

**ME**



**CORE FRENCH MODEL UNIT  
GRADE 1**



Ministère  
de l'Éducation  
de la Saskatchewan

**1999  
P102.1**

**TEACHING MATERIALS  
*from the*  
STEWART RESOURCES  
CENTRE**





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# GUIDE

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<b>Field of Experience:</b>	<b>Family</b>
<b>Topic to be developed:</b>	<b>Me</b>
<b>Experiential goal:</b>	<b>Students will create and share an «All About Me» booklet.</b>

### **Suggested steps**

1. Discuss student's height using *grand(e)* and *petit(e)*.
2. Discuss hair and eye colour.
3. Review colours and determine each student's favorite colour.
4. Share student's age with classmates.
5. Become familiar with the calendar and share their birthdays with the class.
6. Become familiar with foods students like and dislike.
7. Discuss student's favorite activities, games or things to do.
8. Meet the «*Soleil*» family and discuss the student's families.
9. Present booklets.
10. Reflect on unit.

This unit was developed following the curriculum guidelines by:

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## Suggested Vocabulary

moi – me  
un garçon – boy  
une fille – girl  
être : Je suis – I am  
grand(e) – big  
petit(e) – small  
compter de 1 à 10 – counting from 1 to 10

les yeux – eyes  
J'ai les yeux \_\_\_\_\_.

bleus – blue  
bruns – brown  
noirs – black  
verts – green  
noisette – hazel

les cheveux – hair  
J'ai les cheveux \_\_\_\_\_.

blonds – blonde  
bruns – brown  
noirs – black  
roux – red

les couleurs : vert(e) – green  
bleu(e) – blue  
brun(e) – brown  
noir(e) – black  
blanc(he) – white  
gris(e) – grey  
violet(ette) – purple  
rouge – red  
jaune – yellow  
orange – orange  
rose – pink

porter – to wear  
un t-shirt – T-shirt  
un pantalon – pants  
des jeans(m) – jeans  
une chemise – shirt  
un chandail – sweater  
un short – shorts  
une jupe – skirt  
une blouse – blouse  
une robe – dress  
des chaussettes(f) – socks  
des chaussures(f) – shoes

préférer – to prefer  
aimer – to like

une fête – birthday  
un âge – age  
un gâteau – cake  
une bougie – candle  
un cadeau – gift  
Quel âge as-tu ? – How old are you?  
J'ai   6   ans. – I am \_\_\_\_\_ years old.

les mois  
janvier – January  
février – February  
mars – March  
avril – April  
mai – May  
juin – June  
juillet – July  
août – August  
septembre – September  
octobre – October  
novembre – November  
décembre – December

une nourriture favorite – favorite food  
une pizza – pizza  
un hot-dog – hot-dog  
un hamburger – hamburger  
des frites – fries  
une crème glacée – ice-cream...

une activité favorite – favorite activity  
les jeux – games  
le football – soccer  
le hockey – hockey  
le baseball – baseball  
nager – to swim  
la natation - swimming  
sauter à la corde – jumping rope (skipping)  
jouer du piano, violon... – playing piano, violin  
l'ordinateur – computer

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**Field of Experience:** Family

**Topic to be developed:** Me

**Experiential Goal:** Students will create and share an «All About Me» booklet.

**SUGGESTED STEPS:**

**1. DISCUSS STUDENT'S HEIGHT USING GRAND(E) AND PETIT(E).**

**ACTIVITIES**

- 1.1 Begin with a discussion on students as «individuals». Everyone is different and that makes us all unique and special. Introduce *grand(e)* and *petit(e)* by describing and demonstrating the difference. Reach high for «*Je suis grand(e)*» and crouch low for «*Je suis petit(e)*». Divide the class into two groups - *grand(e)s* ou *petit(e)s*, or create a circle with a *grand(e) – petit(e) – grand(e) – petit(e)* pattern, to demonstrate.

**Teacher Note:** The repetition of these words over and over is very helpful for young children. Have them say the words aloud with you.

- 1.2 **Annexe 1** Show the class how to measure someone's height by laying sheets of paper end to end beside their body from head to toe. The class counts the sheets aloud as the teacher uses a volunteer to demonstrate. «*Comptez avec moi !... 1,2,3...*». Mark the total number of sheets on **annexe 1**. Students will do this activity in pairs, measuring one another. After recording their own height «in paper» along with their name, they may draw and colour their facial features and clothes on the body outline.

1.3 **Supplementary Activities:**

Storybooks:

- Trop grand, Holly Keller, Scholastic. ISBN 0-590-71432-5
- Trop Petite, Trop Grand, Colette Hellings et Dominique Maes, Pastel. ISBN 2 211 012 272/03.93/F 69
- Parfois grand, Parfois petit, Kathy Stinson, Annick Press Ltd. ISBN 1-55037-051-0

**Teaching Notes**

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Songs:

- «Je suis incroyable», *C'est Incroyable*, Jacquot.
- «Quand tu seras grand», *Quand tu seras grand*, Matt Maxwell.

## 2. DISCUSS HAIR AND EYE COLOUR.

### ACTIVITIES

- 2.1 The **teacher** holds a mirror up in front of herself/himself and describes her/his hair colour to the class. «*J'ai les cheveux \_\_\_\_\_*». Invite students with the same hair colour to look in the mirror and help them describe aloud their own hair colour. Introduce other hair colours in a similar way (*blonds, bruns, noirs, roux, noisette*).
- 2.2 **Annexe 2** Hair colour chart. Display a larger version of the hair colour chart in **annexe 2** and point out each hair colour to the students. Taking turns, students come up to the chart at the front and print their name, initials or simply make a check mark above their matching hair colour. Help them describe aloud their hair colour as they mark the chart (*J'ai les cheveux \_\_\_\_\_*). When all the children in the class have had a turn, count the number of people in each column aloud.
- 2.3 The teacher holds a mirror in front of herself/himself and describes her/his eye colour to the class. «*J'ai les yeux \_\_\_\_\_*». Invite students with the same eye colour to look in the mirror and help them describe aloud their own eye colour. Introduce other eye colours in a similar way.

**Teacher Note:** Not all children at this age are aware of their own eye colour. Having the mirror on hand is helpful. Students could also check with a partner or the person sitting next to them. The teacher may need to discuss what 'hazel' eyes are beforehand.

- 2.4 **Annexe 3** Eye colour chart. Display a larger version of the hair colour chart on **annexe 3** and point out the eye colours to the students. Taking turns, the students come up to the front and print their name, initials or simply make a check mark above their matching eye colour. Help them describe their eye colour aloud as they mark the chart (*J'ai les yeux \_\_\_\_\_*). Once everyone has had a turn, count up the number of people in each column aloud.

### Teaching Notes

- 2.5 **Annexe 4** Page 1 of the cumulative «All About Me» or «MOI» booklet. Distribute a copy of **annexe 4** along with drawing and colouring materials. Each student will draw and colour their facial features as well as colour their clothing onto the cover page of their «MOI» booklet.

**Teacher Note:** Be sure to remind students that the hair and eye colour they put on their cover should be the same as their hair and eye colour!

- 2.6 This activity is a game called «*Qui est-ce ?*» or «Who is it?». Each student prints his/her name on a small piece of paper, folds it in half and places it in a container. The teacher draws a name from the container, but doesn't reveal it to the students. The students may ask questions in French to get clues to find out who the mystery person is. It is important to go over these questions as a class before playing the game. At least three questions must be asked before the students may guess who the mystery person is.

Sample questions:

- *C'est un garçon ?* – Is it a boy?
- *C'est une fille ?* – Is it a girl?
- *Il/Elle a les cheveux blonds ?* – Does he/she have blonde hair?
- *Il/Elle a les yeux bruns ?* – Does he/she have brown eyes?

The student who guesses the mystery person comes up and draws the next name and helps the teacher answer «*Oui*» or «*Non*» to the questions.

### 2.7 Supplementary activity:

Storybook:

- Comme Moi, Images, Addison-Wesley. ISBN 0-201-57337-7

## 3. REVIEW COLOURS AND DETERMINE EACH STUDENT'S FAVORITE COLOUR.

### ACTIVITIES

- 3.1 Hold up sheets of construction paper in a variety of colours and review the French words with the students.

### Teaching Notes

The teacher chooses his/her favorite colour and prints his/her name, or initials on it (*J'aime le bleu*). Ask other students who also think this colour is their favorite to raise their hands. (*Lève la main si tu aimes le bleu.*) Go through each colour this way. After reviewing the colours in this manner, each student comes up to the front one by one and prints his/her name or initials on his/her favorite colour. Help each student to indicate his/her favorite colour aloud to the class (*J'aime le \_\_\_\_\_*). Once each student has had a turn, count aloud the number of people who like each colour the best.

- 3.2 For this activity you will need to blow up a beach ball which is sectioned off in colours (check your physical education storage room). Students form a «*grand cercle*» by joining hands first, then dropping them to sit on the floor. The beach ball is rolled along the floor to someone in the circle. When the beach ball comes to the student, he/she chooses a colour, points to it and says it aloud. The student then rolls the ball along the floor to someone else. Make sure everyone gets a turn.
- 3.3 **Annexe 5** Page 2 of the cumulative «All About Me» or «MOI» booklet. The students will use this annexe to create a colour page of their favorite colour. They could cut pictures that are their favorite colour out of magazines and catalogues or simply draw things that are their favorite colour on the page. The line at the bottom of **annexe 5** is for the student to print their favorite colour in French. A colour chart would be helpful for this.

3.4 **Supplementary activities:**

Storybooks:

- Des couleurs et des choses, Tana Hoban, Kaleidoscope. ISBN 2-87767-020-1
- Couleurs, Caroline et John Astrop, Phidal. ISBN 2-89 393-029-8
- C'est quoi les couleurs ?, Kate Petty et Lisa Kopper, Editions Gamma. ISBN 2-7625-5017-3
- La couleur, Gallimard, Éditions Gallimard. ISBN 2-07-035706-6

Songs:

- «J'aime les couleurs», *Oh là là C'est Jacquot*, Jacquot.
- «Les couleurs», *On Chante et On Bouge*, Jacquot.
- «Les couleurs», *Quand tu seras grand*, Matt Maxwell.
- «La Danse des couleurs», *La Danse des Couleurs*, Alexandre.

