1. (l') automne (f.) 2. (l') éclair (m.) 3. (l') été (m.) 4. (l') étoile (f.) 5. (la) glace 6. (l') hiver (m.) 7. Il fait chaud. 8. Il fait frais. 9. Il fait froid. 10. Il neige. 11. Il pleut.	12. (la) neige 13. (le) nuage 14. (l') orage (m.) 15. (la) pluie 16. (le) printemps 17. (la) saison 18. (la) semaine 19. (le) soleil 20. (la) tonnerre 21. (le) vent 22. (le) weekend

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RÉVISION 2 COMPRÉHENSION DU VOCABULAIRE

Nom:	Date:
Copiez de votre journal tous les mots de vocabulais anglaise dans le dictionnaire.	re. Écrivez-les et trouvez la définition
VOCABULAIRE	DÉFINITION

UN "QUEST"IONNAIRE

Nom: Date	e:	
Partie A Demandez à un ami(e) les questions suivantes. Cochez	la réponse.	
	OUI	NON
1. Est-ce que tu portes une tuque quand il fait froid?		
2. Est-ce que tu portes un manteau quand il fait froid?		
3. Est-ce que tu portes un imperméable quand il pleut?		
4. Est-ce que tu portes un short quand il fait chaud?		
5. Est-ce que tu portes un coupe-vent quand il vente?		
		· · · · · · · · · · · · · · · · · · ·
Partie B Répondez aux questions suivantes.		
1. Combien d'élèves portent une tuque quand il fait froid	1?	
2. Combien d'élèves portent un imperméable quand il ple	eut?	
3. Combien de garçons portent un short quand il fait froi	d?	
4. Combien de filles portent un coupe-vent quand il vent	e?	

MON PLAN

Date:

Groupe:

Matériel:

Slogans/Conseils:

Saison:

Température:

Idées:

QUEL TEMPS FAIT-IL? AUTO-ÉVALUATION

Date:

Cochez ✓ la bonne réponse. 1. Je peux décrire le temps. 2. Je peux décrire les vêtements à porter selon le temps. 3. Je peux nommer les saisons. 4. Je peux créer une affiche de météo. 5. Je peux travailler avec un ou une partenaire. 6. J'ai fait des efforts. Dans cette unité, j'aime ♥	& 1 V AAA 7	•	Allowage	* ***	
 Je peux décrire les vêtements à porter selon le temps. Je peux nommer les saisons. Je peux créer une affiche de météo. Je peux travailler avec un ou une partenaire. J'ai fait des efforts. 	Cochez 🗸 la bonne réponse.		Helitalian American		
 à porter selon le temps. 3. Je peux nommer les saisons. 4. Je peux créer une affiche de météo. 5. Je peux travailler avec un ou une partenaire. 6. J'ai fait des efforts. 	1. Je peux décrire le temps.				
 4. Je peux créer une affiche de météo. 5. Je peux travailler avec un ou une partenaire. 6. J'ai fait des efforts. 					
5. Je peux travailler avec un ou une partenaire.6. J'ai fait des efforts.	3. Je peux nommer les saisons.		8		
partenaire. 6. J'ai fait des efforts.	4. Je peux créer une affiche de météo.				
	-				
Dans cette unité, j'aime ♡	6. J'ai fait des efforts.				
	Dans cette unité, j'aime ♡				
Dans cette unité, je n'ai pas aimé	Dans cette unité, je n'ai pas aimé				