



## Maine French Heritage Program

### **Thème 1 : Vivons Ensemble ( Racine et Identités)**

Version du 20 juin 2014 – Doris Belisle-Bonneau

<p><b>Thème 1</b> <b>Theme 1</b></p>	<p><b>Vivons Ensemble- Racines et Identités</b> Let's live together- Our Roots and Identity Ages: 5-7 year old ( niveau A2-B1) Duration: 9 weeks x 2 lessons of approximately 90 minutes</p>
<p><b>Objectifs</b> <b>Objectives</b></p>	<p><b>Objectif communicatif (savoir faire)</b> <i>Les élèves seront capable de faire des demandes simples et de poser des questions simples en français.</i> <i>Les élèves seront capable de s'introduire.</i></p> <p><b>Communication objective :</b> Students will be able to make simple requests and questions in French. Students will be able to introduce themselves and one another.</p> <p><b>Objectif linguistique :</b> <i>Grammaire: Impérative: marchez, levez-vous, asseyez -vous, écoutez, regardez, gardez,</i> <i>Verbes: être , avoir, pouvoir, vouloir</i></p> <p><b>Linguistic objective:</b> Grammar: Imperative: walk, get up, sit down, listen, look, keep Verbs: to be, to have, to be able, to want</p> <p><b>Lexique :</b> <i>Les expressions et le vocabulaire pour décrire la salle de classe, les règles de la classe, les routines de la classe, pour se saluer, et pour mieux comprendre des aspects de la culture franco-américaine, les chiffres et les couleurs</i></p> <p><b>Lexis :</b> Expressions for classroom routines, for classroom rules, for doing introductions, for understanding Franco-American culture, numbers and colors.</p>

	<p><b>Objectif culturel</b>  <i>Les étudiants seront capable d'identifier des manières différentes de se saluer.</i></p> <p><b>Cultural objective:</b>  Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.</p>
<p><b>Outcomes and standards</b>  A1.1, A1  European Framework</p>	<p><b>Listening comprehension:</b>  -Students will be able to understand familiar words and basic expressions relating to themselves, their families, and the immediate classroom surroundings.</p> <p><b>Reading comprehension:</b>  -Students can understand familiar words on posters and notices.</p> <p><b>Spoken Interaction</b>  - Students can interact in a simple way and introduce themselves.  -Students can ask simple question and describe their basic features.</p> <p><b>Written comprehension</b>  -Students can write basic words.</p>
<p><b>Learning strategies For speaking</b></p>	<ol style="list-style-type: none"> <li><i>J'utilise des gestes, objets, images. . .</i>  I use gestures or mime to show I understand.</li> <li><i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i>  I dare to express myself, even if I do not know all the words.</li> <li><i>Je regarde la personne qui parle et j'écoute attentivement</i>  I look at the face of the person speaking to me and listen attentively.</li> <li><i>J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent</i>  I try to imitate the person speaking, the rhyme, song, the accent.</li> </ol>
<p><b>Projet final Final project</b></p>	<p><b>Projet final / Final project</b></p> <p>Level 1 for new students</p> <ol style="list-style-type: none"> <li>Students will create a collage on a life size personal profile that includes their birth day, their favorite color, their favorite food, their favorite activity. They will orally describe their profile.</li> <li>Make a "time-line" with photos and/or drawings to show his own development from an infant to the age of 10</li> </ol> <p>Level 2 for returning students idea</p> <ol style="list-style-type: none"> <li>Extend the map of Franco's coming from Canada to Lewiston to include the deportation of Acadians in Maine .</li> <li>Create a time line with immigration and deportation highlights</li> <li>Visit the L/A museum to learn about occupations of Franco's in Maine</li> <li>Interview Franco Americans and immigrants from Francophone countries.</li> <li>Do a flag parade of immigration and deportation of French to the Americas</li> </ol>