#### 4. SHARE STUDENT'S AGE WITH CLASSMATES.

##### ACTIVITIES

- 4.1 Sketch a picture of a birthday cake on the board or use a blow up of the picture in **annexe 6**. Choose a student or the teacher as an example to demonstrate that the number of candles put on the cake is the age of the person having the birthday. Count the candles aloud with the students and then write the total number on the cake (1,2,3,4,5,6...*six*...*Sara a six ans*). Invite others in the class to tell you how old they are by asking them «*Quel âge as-tu ?*» and helping them to answer «*J'ai \_\_\_ ans*».
- 4.2 **Annexe 6** Page 3 of the cumulative «All About Me» or «MOI» booklet. Distribute drawing and colouring materials along with a copy of **annexe 6** to each student. Encourage them to ask each other the «*Quel âge as-tu ?*» question at the top of their page and then to answer as well as fill in the blank to the «*J'ai \_\_\_ ans*» at the bottom of the page. Students can then draw the correct number of candles (*bougies*) on their cakes as well as decorate and colour them.

#### 5. BECOME FAMILIAR WITH THE CALENDAR AND SHARE THEIR BIRTHDAYS WITH THE CLASS.

##### ACTIVITIES

- 5.1 You will need a «month chart» and a calendar for this activity. A larger version of **annexe 7** and **annexe 8** or even an overhead could be used. The teacher holds up a picture of his/her birthday cake (**annexe 6**) with the calendar and tells the children what month his/her birthday is (*Ma fête est en*

#### Teaching Notes

*novembre*). The teacher places his/her name in the correct column on the month chart. Encourage other children whose birthdays are in November to raise their hands and practice saying the month aloud. Continue this activity going through the rest of the months on the chart and placing the students' names in the appropriate column. Encourage the students to say «*Ma fête est en \_\_\_\_\_*» as they indicate their birth month.

- 5.2 After learning the month in French that each student was born in, organize the class into groups of months. Ask them if they think that because they are in groups of months that they were all born on the same day of that month. This should lead to a discussion on what day of the month each student was born.

**Teacher Note:** Some students may not remember what day or month they were born in. It is very helpful to have the class roster to find this information.

- 5.3 **Annexe 8** Page 4 of the cumulative «MOI» booklet. **Annexe 8** is a calendar page where students will copy the French name for their birthday month from the birthday month chart (**annexe 7**) as well as colour in the square of the date they were born. Encourage students to share their page with their neighbour by saying «*Ma fête est en \_\_\_\_\_*» and pointing out their birth date.

- 5.4 Now that the students know how old they are and when their birthday is, it's time to learn how to sing «Happy Birthday» or «*Bonne Fête*». The students could make a large circle and all the students from a certain month could stand in the middle to be sung to. This could be done over 2-3 classes so you aren't singing «*Bonne Fête*» 12 times in one class!

+ *Bonne Fête à toi,*  
*Bonne Fête à toi,*  
*Bonne Fête à \_\_\_\_\_*  
*Bonne Fête à toi!*+

You could go further with this song to include asking how old each person in the circle is...

+ *Quel âge as-tu ?*  
*Quel âge as-tu ?*  
*Quel âge, quel âge ?*  
*Quel âge as-tu ?+*

- 5.5 The Birthday Game: Students sit in a «*grand cercle*» on the floor. Everyone slowly recites the months of the year in French aloud together. When the students hear their birthday month they stand up until the next month is called. The first time through is slow, but students love to pick up the speed on the second or third round.
- 5.6 There are many excellent French storybooks about birthdays. Some are listed as resources below in 5.8: Supplementary activities. A birthday story book is a good way to introduce this activity. If you don't have access to one, simply engage the students in a discussion about what happens at birthday parties, what kinds of things that they would see for decorations, the kinds of things they would do and eat... This same discussion would of course follow the reading of a birthday book.
- 5.7 **Annexe 9** Page 5 of the cumulative «MOI» booklet. After reading a story book or simply discussing birthday parties, the students get an opportunity to create a picture of their own birthday party. They may remember things they have done at their own birthdays or friends' birthdays or from books to use as ideas for this sheet. Be sure to provide drawing and colouring materials for each child.
- 5.8 **Supplementary activities:**  
 Storybooks:
- Une invitation, Images, Addison-Wesley.  
ISBN 0-201-57338-5
  - Bonne fête, Troubadour, Copp Clark Pitman Ltd.  
ISBN 7730-5001-9
  - La Fête de Motty, Caroline et John Astrop, Phidal.  
ISBN 2-89 393-031-X
  - C'est Bientôt, Mon Anniversaire ?, Gus Clarke,  
Seuil. ISBN 2.02.014725.4



- Oh quelle journée ! L'anniversaire de Taupinette, J. S. Goodall/Gallimard, Ma Collection Préférée. ISBN 2-07-056036-8
- Bon Anniversaire !, Marie-France Laurent, Éditions Chouette. ISBN 2-9800909 4-8
- Joyeux Anniversaire !, Parramon et Rius, Bordas. ISBN 2-04-01 9044-9

Songs:

- «La fête de Madame Zano», *C'est Incroyable*, Jacquot

## 6. BECOME FAMILIAR WITH FOODS STUDENTS LIKE AND DISLIKE.

### ACTIVITIES

The theme of birthday parties leads nicely to discussions on favorite foods and favorite things they enjoy doing.

- 6.1 The teacher shares with the students what his/her favorite food or meal would be to have at his/her birthday party. Encourage others to describe their own favorite foods. Flashcards of possible favorite foods would be helpful in teaching the French names for those foods. Draw pictures of these favorite foods on chart paper for later use in activity 6.4.
- 6.2 The teacher shares with students foods that he/she would never want to eat at his/her birthday party because they are foods that he/she dislikes. Again, encourage other students to share their least favorite foods. Flashcards would be useful in teaching the French names of these least popular foods. Draw pictures of these foods on chart paper for use in activity 6.4.
- 6.3 **Food Bingo Game:** Each student will need a Bingo card from **annexe 10**. Popcorn kernels or beans could be used as markers. Put cut outs of the foods from **annexe 11** in a container to draw from. Students cover the food that is called and the first student with a straight line of three wins that round. The winner comes up and assists the teacher in calling the next round. Bingo cards with alternate choices of food could also be made.
- 6.4 **Annexe 12** Page 6 of the cumulative «MOI» booklet. Distribute drawing and colouring materials to each

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student with a copy of **annexe 12**. Students will now get a chance to draw and colour foods they like to eat (*J'aime manger...*) and foods they don't like to eat (*Je n'aime pas manger...*). Be sure to the charts from 6.1 up for the students to refer to. Another option here would be for the students to look in flyers or magazines to find pictures of the foods they like and dislike to simply cut and paste onto their sheet. Encourage students to share their sheet with others by saying «*J'aime manger...*» and «*Je n'aime pas manger...*».

## 6.5 Supplementary activities:

Storybooks:

- Quel bon repas !, Shigeo Watanabe, Éditions du Sorbier. ISBN 2.7320 3004-X
- Le Diner de Motty, Caroline et John Astropp, Phidal. ISBN 2-89 393-031-X
- Les Repas, Maureen Roffey, Grund. ISBN 2-7000-4435-5

Songs:

- «Beurre d'arachide», *Cinq Croissants*, David Kaetz et Anne Glover.
- «Qu'est-ce qu'il y a à manger ?», *Rigolons*, Jacquot.
- «Qu'est-ce que tu veux manger ?», *Quand tu seras grand*, Matt.
- «Une Salade de Fruits», *Une Salade de Fruits*, Alexandre.

## 7. DISCUSS STUDENT'S FAVORITE ACTIVITIES, GAMES OR THINGS TO DO.

### ACTIVITIES

- 7.1 The teacher shares with students games or activities that he/she enjoyed doing when he/she was their age... perhaps games and activities that he/she enjoyed playing at birthday parties. Encourage students to share their favorite games and activities and compile a list on chart paper. It's helpful to draw a small picture beside the name of each game or activity. A list of some possible favorite activities and games can be found in the Vocabulary list.
- 7.2 **Annexe 13** Page 7 of the cumulative «MOI» booklet. Distribute drawing and colouring materials to each student along with a copy of **annexe 13**. Each student will choose three of their favorite games or activities to

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draw and colour in **annexe 13**. Encourage students to share their page with others by saying «*Je préfère....*».

### 7.3 Supplementary activities:

Storybook:

- Vive la récréation !, Sanches et Bordoy, Bordas. ISBN 2-04-019017-1

## 8. MEET THE « SOLEIL » FAMILY AND DISCUSS THE STUDENT'S FAMILIES.

### ACTIVITIES

- 8.1 Prepare a set of the «*Soleil*» family from **annexe 14** before doing this activity. Stick puppets could also be made by cutting out the pictures, laminating them and then gluing them onto popsicle sticks. The «*Soleil*» family may be coloured.

It would be best to vary each family member's eye and hair colour for asking questions in activity 8.2. Present the family to the class as a family unit and then each person individually. («*Voilà la famille Soleil. Voici Monsieur Soleil... Madame Soleil... Annie... et Pierre*»). Ask the students to tell you the name of each puppet by asking «*Qui est-ce ?*». Encourage them to answer with «*C'est \_\_\_\_\_*».

- 8.2 During this activity the students will be recalling information previously learned in activities 1.1 through 2.6 in answering questions about the «*famille Soleil*»'s size, hair and eye colour. Display the *Soleil* family for the class to see and ask the suggested questions to review the family, size, hair and eye colour. Below are some suggested questions to use in this activity:

- *Qui a les yeux \_\_\_\_\_ ?* – Who has \_\_\_\_\_ eyes?
- *Qui a les cheveux \_\_\_\_\_ ?* – Who has \_\_\_\_\_ hair?
- *Qui est grand(e) ?* – Who is big?
- *Qui est petit(e) ?* – Who is small?

- *Qui est le père ?* – Who is the dad?
- *Qui est la mère ?* – Who is the mom?
- *Qui est le frère ?* – Who is the brother?
- *Qui est la sœur ?* – Who is the sister?

8.3 This activity gives the students a chance to share their family setting with the rest of the class. Not everyone has a mom, dad, brother and sister in their family and that is a good topic for discussion while the students are sharing. Encourage the students to describe the hair and possibly eye colour of the members in their family. If they don't know the eye colour they will probably check when they are at home to share next class. They should also be able to describe which members of their family are «*grand(e)*» and which are «*petit(e)*».

8.4 **Annexe 15** Page 8 of the cumulative «MOI» booklet. Distribute drawing and colouring materials along with a copy of **annexe 15** to each child. During this activity the students have an opportunity to illustrate what their family looks like. They may also include any pets that are a part of the family. Encourage students to share their family page with others, describing who each family member is, their hair colour, eye colour and size.

**Teacher Note:** Be sure to remind the students that the hair and eye colour that they put on **annexe 13** should be the same as those of the people in their family.

#### 8.5 **Supplementary activities:**

Storybooks:

- Les Parents, Vendrell et Parramon, Bordas.  
ISBN 2-04-016237-2
- La famille de Bertrand, Norman Bridwell, Scholastic.  
ISBN 0-590-73719-8.

