

Learning Plan Overview

Strategies legend: Listening (L); Oral Interaction (OI); Reading (R); Writing (W)

THEME	ACTIVITIES	VOCABULARY	LANGUAGE	STRATEGIES	MATERIALS
1	<ul style="list-style-type: none"> Listen to conversations in a school office. Obtain information from a partner. Write personal information on a <i>Qui suis-je?</i> card. Read physical descriptions. Play a game of <i>Élève mystère</i> in small groups. Add a physical description to a <i>Qui suis-je?</i> card. Listen to radio interviews. Discuss important qualities in a friend. Add qualities to a <i>Qui suis-je?</i> card and participate in a gallery tour. Present a conversation option, chosen at random, to a small group. 	<ul style="list-style-type: none"> Learn to greet classmates and say <i>goodbye</i>. Learn vocabulary related to personal wellbeing and personal information. Learn vocabulary related to physical attributes and qualities. 	<ul style="list-style-type: none"> Examine patterns in personal questions and responses. Examine use of the verb <i>avoir</i>. Examine use of the verb <i>être</i>. Practise words ending in a silent consonant or silent e. 	<ul style="list-style-type: none"> <i>Je cherche des mots familiers.</i> (L) <i>Je commence et je termine une conversation.</i> (OI) <i>Je pose des questions quand je ne comprends pas.</i> (OI) <i>J'exprime une opinion.</i> (OI) <i>Je cherche des mots-amis.</i> (R)* <i>Je cherche des mots familiers.</i> (R) <i>Je fais un brouillon.</i> (W)* <i>Je vérifie mon texte.</i> (W)* 	<ul style="list-style-type: none"> <i>Tableau visuel, Affiches 2-7.</i> Chart paper (optional). Overhead transparency (optional). Student photos. Large index cards. <i>Mon carnet</i> pp. 3-13. <i>Fiches reproductibles 1-7,</i> (on CD-ROM) 25-40. <i>Fiches d'évaluation 1 et 2.</i> CD Tracks 1-13 (CD 1).
2	<ul style="list-style-type: none"> Listen to students ask for lost backpacks. Play a game of <i>Objets perdus!</i> Illustrate and label the contents of one's own backpack. Listen to a teacher plan class activities. Reproduce a partner's map. Illustrate and label a floor plan for one's own school. Read clues about student timetables. Play a game of <i>Mes camarades de classe.</i> Prepare a timetable. Present a conversation option, chosen at random, to a small group. 	<ul style="list-style-type: none"> Learn vocabulary for common school supplies. Learn vocabulary for places and objects found in a school, and for asking permission. Learn vocabulary for school personnel, school subjects, activities and timetables. 	<ul style="list-style-type: none"> Examine articles in negative sentences. Examine interrogative sentences. Examine regular -er verbs. Practise é and è sounds. Practise the c <i>cédille</i>. Practise pronunciation of polysyllabic words. 	<ul style="list-style-type: none"> <i>Je fais des prédictions et je vérifie mes prédictions.</i> (L) <i>Je pose des questions quand je ne comprends pas.</i> (OI) <i>J'exprime la politesse.</i> (OI) <i>Je cherche des mots familiers.</i> (R)* <i>J'utilise mes expériences personnelles.</i> (R)* <i>J'identifie le contexte.</i> (R)* <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> (W)* <i>Je demande à un ou une partenaire de vérifier mon texte.</i> (W)* 	<ul style="list-style-type: none"> <i>Tableau visuel, Affiches 8-12.</i> <i>Mon carnet</i> pp. 14-25. <i>Fiches reproductibles 2-3, 8-13,</i> (on CD-ROM) 28, 41-57. <i>Fiches d'évaluation 1 et 2.</i> CD Tracks 14-26 (CD 1).
3	<ul style="list-style-type: none"> Listen to students describing their families. Play a game of <i>Jeu questionnaire : Ma famille.</i> Illustrate and label a family tree. Listen to a student visiting her friends at home. Play a game of <i>Jeu questionnaire : Chez moi!</i> Illustrate and label a floor plan of a home. Read students' descriptions of their favourite snacks. Play a game of <i>Jeu questionnaire : Mes collations.</i> Draw and label favourite snacks. Present a conversation option, chosen at random, to a small group. 	<ul style="list-style-type: none"> Learn vocabulary for family members. Learn vocabulary for rooms and activities at home. Learn vocabulary for favourite snacks. 	<ul style="list-style-type: none"> Examine singular possessive adjectives. Examine regular -er verbs. Examine partitive articles. Practise nasal sounds <i>an, in</i> and <i>on</i>. 	<ul style="list-style-type: none"> <i>J'utilise le contexte.</i> (L) <i>J'exprime la politesse.</i> (OI) <i>J'encourage mon ou ma partenaire.</i> (OI) <i>Je joue à un jeu.</i> (OI) <i>Je cherche des mots-amis.</i> (R)* <i>Je cherche des mots familiers.</i> (R)* <i>Je cherche les mots difficiles dans un dictionnaire.</i> (R) <i>Je demande à un ou une partenaire de vérifier mon texte.</i> (W)* <i>Je vérifie mon texte.</i> (W)* 	<ul style="list-style-type: none"> <i>Tableau visuel, Affiches 13-18.</i> Chart paper (optional). <i>Mon carnet</i> pp. 26-37. <i>Fiches reproductibles 2-3, 14-17,</i> (on CD-ROM) 28, 58-72. <i>Fiches d'évaluation 1 et 2.</i> CD Tracks 1-13 (CD 2).