**Instructional Sequencing / Séquence pédagogique ( 9 weeks/semaines)**

Weeks 1	<p><b>Focus Week 1</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b></p> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Comment t'appelles-tu? Je m'appelle,</i></li> <li>2. Working together: Rules for safety, respect, responsibilities and routine</li> <li>3. Songs : <i>Bonjour Mes Amis and Frère Jacques</i> or <i>Du Nanane</i> for 2<sup>nd</sup> year students</li> <li>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-30 for 2<sup>nd</sup> year students</li> <li>6. Vocabulary for <i>la collation</i> snack</li> <li>7. Make a flag of France</li> </ol>
Weeks 2	<p><b>Focus Week 2</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b></p> <p><b>Review:</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Comment t'appelles-tu? Je m'appelle</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routines</li> <li>3. Songs : <i>Bonjour Mes Amis , Frère Jacques, Du Nanane</i></li> <li>4. Colors: red, yellow, green , and blue rainbow for 2<sup>nd</sup> year students; color for the flag of France</li> <li>5. Numbers: 6-10 for first year students Numbers: 30-100 for second year students</li> <li>6. Vocabulary for <i>la collation</i> snack</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>1. <b>Greetings:</b> <i>Comment s'appelle-t-il/elle? Il/ elle s'appelle.</i></li> <li>2. <b>Greetings :</b> Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.</li> <li>3. Alphabet for first year students Alphabet sounds for second year students</li> <li>4. Make a flag of Canada</li> <li>5. Locations or type of house where people live <i>J'habite dans une maison</i></li> </ol>
Week 3	<p><b>Focus Week 3</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment Where do I live?</b></p> <p><b>Where do French speakers live?</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il/elle s'appelle, Quel age as-tu?</i></li> <li>2. Working together: Rules for safety, respect, responsibilities and routine</li> <li>3. Songs : <i>Bonjour Mes Amis and Frère Jacques</i></li> <li>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.</li> <li>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student</li> </ol> <p><b>Introduce</b></p>

	<ol style="list-style-type: none"> <li>1. Greetings: <i>Comment ça va</i></li> <li>2. Strategies for learning language</li> <li>3. Connect to where French is spoken in the world and stress their key to the world Where French is spoken in the world. Learn <b>continents on day 1</b> and <b>countries on day 2</b></li> </ol> <p><b>Expectation:</b> Students returning to the program will identify the names of at 7 francophone countries. Students new to the program will identify 4 countries</p>
Week 4	<p><b>Focus Week 4</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment Where do I live? Where in the world do French speakers? Where in Maine do Franco Americans live?</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à . .</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routine</li> <li>3. Songs : <i>Bonjour Mes Amis, Frère Jacques, and Alouette</i></li> <li>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.</li> <li>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students</li> <li>7. 4 Strategies for learning language</li> <li>8. Location of where students live in Maine</li> <li>9. Francophone countries and continents</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>1. Where do Franco Americans live in Maine?</li> <li>2. Make a flag of any of the Franco American regions in the State of Maine</li> <li>3. Reacquaint with Petit Canada and Franco Center and immigration to Lewiston/Auburn with Bonne Aventure video #1</li> <li>4. Practice and finish work on vocabulary, flags, francophone countries</li> </ol> <p>Reminder: Arrange permission slips for visit to L/A museum on day 2 in week 6</p>
Expansion Units  Week 5  Day 1 and Day 2	<p><b>Focus Week 5</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history?</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à . .</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routine</li> </ol>

	<ol style="list-style-type: none"> <li>3. Songs : <i>Bonjour Mes Amis, Frère Jacques, and Alouette</i></li> <li>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.</li> <li>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students</li> <li>7. 4 Strategies for learning language</li> <li>8. Location of where students live in Maine</li> <li>9. Francophone countries and continents</li> <li>10. Where do Franco Americans live in Maine?</li> <li>11. Reacquaint with Petit Canada and Franco Center and immigration to Lewiston/Auburn</li> </ol> <p><b>Introduce</b></p> <ol style="list-style-type: none"> <li>1. The concept of immigration vs deportation</li> <li>2. The journey of the Acadian</li> <li>3. The Acadian village</li> </ol>
<p><b>Week 6</b></p> <p>Start here</p> <p>Need to develop pre field trip activity to the L/A museum</p>	<p><b>Focus Week 6</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b></p> <p><b>Review: Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history? Introduce: What kind of work did the immigrants do then?</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à. . . Il/elle habite à. . . J'habite dans l'état du Maine, Comment ca va? Ca va? Ca va bien, Ca va comme ci comme ca. Ca va mal.</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routine</li> <li>3. Songs : <i>Bonjour Mes Amis, Frère Jacques, du Nanane</i></li> <li>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.</li> <li>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students</li> <li>7. Strategies for learning language</li> <li>8. Finish flags</li> <li>9. The concept of immigration vs deportation</li> <li>10. The journey of the Acadian</li> <li>11. The Acadian village</li> </ol> <p><b>Introduce</b></p> <ol style="list-style-type: none"> <li>1. Occupations of immigrants</li> <li>2. Visit the L/A Museum—Mill and Music Exhibit</li> </ol>