Songs:

- «Rigolons», *Rigolons*, Jacquot.
- «Une grande famille», *Rigolons*, Jacquot.
- «'21' amis», *Oh là là C'est Jacquot*, Jacquot
- «Fille brun», *On Chante et On Bouge*, Jacquot.

### Teaching Notes

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## 9. PRESENT BOOKLETS

### ACTIVITIES

9.1 The students have now completed their eight page MOI booklet. There are several ways in which the students could present their booklet. It is important to go over the whole book together as a class first. Some suggested ways for the students to present their booklets:

- ☒ Each student could sit on an «author’s chair» at the front of the class to present. This would have to be done over 2-3 classes to get everyone done.
- ☒ The students could be put into groups of 4-5 to sit in small circles and each take a turn at presenting their booklet.
- ☒ The whole class could sit in a large circle where everyone would start on page one and get a chance to present it, then everyone would turn their booklet to page two and all get a chance to present it... and so on until everyone has presented every page of their booklet.

**Teacher Note:** This form of presenting the booklet is very comfortable for young children because of the repetition.

- ☒ Students could present their booklet to a partner in the class who would in turn present to them.
- ☒ Students could be paired up with another grade as a buddy reading activity to present their booklet. This may work best being paired up with an older grade that could help them out if they got stuck.

**Teacher Note:** Be sure to have the students share their booklet with a family member once the booklet goes home! A letter to parents about what the students have been doing is an excellent way to keep the lines of communication open between home and school. It provides an opportunity for parents to become more involved in their child’s learning French. A letter to parents is provided in **annexe 16** as a model.

### Teaching Notes

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## 10. REFLECTION ON UNIT.

What did the students learn about themselves in this unit? What French did they learn? What activities, games, songs and sheets did they enjoy or not enjoy doing? What will they be able to teach others from what they have learned? As a self-evaluation (see **annexe 17**) how did they enjoy the unit?

### Teaching Notes

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### General evaluation:

The evaluation information and material comes from *Core French: A Curriculum & Resource Guide for the Elementary Level*, September 1994. Evaluation at the grade one level is still important. However it is recommended that this evaluation be based largely on observation as the students are too young to be evaluated in a second language. Anecdotal records and observation sheets are provided with this unit in **annexe 18–22**. You may have others that work well for you. Daily observations in communicative, interactive situations recorded in anecdotal records or checklists with specific criteria is a systematic way to monitor the student's progress. This type of informal evaluation is as valid as formal evaluations such as a test. Evaluation at this age should reflect development of communicative competence of the student and oral production. It should also take place in the context of a meaningful activity congruent with the way in which the students were taught.

### Evaluation of the experiential goal:

Evaluating the booklet is an ongoing process throughout the unit. Each **annexe** or sheet should be evaluated at the time that it is done. Students are expected to work neatly and carefully as well as cooperating and sharing with those around them. Any **annexe** that doesn't meet these standards could be redone. Students should also be able to recall and retell information and vocabulary from each sheet orally. An *auto-évaluation* (self-evaluation) is included in **annexe 17**.

Supplementary evaluation tools are included in "*Assessment Instruments for French as a Second Language: Beginner Level*".  
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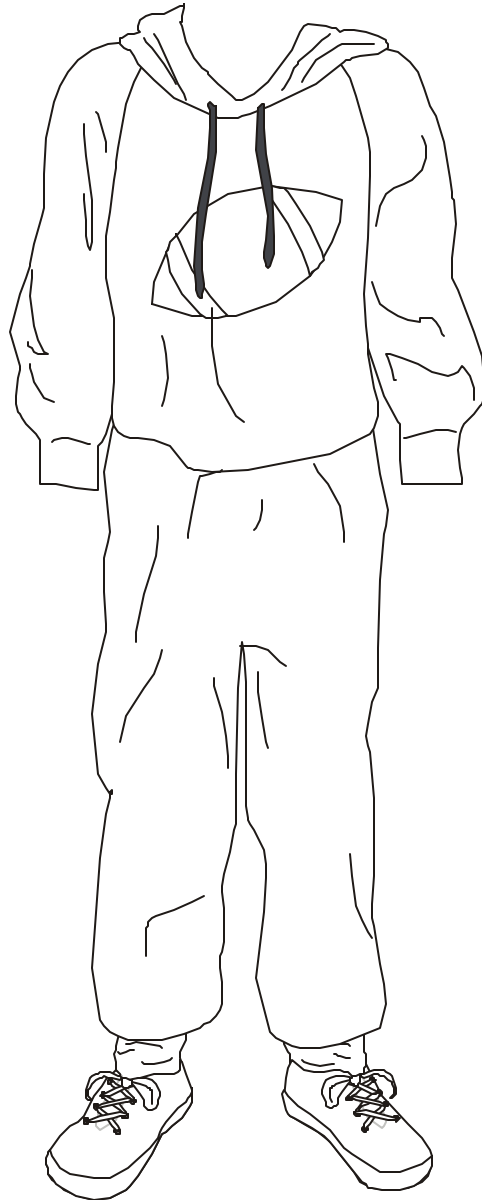
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# Annexes

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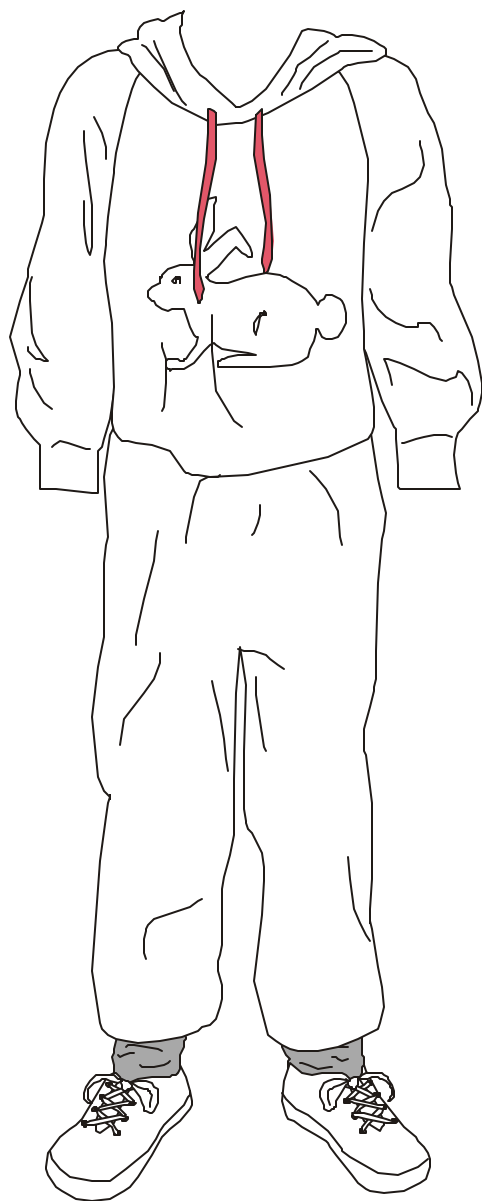