* Strategies that appear in optional activities

THEME	ACTIVITIES	VOCABULARY	LANGUAGE	STRATEGIES	MATERIALS
4	<ul style="list-style-type: none"> • Listen to directions. • Find a secret location. • Illustrate a place in a community on a postcard. • Read postcards. • Play a game of Dominoes. • Add a description of places to go on a postcard. • Listen to friends plan activities. • Complete a Venn Diagram. • Add a description of activities to a postcard. • Present a conversation option, chosen at random, to a small group. 	<ul style="list-style-type: none"> • Learn vocabulary for places in a community. • Learn vocabulary for prepositions used to specify location. • Identify places where students go. • Learn vocabulary for activities and cost of activities. 	<ul style="list-style-type: none"> • Examine prepositions. • Examine contractions <i>du, de la, de l', and des</i>. • Examine the verb <i>aller</i> and contractions <i>à la, à l', and au</i>. • Examine interrogative words. • Practise liaisons with vowel and silent <i>h</i> sounds. • Practise the <i>ais / a</i> sound. • Practise correct pronunciation of verb endings <i>e / es / ent</i>. 	<ul style="list-style-type: none"> • <i>Je cherche des mots familiers.</i> (L) • <i>Je pose des questions quand je ne comprends pas.</i> (OI) • <i>J'encourage mon ou ma partenaire.</i> (OI) • <i>Je joue à un jeu.</i> (OI) • <i>Je cherche des mots-amis.</i> (R)* • <i>Je cherche des mots familiers.</i> (R) • <i>J'identifie le contexte.</i> (R)* • <i>Je fais un brouillon.</i> (W) • <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> (W)* • <i>Je vérifie mon texte.</i> (W)* • <i>J'utilise mes expériences personnelles.</i> (R) 	<ul style="list-style-type: none"> • <i>Tableau visuel, Affiches 19-23.</i> • Index cards. • Scissors. • Student-created postcards. • <i>Mon carnet</i> pp. 38-49. • <i>Fiches reproductibles 2-3, 18-20,</i> (on CD-ROM) 28, 73-88. • <i>Fiches d'évaluation 1 et 2.</i> • CD Tracks 14-26 (CD 2).
5	<ul style="list-style-type: none"> • Listen to a national weather report. • Create and compare weather maps. • Keep a weather log. • Read a comic strip. • Recommend travel destinations in Quebec. • Create bookmarks representing the four seasons. • Listen to conversations in a sports store. • Play a game of <i>De quoi est-ce que j'ai besoin?</i> • Add information about clothing and equipment to bookmarks. • Present a <i>Je parle français!</i> activity. 	<ul style="list-style-type: none"> • Learn vocabulary for seasons and weather. • Learn vocabulary for summer and winter activities. • Learn vocabulary for outdoor sportswear and equipment. 	<ul style="list-style-type: none"> • Examine structures for weather expressions. • Examine the verbs <i>faire</i> and <i>jouer</i> with contractions. • Examine the expression <i>avoir besoin de</i> and contractions. • Practise pronunciation of the french <i>r</i>. • Practise pronunciation of polysyllabic words. 	<ul style="list-style-type: none"> • <i>Je fais des prédictions et je vérifie mes prédictions.</i> (L) • <i>J'utilise le contexte.</i> (L) • <i>Je pose des questions quand je ne comprends pas.</i> (OI) • <i>J'exprime une opinion.</i> (OI) • <i>J'invite un ou une ami(e)...</i> (OI) • <i>Je cherche des mots-amis.</i> (R) • <i>Je cherche les mots difficiles dans un dictionnaire.</i> (R)* • <i>Je lis les titres.</i> (R)* • <i>Je demande à un ou une partenaire de vérifier mon texte.</i> (W)* • <i>J'utilise le dictionnaire et d'autres ressources.</i> (W)* 	<ul style="list-style-type: none"> • <i>Tableau visuel, Affiches 24-29.</i> • <i>Mon carnet</i> pp. 50-60. • <i>Fiches reproductibles 2-3, 21-24</i> (on CD-ROM) 28, 89-105. • <i>Fiches d'évaluation 1 et 2.</i> • CD Tracks 1-13 (CD 3).

* Strategies that appear in optional activities