	Remember to send out invitations to the final thematic session and for interviews.
<p>Week 7</p> <p>To do</p> <p>Create an interview sheet where students can write or draw responses</p> <p>Work into the interview sheet the why they came were they forced</p>	<p><b>Focus Week 7</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b></p> <p><b>Review: Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history? What kind of work did the immigrants do then?</b></p> <p><b>Introduce: What are the stories of today's immigrants in the L/A area.</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : Working together: Rules for safety, respect, responsibility and routine</li> <li>2. Songs : <i>Bonjour Mes Amis, Frère Jacques, du Nanane</i></li> <li>3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</li> <li>4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student</li> <li>5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student</li> <li>6. Strategies for learning language</li> <li>7. Location of where they live in Maine</li> <li>8. Finish flags</li> <li>9. The concept of immigration vs deportation</li> <li>10. The journey of the Acadian--Deportation</li> <li>11. Occupations of immigrants</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>1. Extend the map of Franco's coming from Canada to Lewiston to include the deportation of Acadians in Maine .</li> <li>2. Create a time line with immigration and deportation highlights</li> <li>3. Prepare Interview with Grandparents and Immigrants</li> <li>4. Begin assessment check list with students</li> </ol>

Week 8	<p><b>Focus Week 8</b></p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history? What kind of work did the immigrants do then? What are the stories of today's immigrants to the L/A rea; How did the immigrants have fun?</b></p> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il s'appelle</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routine</li> <li>3. Songs : <i>Bonjour Mes Amis, Frère Jacques, du Nanane</i></li> <li>4. Colors: red, yellow, green , blue and rainbow for 2<sup>nd</sup> year students</li> <li>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student</li> <li>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student</li> <li>7. Strategies for learning language</li> <li>8. Location of where they live in Maine</li> <li>9. Finish flags</li> <li>10. The concept of immigration vs deportation</li> <li>11. The journey of the Acadian--Deportation</li> <li>12. Occupations of immigrants</li> <li>13. How the Franco's had fun</li> <li>14. Traditional Franco songs and dance</li> <li>15. Prepare Interview with Grandparents and Immigrants</li> </ol> <p><b>Introduce and produce event on day 2. . . .Our heritage. . .</b></p> <ol style="list-style-type: none"> <li>1. Interview grandparents and immigrants</li> <li>2. Share new learning about the Franco's in Maine---Acadians</li> </ol> <p style="text-align: center;">Franco American's from Canada</p>
Week 9	<p><b>Focus Week 9:</b></p> <p><b>Extensions:</b></p> <p style="padding-left: 40px;">Show <i>Bonne Aventure</i>: Episode 11 deportation</p> <p style="padding-left: 40px;">Show <i>Petit Conteur</i>: <i>Venue de Loin</i></p>

**Sample Lewiston/Auburn MFHLP Theme 1 Sequencing 2013-2014 developed by  
Diane Pelletier, Doris Bonneau and Jacynthe Jacques**

**This sample is an example of adjusting the suggested sequencing to reflect local resources and time line for fall.**

1. Week 1 - Introduce program and logistics for class management
  - a. Pass out folders
  - b. Explain program, teach cues and 5 class rules and sign class contracts
  - c. Greetings : *Bonjour, je m'appelle , Comment s'appelle-t-il? Il/elle s'appelle, Comment ça va?*
  - d. Sing Frères Jacques
  - e. Review colors and numbers : *Finger Fortune Teller*
  
2. Week 2 - Where do I live?
  - a. Greetings - Extend to – *Qui est-ce? C'est ....*
  - b. Continue with colors and numbers
  - c. ABCs 123 (video and dominoes)
  - d. World map -- where is Maine? - Introduce northern Maine and Acadia
  - e. Saying where they live - names of buildings
  - f. Intro Passport pages 1-2
  - g. Maine flag and Franco flags (*coloring activities*)
  
3. Week 3- Francophone countries October 7-12  
*Confirm visit to L/A Museum with Diane Williams - week 5 dates-Oct 22=fv; oct.23=shw*  
*Hand out field trip permission slips*
  - a. World Map -- Learn where French is spoken
    - Discuss greetings in different francophone countries
    - Extend Greetings - show different Franco greetings
  - b. Color French flag and Canadian flag
  - c. Teach North/South/East/West
    - (*Use last year's cards - running outside*)
  - d. Shower curtain map fun - tearn your franco flag stickers
    - Matching flags to countries - say the colors and the country in French
    - Use stickers won and place in passport p. 5
  - e. Passport - #1-3 on page 4
    - Do preliminary assessments for naming countries and identifying flags to countries
  
4. Week 4 - Franco Americans - what it means / review immigration ***Send out invitations for final celebration***  
*Acadia - comparing immigration to deportation (Sherwood 1 day only no school 10/14)*
  - a. World map - Maine and Quebec -Where did Franco's live in Canada? Where do Acadians live?
  - b. Present Trifold project from last year
  - c. Jobs - what kind of professions did the French Canadians do before and after immigrating? - use flash cards
  - d. Introduce Acadia

- e. Color Acadian flag
- f. Video : *Bonne Aventure #11*

5. Week 5 -

- a. World map - Maine and Quebec -Where did Franco's live in Canada? Where do Acadians live?
- b. Start Project Kraft paper and feet imprints
  - Immigration timeline
  - Acadian deportation timeline
- c. Visit L/A Museum (*Sherwood Wednesday 23/10/13 - Fairview Tuesday 22/10/13*)