Je m'appelle \_\_\_\_\_



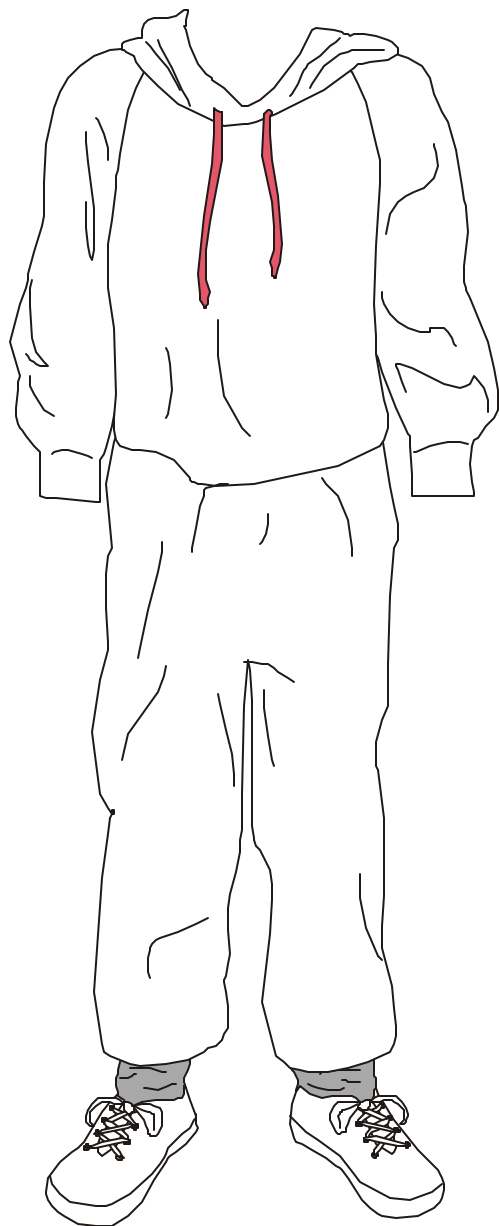
---

Je m'appelle \_\_\_\_\_

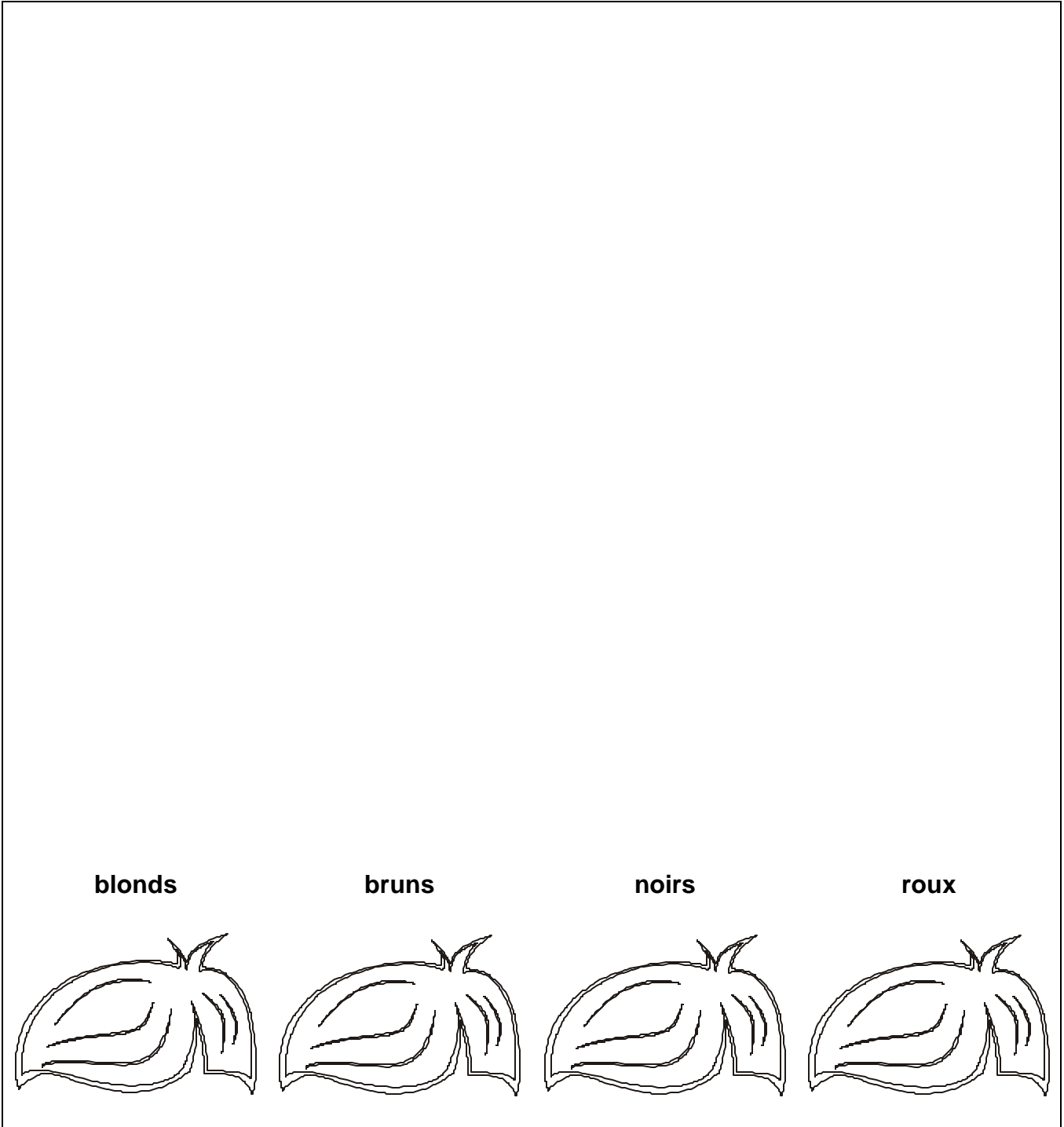


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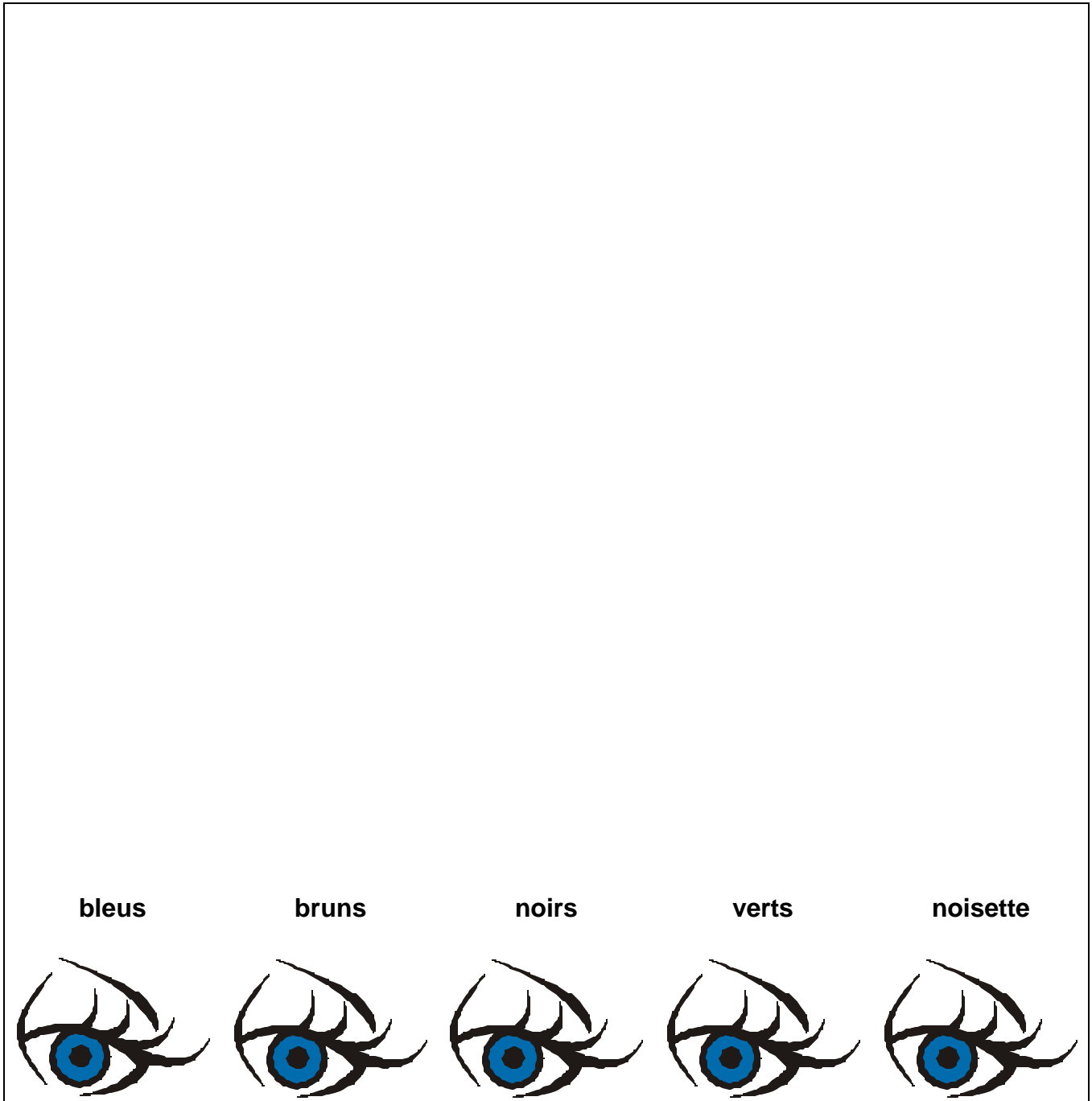
Je m'appelle \_\_\_\_\_



Les cheveux

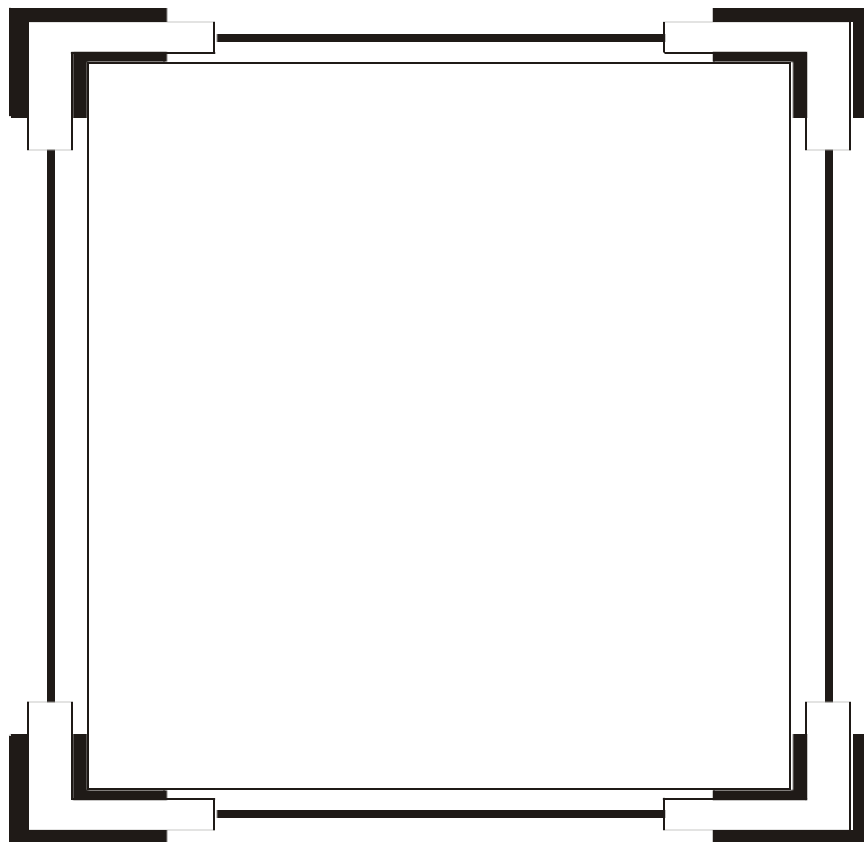


Les yeux



**MOI !**

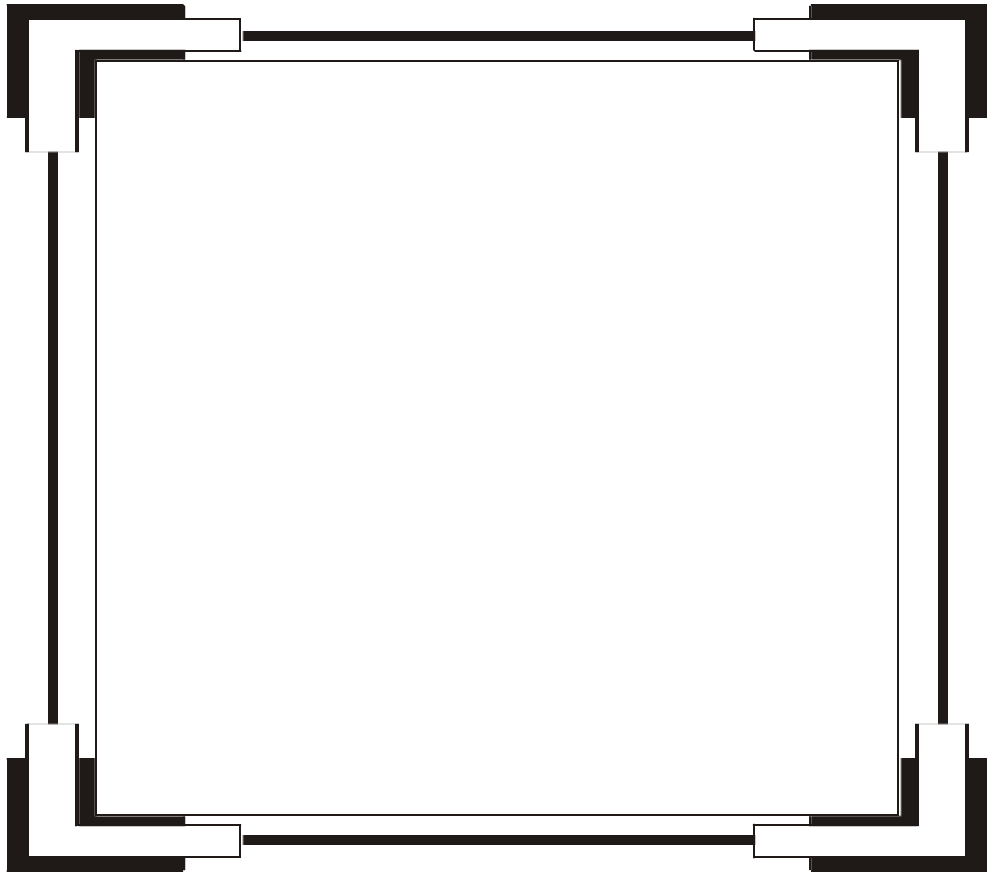
*Je suis spéciale !*



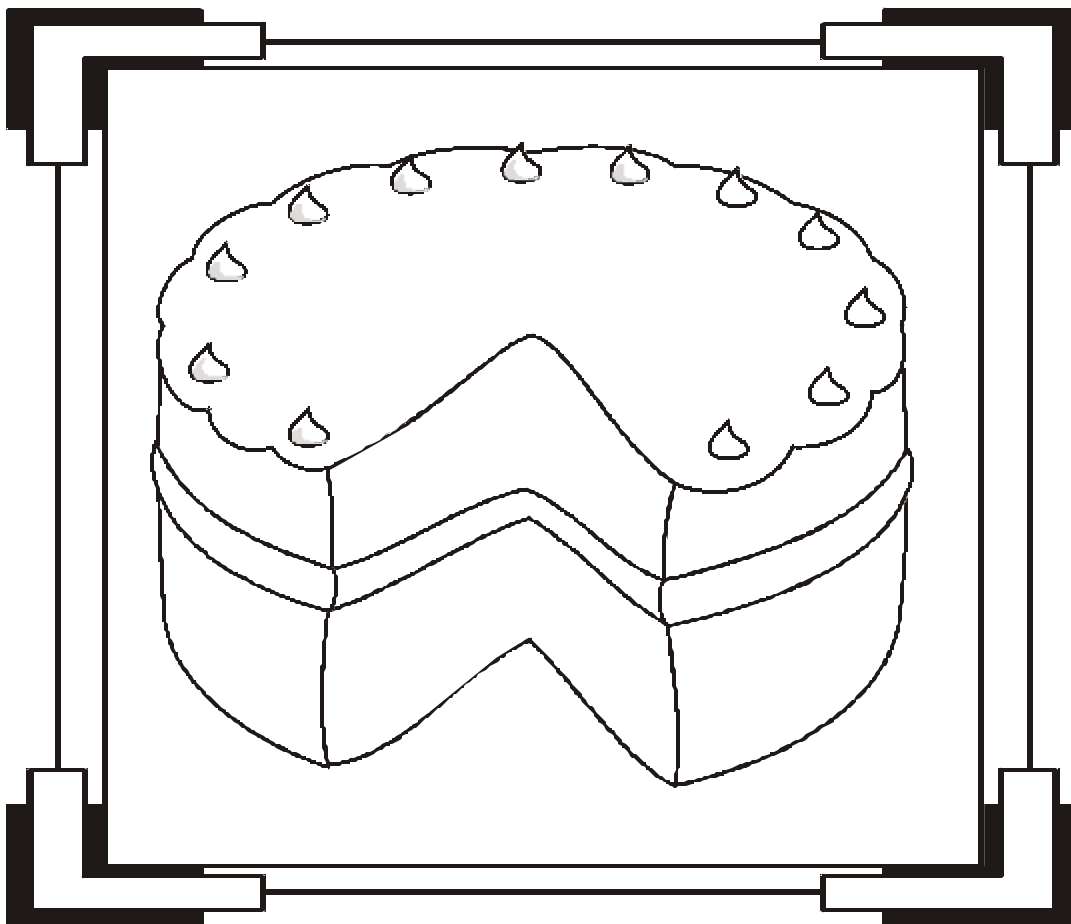
**Je m'appelle** \_\_\_\_\_



*Ma couleur favorite !*



## Quel âge as-tu ?



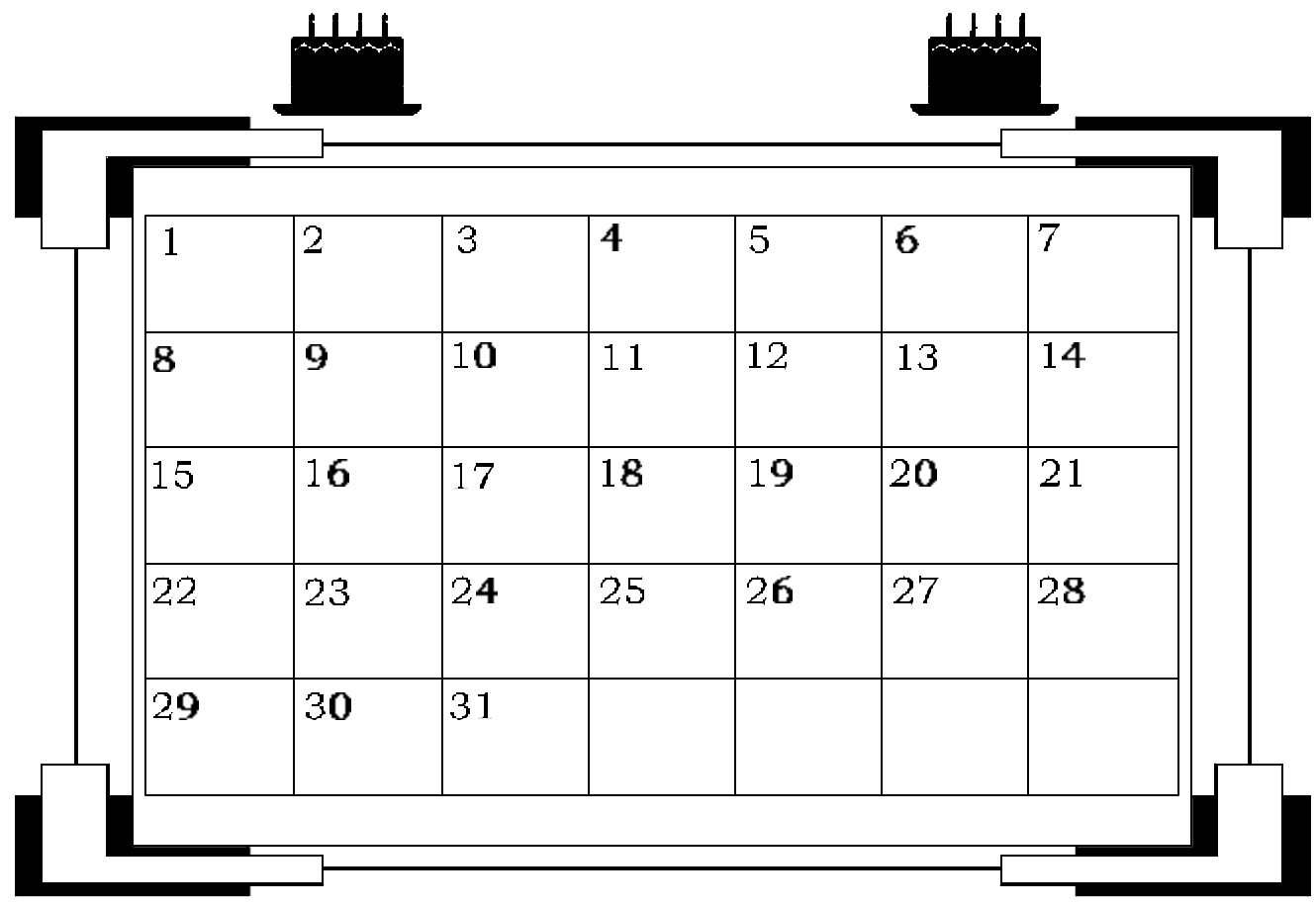
J'ai \_\_\_\_ ans

---

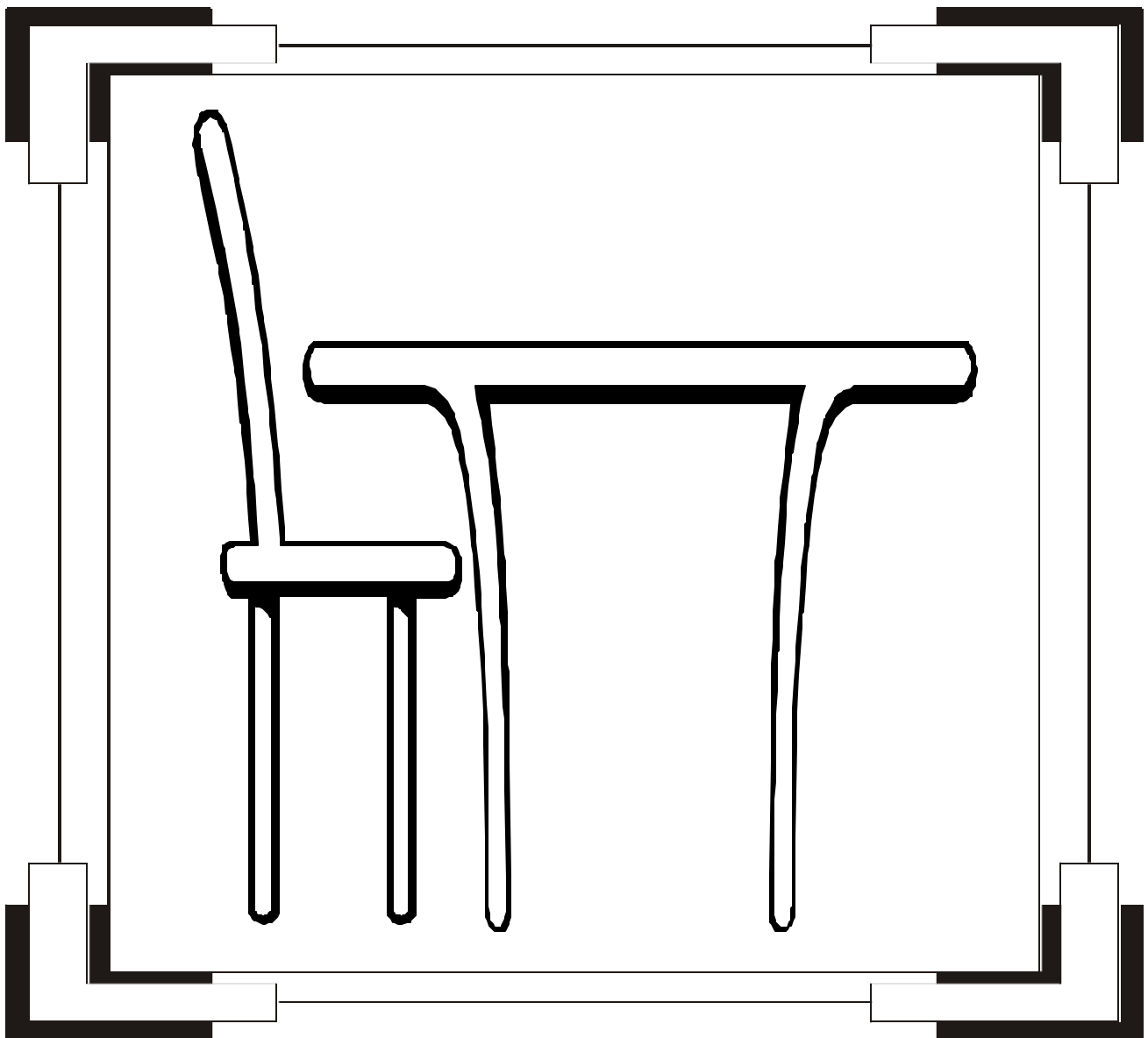
**ANNEXE 7 : LES MOIS****Les mois**

<b>janvier</b>	
<b>février</b>	
<b>mars</b>	
<b>avril</b>	
<b>mai</b>	
<b>juin</b>	
<b>juillet</b>	
<b>août</b>	
<b>septembre</b>	
<b>octobre</b>	
<b>novembre</b>	
<b>décembre</b>	