6. Week 6 - Project/Assessments/Prepare interviews

- a. Prepare Interview questions
- b. Continue project
- c. Start assessments

7. Week 7 - Project/Assessments/ interviews

- a. Continue assessments
- b. Finish project
- c. Interviews
- d. Final celebration

**Les leçons**

**The lessons**

**Objectif communicative (savoir faire)**

*Les élèves seront capable to faire des demandes simples et de demander des questions simples en francais. Les élèves seront capable de s'introduire.*

**Communication objective :**

Students will be able to make simple requests and questions in French.

Students will be able to introduce themselves and one another

**Objectif linguistique :**

*Grammaire: Impérative: marchez, levez-vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbes: être , avoir, pouvoir, vouloir*

*Lexique : Les expressions et le vocabulaire pour décrire la salle de classe, le règles de la classe, les routine de la classe, pour se saluer, et pour mieux comprendre des aspects de la culture franco-américane, les chiffres et les couleurs*

**Linguistic objective:**

Grammar: Imperative: walk, get up, sit down, listen, look, keep

Verbs: to be, to have, to be able, to want

Lexis : Expressions for classroom routines, for classroom rules, for doing introductions, for understanding Franco-American culture, numbers and colors.

**Objectif culturel**

*Les étudiants seront capable d'identifier des manières différentes de se saluer.*

**Cultural objective:**

Students will become familiar with different protocols for greetings in Francophone worlds.

They will be able to present themselves totally in French.

**Introduce:**

**Focus Week 1**

**Me and My Environment**

**Introduce:**

1. Greetings : *Comment t'appelles-tu? Je m'appelle,*
2. Working together: Rules for safety, respect, responsibilities and routine
3. Songs : *Bonjour Mes Amis and Frère Jacques* or *Du Nanane* for 2<sup>nd</sup> year students
4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year students
6. Vocabulary for *la collation* snack
7. Make a flag of France

Week 1 /Lesson 1/ Day 1		Duration: 1:30 hours-2:00
Titre : Moi et Mon Environ Me and My Environment		
<b>Activité</b>  <b>30 minutes</b>	<p><b>Goal: To getting ready to come to French</b></p> <p><b>Working together:</b></p> <ol style="list-style-type: none"> <li>1. Talk to everyone about the logistics –where to leave their backpacks, coats, etc where to wait and what to do while they wait for class to begin.</li> <li>2. Talk to every about how to get in a circle by demonstrating it and talking about what it will look like if everyone were respectful and safe. Have students practice getting into the circle.</li> <li>3. Create a challenge. .How long does it take to get into the circle?</li> <li>4. Create signs or cues for being ready to class. For example: -A hand wave can indicate that the student is ready. -The teacher crossing his/her hand means is everyone body ready to go into class.</li> <li>5. -Teach a rhyme to sit in a circle: <b>English:</b> Sit down, Criss cross applesauce, hands on your lap. Students are sitting down, legs crossed, and hands on knees to show that they are ready in the circleIn order to stay safe in a circle we keep hands to ourselves, stay in your spot and in control. . <b>French:</b> Teach students how to transition from eating to a work activity. Teacher says, <i>Classe Classe</i> Student says, <i>Oui Oui</i> Teacher says, <i>Corps et Chaise</i> to sit down to eat. Teacher says, <i>Mains et Yeux</i> to focus student to look at the speaker or teacher</li> </ol> <p><b>Greetings :</b></p> <p>Activity: Teacher models introducing herself and then ask a puppet to introduce itself.</p> <ol style="list-style-type: none"> <li>1. Whole group: Students repeat <i>Comment t'appelles-tu? je m'appelle . . . .</i></li> <li>2. In Pairs : Students practice with a partner.</li> </ol> <p><b>Goal: Set up the routine for the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- collation</li> <li>2. Song-chanson</li> <li>3. Developing class rules</li> <li>4. Parachute et les couleurs</li> <li>5. Make a flag</li> </ol>	<p>Resources:</p> <ol style="list-style-type: none"> <li>1. Guidelines to the responsive classroom <a href="http://www.niusileadscape.org/docs/pl/culturally_responsive_pedagogy_and_practice/activity2/CR%20Pedagogy%20and%20Practice%20NC-CRESt%20Fac%20Man%20Academy%202%20over%201.0%20FINAL%20kak.pdf">http://www.niusileadscape.org/docs/pl/culturally_responsive_pedagogy_and_practice/activity2/CR%20Pedagogy%20and%20Practice%20NC-CRESt%20Fac%20Man%20Academy%202%20over%201.0%20FINAL%20kak.pdf</a></li> <li>2. Videos: Review the utube on demonstrating procedure <u>First Days of School Teaching Procedures - YouTube</u> <a href="http://www.youtube.com/watch?v=Xhxxk26NfWM">http://www.youtube.com/watch?v=Xhxxk26NfWM</a></li> <li>3. Refer to Class Assessment and Management links on Wiki for access to Using Cues in the Classroom, Class Rules, Behavior Management templates and Classroom Management tips</li> <li>4. Puppets Word strips with <i>je m'appelle, comment t'appelles-tu?</i></li> </ol>