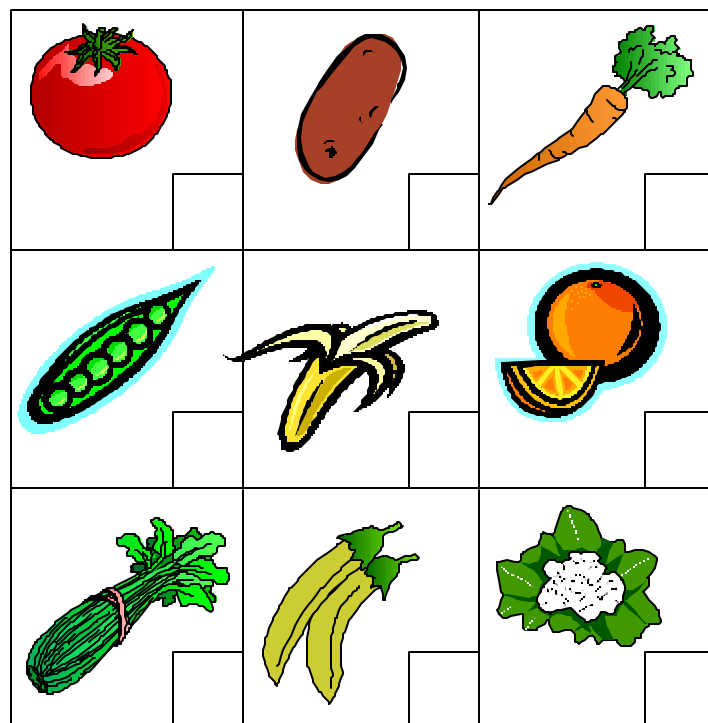
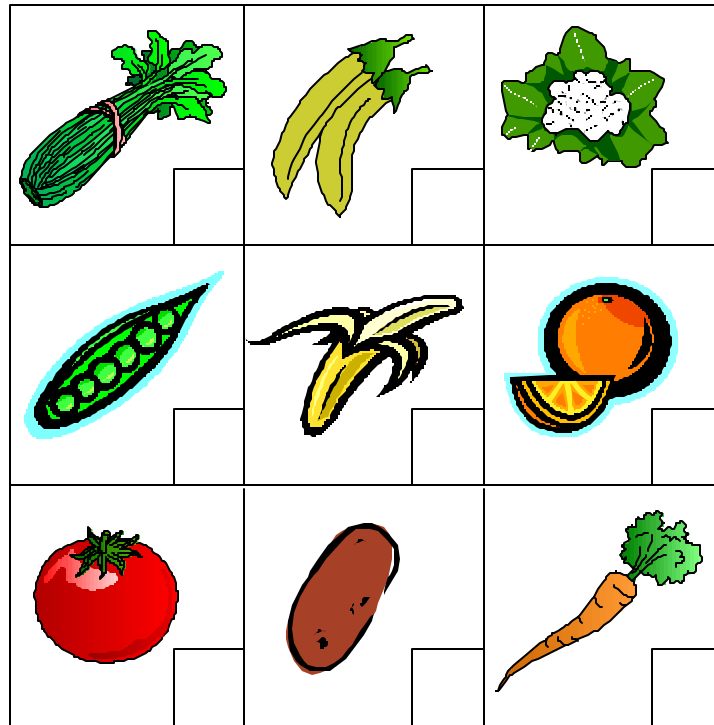
**Ma fête est**  
**en** \_\_\_\_\_



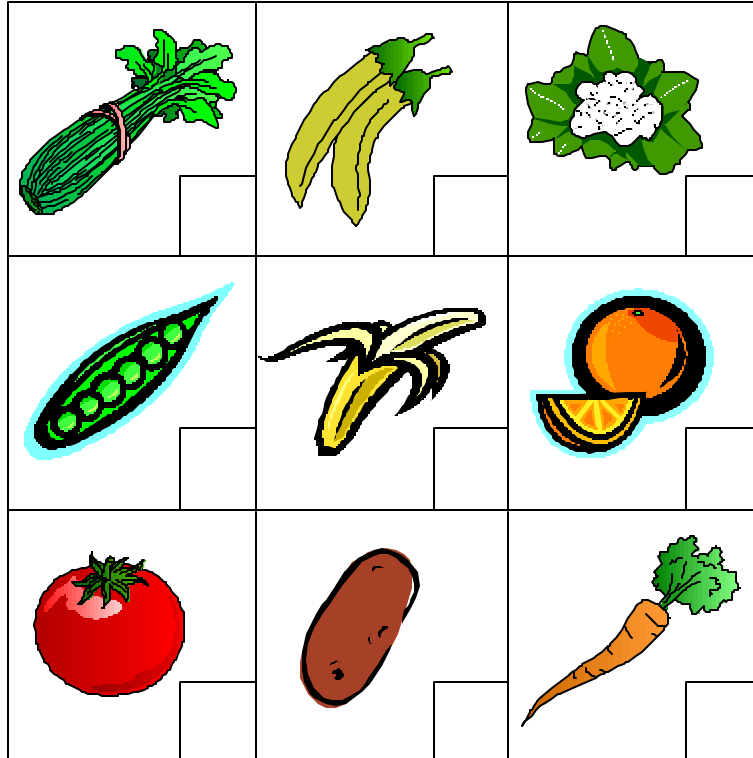
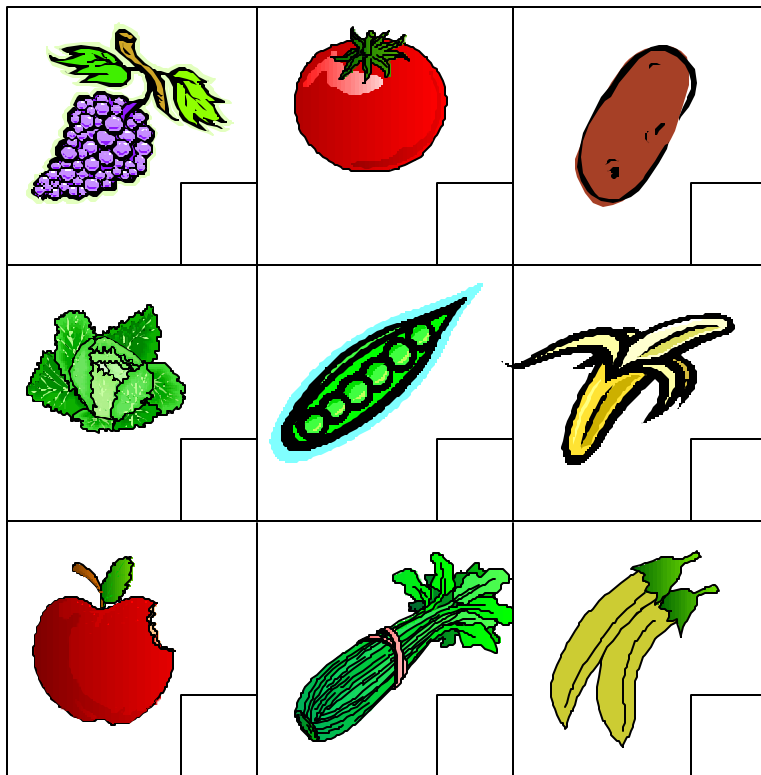
Bonne fête \_\_\_\_\_ !



ANNEXE 10 : LES FRUITS ET LES LÉGUMES<sup>1</sup>

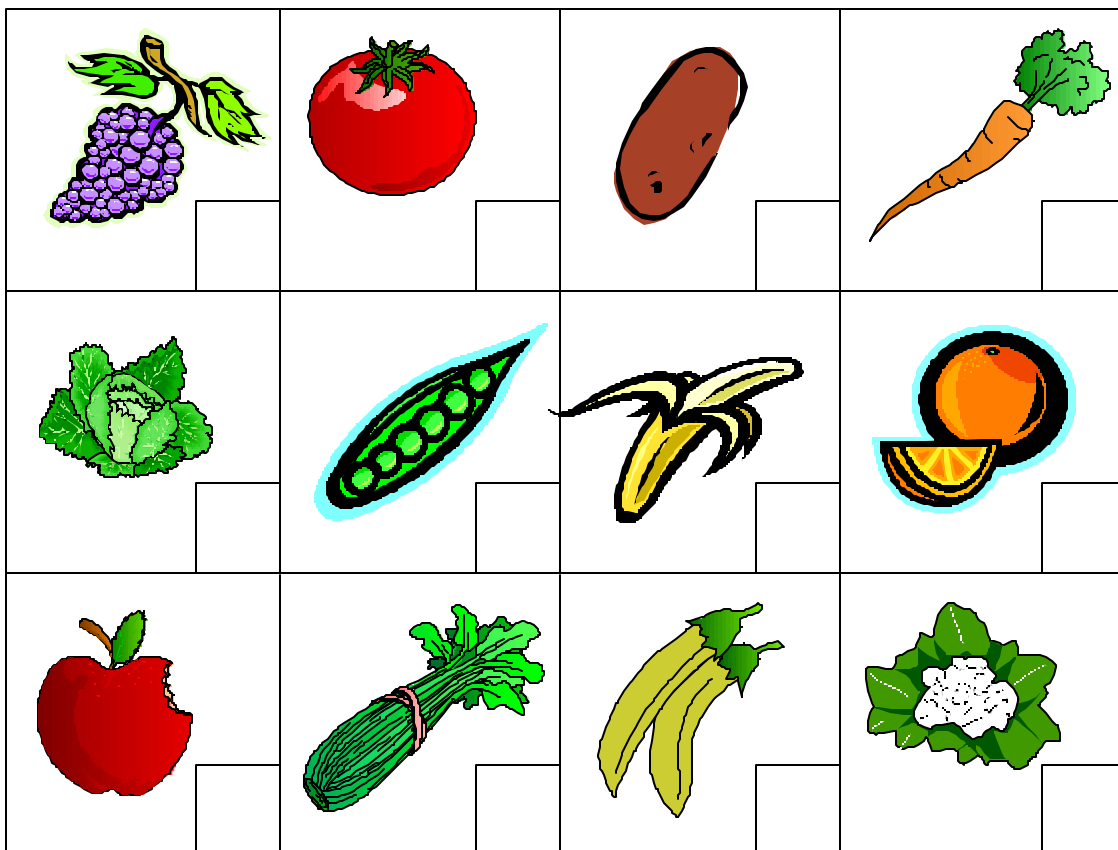


<sup>1</sup> Adapted from «*Pour nos petits manitobains : Grade 3*» – Bureau de l'éducation française, Manitoba – 1987.