	Next time—extend to having the students staying <i>il s'appelle</i> . <b>Refer to the youtube video on activities for one minute greetings.</b> <b>Be sure to model the behaviors and to stress respect and safety.</b>	
<b>Activité</b> <b>15 minutes</b>	<b>Collation:</b> <b>Teach the words for the snack: <i>le fromage, la pomme, le jus, le chocolat au lait, le lait, je mange, j'aime . . je n'aime pas, e veux, merci, s'il vous plait.</i></b>	<b>Resources:</b> 1. Wiki lexique theme 1 for vocabulary words
<b>Activité</b> <b>15 minutes</b>	<b>Goal: Teach a song that will open each of the sessions</b> <b><i>Bonjour mes Amis Bonjour</i></b> <b>1. Talk to everyone about what behaviors will help us all sing a song to help us learn</b> <b>Greeting songs</b> <b>1. <i>Bonjour mes amis, Bonjour mes amis.</i> Simplest song</b> <b>2. <i>Bonjour mes amis. Qu'est ce qu'on va faire aujourd'hui?</i></b> <b>3. <i>Bonjour mes amis, comment ça va?</i></b> <b>4. Salut is a rap and extends the greetings to <i>je t'e presente . .</i></b>	<b>Resource:</b> <b>Greeting songs</b> <b>1. Simplest song</b> <a href="http://www.youtube.com/watch?v=Zb6dv9BE5Sw">http://www.youtube.com/watch?v=Zb6dv9BE5Sw</a> <b>2.</b> <a href="http://www.youtube.com/watch?v=eQadllq_bXo">http://www.youtube.com/watch?v=eQadllq_bXo</a> <b>3.</b> <a href="http://www.youtube.com/watch?v=vzTwDky1sFc&amp;feature=endscreen">http://www.youtube.com/watch?v=vzTwDky1sFc&amp;feature=endscreen</a> <b>4.</b> <a href="http://www.youtube.com/watch?v=i7tJSTCI-L8">http://www.youtube.com/watch?v=i7tJSTCI-L8</a>
<b>Activité</b> <b>30 minutes</b>	<b>Goal: To set class expectations and create a class contract</b> <b>Activity: How can we show respect to one another and responsibility for the work will do together, and safety?</b> <b>Teacher asks what are the school rules for respect and responsibility and charts them. What are the Standards of Operations in the classroom while the teacher is talking, to line up, to use the bathrooms, to get dismissed- etc.</b> <b>She then asks what would it look like if this afterschool class were</b>	<b>Resources:</b> 1. Chart paper to record statements 2. Refer to the lexique for expression that show respect , responsibility and safety 3. Reflection: Be ready to learn be ready to

Doris 8/2/13 1:56 PM  
Deleted: .

Doris 8/2/13 1:57 PM  
Deleted:

Doris 8/2/13 1:56 PM  
Deleted: J

Doris 8/2/13 1:57 PM  
Deleted: e .

Doris 8/2/13 1:56 PM  
Deleted: J

Doris 8/2/13 1:56 PM  
Deleted: J

Doris 8/2/13 1:57 PM  
Deleted: .

Doris 8/2/13 1:56 PM  
Deleted: . J

Doris 8/2/13 1:57 PM  
Deleted: . .

Doris 8/2/13 1:57 PM  
Deleted: M

Doris 8/2/13 1:57 PM  
Deleted: . .

Doris 8/2/13 1:58 PM  
Deleted: S

Doris 8/2/13 1:58 PM  
Deleted: . .