ANNEXE 11 : BINGO<sup>2</sup>

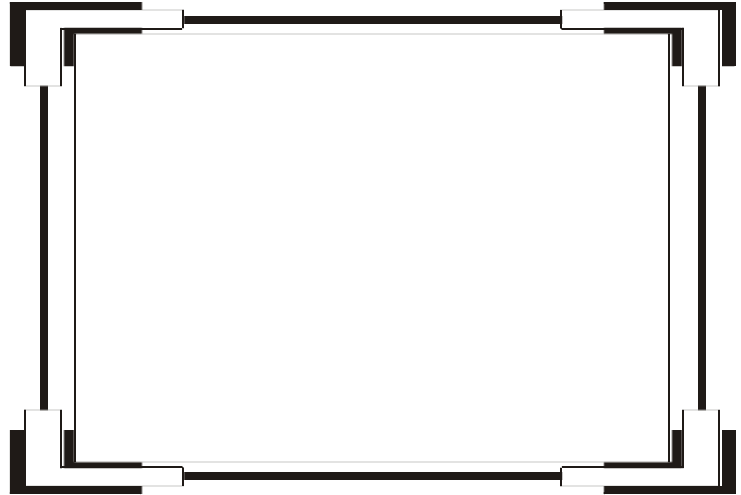
1. C'est du céleri.
2. C'est une carotte.
3. C'est une orange.
4. Ce sont des haricots.
5. C'est une tomate.
6. C'est une pomme.
7. C'est un chou.
8. Ce sont des raisins.
9. C'est une pomme de terre.
10. C'est un chou-fleur.
11. C'est une banane.
12. Ce sont des petits pois.



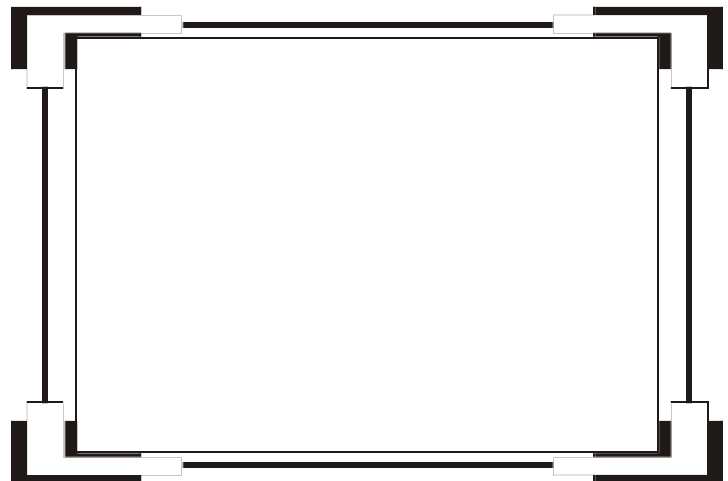
<sup>2</sup> Adapted from «*Pour nos petits manitobains : Grade 3*» – Bureau de l'éducation française, Manitoba – 1987.



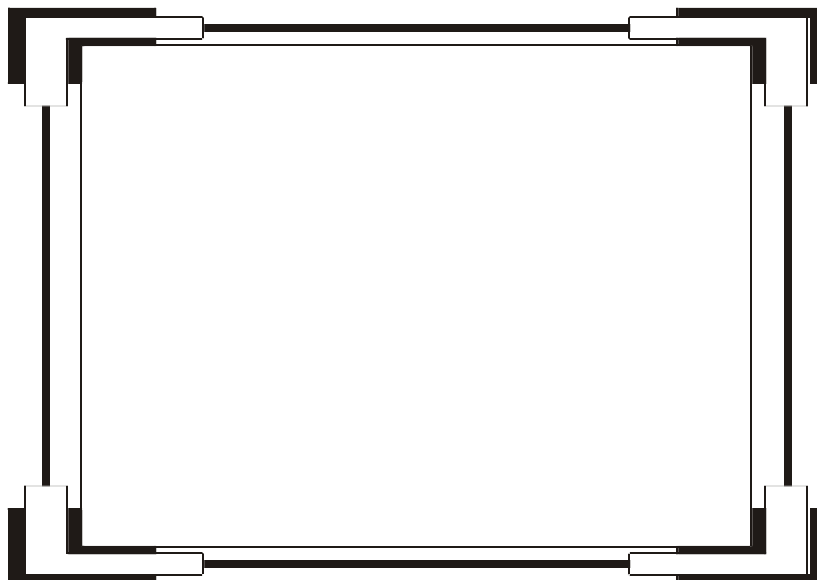
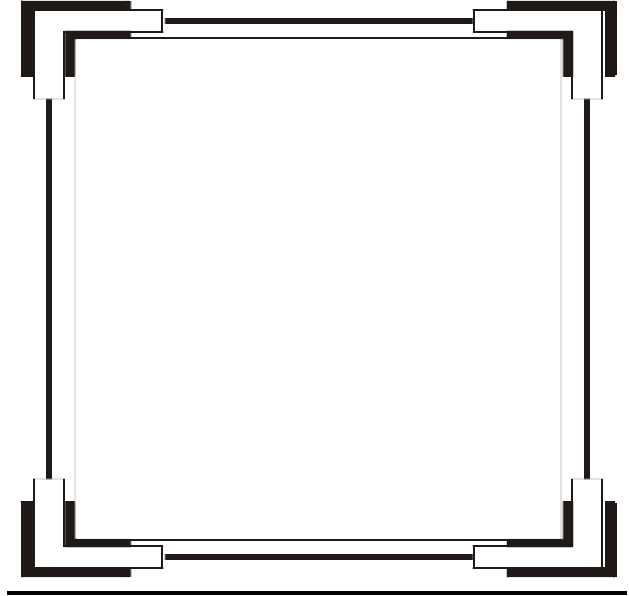
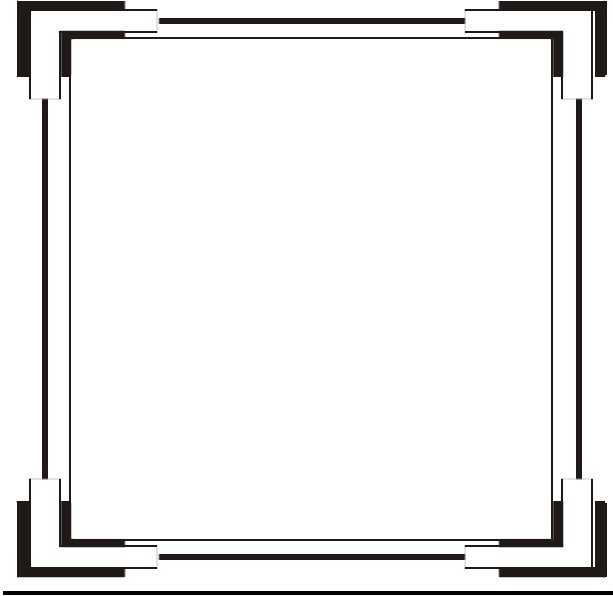
J'aime manger...



Je n'aime pas manger...

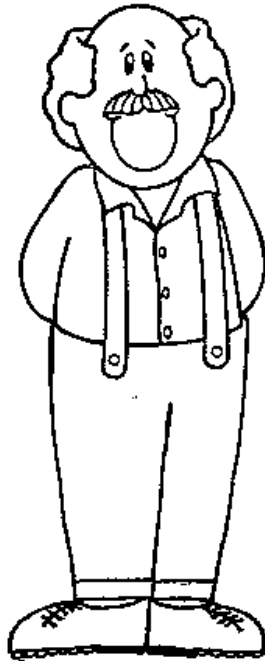


# Les activités que je préfère



# La famille Soleil

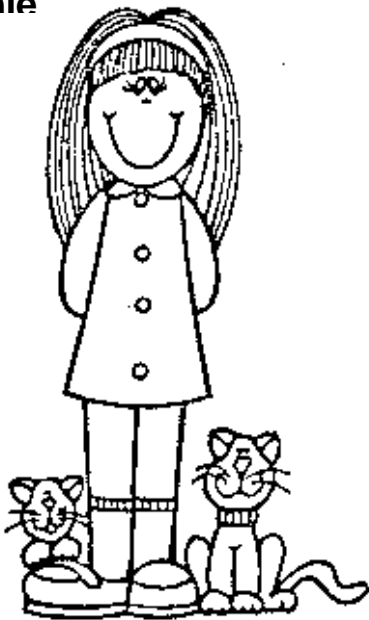
Monsieur Soleil



Madame Soleil



Annie

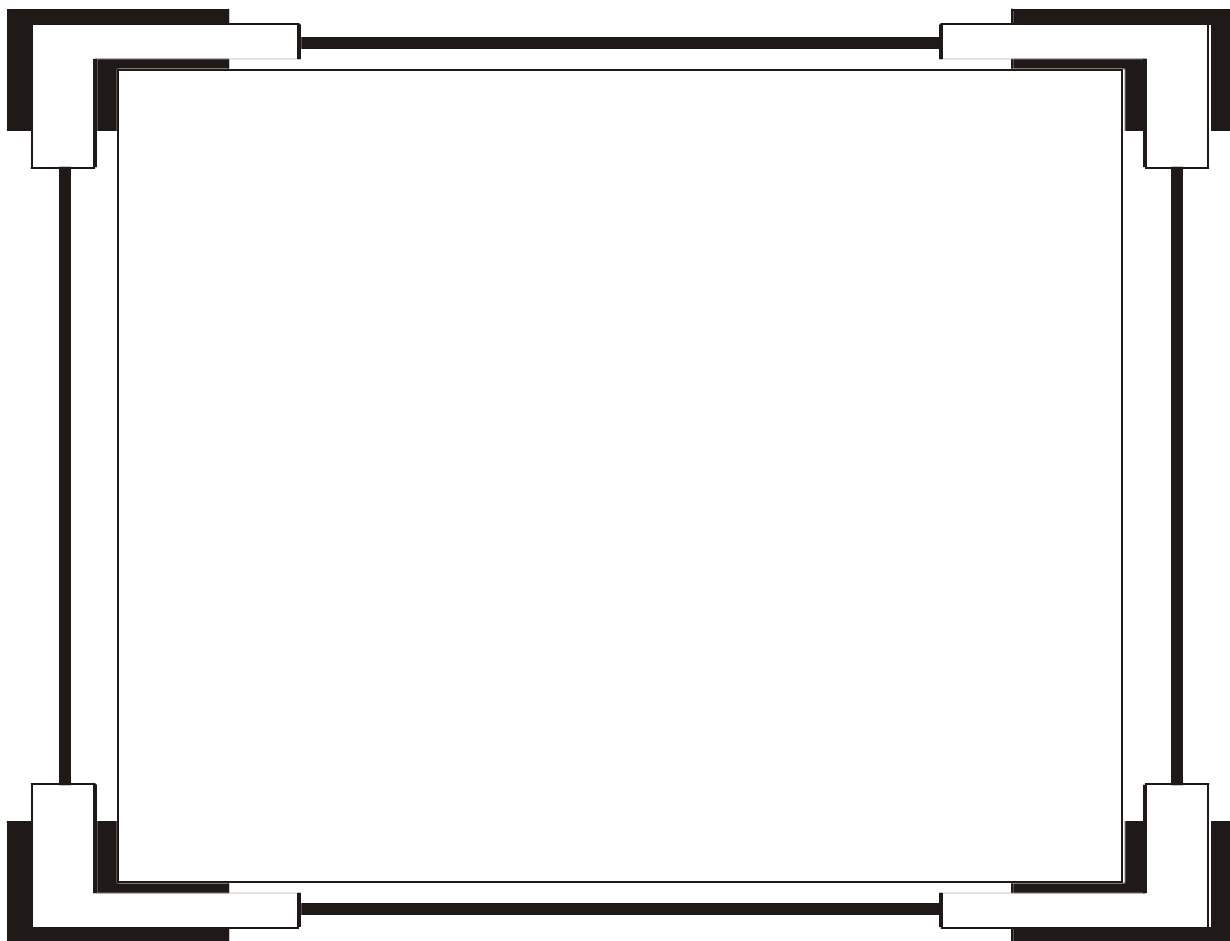


Pierre



<sup>3</sup> «Clip Art III, Clip Art From A to Z». – Carson Dellosa Publishing Company, Inc.

# Voilà ma famille



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<b>ANNEXE 16 : LETTRE POUR LES PARENTS</b>
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Dear Parents,

Bonjour ! The grade one class has been very busy during our «All About Me» or «MOI» unit. We have learned a lot of new French words, played games, sang songs, read books and most important of all, we made a MOI booklet.

While making our booklet we learned about big and small, how to describe our hair and eye colour, what our favorite colour is, how old we are, when our birthday is, foods we like and dislike, our favorite activities and last, but not least, all about our family. Below are some of the new French words we learned in making our booklet.

- *Moi* – me
- *Je suis spécial(e)* – I am special
- *grand(e)* – big
- *petit(e)* – small
- *les yeux* – eyes (*bleus* – blue, *bruns* – brown, *noirs* – black, *verts* – green, *noisette* – hazel)
- *les cheveux* – hair (*blonds* – blonde, *bruns* – brown, *noirs* – black, *roux* – red)
- *les couleurs* – colours (*bleu(e)* – blue, *brun(e)* – brown, *noir(e)* – black, *blanc(he)* – white, *gris(e)* – grey, *violet(ette)* – purple, *rouge* – red, *jaune* – yellow, *orange* – orange, *rose* – pink)
- *âge* – age
- *J'ai \_\_\_ ans.* – I am \_\_\_ years old.
- *fête* - birthday
- *bonne fête* – happy birthday
- *J'aime* – I like
- *Je n'aime pas* – I don't like
- *famille* – family

We presented our booklets at school, but would love to share them with someone at home! If you have any questions or concerns please feel free to contact me. *Merci* !







Sincerely,

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**ANNEXE 17 : FEUILLE D'ÉVALUATION**

Est-ce que tu aimes l'unité ?







Nom : \_\_\_\_\_

- |    |   |   |
|----|---|---|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

**Student's copy:**

Est-ce que tu aimes ton livre ?

Nom : \_\_\_\_\_

- |    |   |   |
|----|---|---|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |







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Échelle :

Très bien = TB

Bien = B

Besoin d'amélioration = BA

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**ANNEXE 20 : FICHE ANECDOTIQUE<sup>6</sup>**

						Fiche anecdotique - aperçu global

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<sup>6</sup> «Core French: A Curriculum and Resource Guide for the Elementary Level» – Saskatchewan Education, September 1994.

## Fiche anecdotique

Nom de l'élève : \_\_\_\_\_

Date : \_\_\_\_\_

Activité : \_\_\_\_\_

Observations :

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Inférences / interprétations

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<sup>7</sup> «Core French: A Curriculum and Resource Guide for the Elementary Level» – Saskatchewan Education, September 1994.

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This can be used for students experiencing behavioural problems.

**ANNEXE 22 : FICHE ANECDOTIQUE<sup>8</sup>**

**Fiche anecdotique**

**Activité :** \_\_\_\_\_ **Date :** \_\_\_\_\_

**Nom de l'élève :** \_\_\_\_\_

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**Fiche anecdotique**

**Activité :** \_\_\_\_\_ **Date :** \_\_\_\_\_

**Nom de l'élève :** \_\_\_\_\_

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<sup>8</sup> «Core French: A Curriculum and Resource Guide for the Elementary Level» – Saskatchewan Education, September 1994.

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## Resources:

The follow resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the «Core French Discussion Area» on the Sask Education (Official Minority Language Office) website ([www.sasked.gov.sk.ca/bmlo](http://www.sasked.gov.sk.ca/bmlo)).

### PRINTED MATERIALS:

- |  |  |
|--|--|
| ☒ <i>Assessment Instruments for French as a Second Language: Beginner Level.</i><br>1998. (CASLT)                  | ☒ <i>Images 1 : Ensemble 2</i><br>ISBN 0-201-57319-9<br>(ADD)  |
| ☒ <i>Bit of Everything (Un Peu de Tout)</i><br>Liza Sernett, T.S. Denison and Company, Inc.<br>ISBN 0-0513-02064-0 | ☒ <i>Pour nos petits manitobains ; Grade 3</i><br>1987. ISBN 005-940011<br>(MTB)                                     |
| ☒ <i>Core French: A Curriculum &amp; Resource Guide for the Elementary Level</i><br>September 1994<br>(LRDC)       | ☒ <i>Tout Sur Moi (Première année)</i><br>Jacques F. Toulemonde<br>S&S Learning Materials Ltd.<br>ISBN 1-55035-195-8 |
| ☒ <i>Images 1 : Ensemble 1</i><br>ISBN 0-201-57318-0<br>(ADD)  |  |

### AUDIO-CASSETTES:

- |  |   |
|--|---|
| ☒ <i>C'est Incroyable</i><br>Jacquot<br>(MEJ) (TRALCO)                               | ☒ <i>On Chante et On Bouge</i><br>Jacquot<br>(MEJ) (TRALCO) |
| ☒ <i>Cinq croissants</i><br>David Kaetz et Anne Glover<br>La chèvre Enterprises Inc. | ☒ <i>Quand tu seras grand</i><br>Matt Maxwell<br>(AAT)      |
| ☒ <i>La Danse des Couleurs</i><br>Alexandre<br>(BEL)                                 | ☒ <i>Rigolons</i><br>Jacquot<br>(MEJ) (TRALCO)              |
| ☒ <i>Oh là là C'est Jacquot</i><br>Jacquot<br>(MEJ) (TRALCO)                         | ☒ <i>Une Salade de Fruits</i><br>Alexandre<br>(BEL)         |

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## LIST OF DISTRIBUTORS

- AAT** And All That  
P.O. Box 52614  
1801 Lakeshore Road W.  
Mississauga, ON  
L5J 4S6  
Tel: (905) 820-6160  
Fax: (905) 820-6409
- ADD** Addison-Wesley Longman Limited Publishers  
26 Prince Andrew Place  
P.O. Box 580  
Don Mills, ON  
M3C 2T8  
Tel: (416) 447-1779  
1-800-387-8028  
Fax: 1-800-465-0536
- BEL** Bélangel Productions  
Box 37  
St. Boniface, MB  
R2H 3B4  
Tel: (204) 231-1244  
Fax: (204) 233-8122
- BGL** Bouquinerie Gravel  
C.P. 176  
Gravelbourg, SK  
S0H 1X0  
Tel: (306) 648-3532  
1-800-505-2665
- CASLT** Canadian Association of Second Language Teachers  
176 Gloucester St., Suite 310  
Ottawa, ON  
K2P 0A6  
Tel: (613) 234-6567  
Fax: (613) 230-5940
- La chèvre Enterprises Inc.  
5500 Hughes Rd.  
Hornby Island, BC V0R 1Z0
- LRDC** Learning Resources Distribution Centre  
1500 4<sup>th</sup> Av.  
Regina, SK  
S4R 8C8  
Tel: (306) 787-5987  
Fax: (306) 787-9747
- MEJ** Musique Éditions Jacquot  
C.P. Box 64  
Clarksburg, ON  
N0H 1J0  
Tel: (416) 536-3436

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<b>MTB</b>	Manitoba Textbook Bureau C.P. 910 Souris, MB R0K 2C0	Tel: (204) 483-4040 Fax: (204) 483-3441
<b>RES</b>	The Resource Centre P.O. Box 190 Waterloo, ON N2J 3Z9	Tel: (519) 885-0826 Fax: (519) 747-5629
<b>TRALCO</b>	Tralco Educational Services Box 20341 Hamilton, ON L9C 7M8	Tel: (905) 575-5717 Tel: 1-888-4-Tralco Fax: (905) 575-1783