	<p>being respectful. Write the descriptors in affirmative language. For instance instead of saying don't hit one another, write keep hand to yourself.</p> <p>Translate the descriptors</p> <p>Here is some language: <i>écoutez, regarder celui qui parle, gardez vos mains près de vous, marchez lentement, soyez poli (excusez moi, pardon, je veux, s'il vous plaît)</i></p> <p>Ask students to repeat the words.</p> <p>Introduce the stop and think . Talk with students about what to do if someone is not being polite.</p> <p>Model sending I messages: Excuse me, I cannot hear the teacher. Would you lower your voice please.</p> <p>Role play other situations. I can see that you are not ready to be in circle. I think you need to take a break. Go do a reflection.</p> <p>Review the chart at the end and ask students if they can live by those procedures.</p>	<p>put forth your best effort, be kind and respectful. See document intitled</p> <p>Then conference with kids. What can we do differently next time?</p> <p>You have a choice write the reflection sheet or the consequence. You are not ready to be inclass I need you to be . . .</p>
<b>10 minutes</b>	<p><b>Teach a song that students know in English</b></p> <p><i>Frère Jacques, Frère Jacques</i></p> <p>Use the bells to go ding dong</p>	
<b>Enrichment 2<sup>nd</sup> year students</b>	<p>Teach song : <i>Du Nanane</i></p> <ol style="list-style-type: none"> <li>1. Highlight the words and talk about Nanane as meaning candy.</li> <li>2. Play the CD from Michael Parent.</li> <li>3. Have the children sing the song</li> </ol>	<p>Resource:</p> <p>Michael Parent's Let's Sing with Greg Boardman</p> <p><a href="http://www.michaelparentstorytelling.com/michaelparent_audio.html">http://www.michaelparentstorytelling.com/michaelparent_audio.html</a></p>
<b>15 minutes</b>	<p>Review numbers: 2<sup>nd</sup> year students 1-10</p> <p>Teach numbers: 1<sup>st</sup> year students 1-5</p> <p>Use the video</p> <p>Song: Teach numbers words first.</p> <p>Teach the song</p> <p>Activity: Sing the song</p>	<p>Resource: Utube song on numbers 1-10</p> <p><a href="http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=fvwrel">http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=fvwrel</a></p>
<b>5 minutes</b>	<p><b>Gather students in closing circle</b></p> <p>Use the signal created for bringing students to the circle</p> <p>Review the greetings they learned and the song <i>Frère Jacques</i></p>	

*Vivons Ensemble: Racine et Identité*

Living and Learning Together : Roots and Identity

Week 1/Lesson 2/ Day 2  
hours

Duration: 1:30

**Titre : *Moi et Mon Environ* Me and My Environment**

**Objectif communicative (savoir faire)**

**Les élèves seront capable to faire des demandes simples et de demander des questions simples en francais.**

**Les élèves seront capable de s'introduire.**

**Communication objective :**

Students will be able to make simple requests and questions in French.

Students will be able to introduce themselves and one another

**Objectif linguistique :**

*Grammaire: Impérative: marchez, levez-vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbes: être , avoir, pouvoir, vouloir*

*Lexique : Les expressions et le vocabulaire pour décrire la salle de classe, le règles de la classe, les routine de la classe, pour se saluer, et pour mieux comprendre des aspects de la culture franco-américane, les chiffres et les couleurs*

**Linguistic objective:**

Grammar: Imperative: walk, get up, sit down, listen, look, keep

Verbs: to be, to have, to be able, to want

Lexis : Expressions for classroom routines, for classroom rules, for doing introductions, for understanding Franco-American culture, numbers and colors.

**Objectif culturel**

*Les étudiants seront capable d'identifier des manières différentes de se saluer.*

**Cultural objective:**

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Focus Week 1**

**Me and My Environment**

**Review:**

1. Greetings : *Comment t'appelles-tu? Je m'appelle,*
2. Working together: Rules for safety, respect, responsibilities and routine
3. Songs : *Bonjour Mes Amis and Frère Jacques* or *Du Nanane* for 2<sup>nd</sup> year students
4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year students
6. Vocabulary for *la collation*-snack

**Introduce:**

1. Make a French flag

<b>Activité</b>  <b>15 minutes</b>	<b>Opening:</b> Sing a song: <i>Bonjour, mes amis, Bonjour</i> <b>Greetings : goal to review the introduction</b> Activity: Teacher models introducing herself and then ask a puppet to introduce itself. <ol style="list-style-type: none"><li>1. Whole group: Students repeat " Comment t'appelles- tu? je m'appelle . . .</li><li>2. In Pairs : Students practice with a partner.</li></ol> <b>Goal: Explain the program for the day</b> <ol style="list-style-type: none"><li>1. Snack- collation</li></ol>	<b>Resources:</b> <ol style="list-style-type: none"><li>1.Puppets: Use stockings if you do not have enough hand puppets</li><li>2. Word strips with <i>je m'appelle, comment t'appelles-tu,</i></li><li>3. Link to morning meeting one minute greeting-</li></ol>
--	--	--

	<p>2. Song-chanson</p> <p>3. Developing class rules</p> <p>4. Colors</p>	<p>Responsive classroom</p> <p><a href="http://www.youtube.com/watch?v=nvqY5ybRcng">http://www.youtube.com/watch?v=nvqY5ybRcng</a></p>
<p><b>Activité</b></p> <p><b>15 minutes</b></p>	<p><b>Collation: Snack time</b></p> <p><u>Teach the words for the snack: <i>le fromage, la pomme, le jus, le chocolat au lait, le lait, je mange, j'aime... je n'aime pas, e veux, merci, s'il vous plait.</i></u></p> <p><u>Teach students how to transition from eating to a work activity.</u></p> <p><u>Refer to youtube video,</u></p>	
<p><b>Activité</b></p> <p><b>15 minutes</b></p>	<p><b>Goal to review numbers:</b></p> <p><b>Review:</b> numbers 1-5 or 1-30</p> <p>Sing the song that was introduced yesterday</p> <p>Practice numbers with flash cards</p> <p><b>Activity:</b> Do Fly Swatter Game</p> <ol style="list-style-type: none"> <li>Put numbers on a wall</li> <li>Divide the students in two teams</li> <li>Give explicit instructions:</li> <li>Team picks one person to have the fly swatter.</li> <li>Teacher says the number in French and the team .</li> <li>Team deliberates and send the students with the swatter to the correct number.</li> </ol> <p>First to get to the number wins</p>	<p>Refer to Wiki resouces in les chiffres</p> <p><b>Les chiffres</b></p> <p><u><a href="#">les chiffres 1-10 big.docx</a></u></p> <ul style="list-style-type: none"> <li><u><a href="#">chiffres 1-20 crswrd.doc</a></u></li> <li><u><a href="#">chiffres 1-20 pzl.doc</a></u></li> </ul> <p>Numbers song in French</p> <p><i>Une chanson des chiffres</i></p> <p><u><a href="http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=vwrel">http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=vwrel</a></u></p>
<p><b>15 minutes</b></p>	<p><b>Goal: To set expectations and create a class contract</b></p> <p><b>Review:</b> The chart both the english and french chart of behavior that will ensure responsibility, respect, and safety. Review signs for each of the rules.</p> <p>Remind students that at the last session they agreed that they could live within these behaviors.</p> <p>Introduce what happens if after being reminded of the behaviors, someone does not abide.</p> <p>a. <b>Quiet time</b> <u><i>Un moment tranquille</i></u></p> <p>b. Quiet time and a reflection that is shared with teacher.</p> <p style="padding-left: 40px;">Un moment pour pensez et une résolution</p> <p>c. Quiet time and a reflection that is shared with both teacher and parent.</p> <p>Teach explicitly the process of needing quiet time.</p> <p>d. At the completion of the activity ask everyone to sign the contract that will be up in class.</p> <p>e. Create a laminated "my journey today" template and use clothes</p>	<p>Resources:</p> <ol style="list-style-type: none"> <li>Type the school rules in both French and English</li> <li>Prepare a location for a quiet time chair.</li> <li>Refer to <i>un moment tranquille</i> template in wiki classroom management</li> <li>Refer to the My Journey Today template under wiki classroom management</li> </ol>

Doris 8/2/13 1:59 PM

**Deleted:** Collation: .  
Review the words for the snack: le fromage, la pomme, le jus, le chocolat au lait, le lait, Je mange. . J'aime . . Je n'aime pas. . .Je veux. Merci. . S'il vous plait. . .

Doris 8/2/13 2:52 PM

**Formatted:** Font:10 pt, Bold

Doris 8/2/13 2:53 PM

**Deleted:** e

Doris 8/2/13 2:52 PM

**Formatted:** Font:10 pt, Bold, Italic

Doris 8/2/13 2:52 PM

**Formatted:** Font:10 pt, Bold, Italic

Doris 8/2/13 2:52 PM

**Formatted:** Font:10 pt, Bold

	pins with student names to monitor each day's behavior.			
<b>15 minutes</b>	<p><b>Goal: To teach primary colors</b></p> <p><b>Activity: <i>Oh les beaux vêtements</i>—</b></p> <p><b>Directions : bring in a suitcase or backpack with clothes of the colors in the song</b></p> <p><b>Refer to the site <u>French as a second language –activities with M. Renaud</u></b></p>	<p>Resource:</p> <p>Refer to lyrics to <i>les beaux vêtements</i> under wiki-colors</p>		
<b>Enrichment</b>	Extend the suitcase activity to include the rainbow color and the word <i>arc en ciel</i>			
<b>Enrichment</b>	<p>Extend the suitcase activity with a word wall, word search, bingo forms</p> <p>Use resources for small group activities to practice colors.</p> <p>Wiki colors include:</p> <p><i>Les couleurs en lettres.docx</i></p> <table border="1" data-bbox="212 606 854 804"> <tr> <td> <ul style="list-style-type: none"> <li>• <a href="#">Apprendre en coloriant 1-10.docx</a></li> <li>• <a href="#">Bingo formes et couleurs.docx</a></li> <li>• <a href="#">les couleurs.pdf</a></li> <li>• <a href="#">Les couleurs puzzles.docx</a></li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• <a href="#">Les couleurs - étoiles.docx</a></li> <li>• <a href="#">Les couleurs en lettres.docx</a></li> <li>• <a href="#">Les-couleurs 2.pdf</a></li> <li>• <a href="#">couleur-NB.pdf</a></li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <a href="#">Apprendre en coloriant 1-10.docx</a></li> <li>• <a href="#">Bingo formes et couleurs.docx</a></li> <li>• <a href="#">les couleurs.pdf</a></li> <li>• <a href="#">Les couleurs puzzles.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Les couleurs - étoiles.docx</a></li> <li>• <a href="#">Les couleurs en lettres.docx</a></li> <li>• <a href="#">Les-couleurs 2.pdf</a></li> <li>• <a href="#">couleur-NB.pdf</a></li> </ul>	<p>Resource</p> <p>Refer to Wiki -Colors</p>
<ul style="list-style-type: none"> <li>• <a href="#">Apprendre en coloriant 1-10.docx</a></li> <li>• <a href="#">Bingo formes et couleurs.docx</a></li> <li>• <a href="#">les couleurs.pdf</a></li> <li>• <a href="#">Les couleurs puzzles.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Les couleurs - étoiles.docx</a></li> <li>• <a href="#">Les couleurs en lettres.docx</a></li> <li>• <a href="#">Les-couleurs 2.pdf</a></li> <li>• <a href="#">couleur-NB.pdf</a></li> </ul>			
<b>10 minutes</b>	<p><b>Flag of France</b></p> <ol style="list-style-type: none"> <li>1. Ask students to describe the colors</li> <li>2. Provide a image or have students make their own and color it.</li> </ol>	<p>Wiki: Resources for making flags of Francophone countries.</p> <p><a href="#">Resource for creating flags of Francophone countries.docx</a></p> <p>Materials needed: Index card stock and long sticks</p>		
5 minutes	<p><b>Closing</b></p> <p><b>Sing the closing song <i>Au Revoir, Mes Amis, Au Revoir</i></b></p> <p><b>Make sure all students are safely picked up by parents, on the buses or in after-care.</b></p>			

**Week 2/ Lesson 3 / Day 1**

**Duration: 1:30 hours**

**Titre : *Moi et Mon Environ* Me and My Environment**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,*

**Cultural objective:**

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Week 2 Focus**

**Review week 1:**

7. Greetings : *Comment t'appelles-tu? Je m'appelle*
8. Working together: Rules for safety, respect, responsibility and routines
9. Songs : *Bonjour Mes Amis , Frère Jacques, Du Nanane*
10. Colors: red, yellow, green , and blue rainbow for 2<sup>nd</sup> year students; color for the flag of France
11. Numbers: 6-10 for first year students Numbers: 40-100 for second year students
12. Vocabulary for *la collation* snack

**Introduce**

1. **Greetings:** *Comment s'appelle-t-il/elle? Il/ elle s'appelle. . .*
2. **Greetings :** Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.
3. Alphabet for first year students Alphabet sounds for second year student
4. Make a flag of Canada
5. Types of homes in which people live *J'habite dans une maison*

<p><b>Activité</b></p> <p><b>15 minutes</b></p> <p><b>Whole group</b></p>	<p><b>Opening:</b> Sing song: <i>Bonjour mes amis, Bonjour</i> <b>Goal: To review greetings and to extend to the third person</b></p> <p><b>Review:</b> Teacher models introducing herself and then ask a puppet to introduce itself.</p> <ol style="list-style-type: none"> <li>1. Whole group: Students repeat</li> <li>2. In Pairs : Students practice with a puppet.</li> </ol> <p><b>Extension to third person</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks a pair to introduce themselves. She says, <i>il s'appelle . . . or elle s'appelle . . .</i> Do the process for all pairs and have students repeat <i>il or elle s'appelle</i></li> </ol>	<p><b>Resources:</b></p> <p>Puppets Use stockings if you do not have enough hand puppets Word strips with <i>je m'appelle, comment t'appelles-tu,</i></p>
---	---	---

Doris 8/2/13 2:32 PM  
Formatted Table

	<p>2. Ask students to listen for the difference in sounds between <i>je m'appelle . . . . , il s'appelle elle s'appelle . .</i></p> <p>3. Then she says, <i>comment s'appelle-t-il?</i></p> <p>Ask students to listen for the difference in sounds between <i>. Comment t'appelles- tu? and comment s'appelle-t-il?</i></p> <p>4. Ask students the questions <i>Comment 'appelles- tu? and comment s'appelle-t-il ?</i>(point to a student ) and have them respond by saying their name or the name of the person who is targeted.</p> <p><b>Introduce "Qui est-ce?"</b></p> <p>5. Point to a student and ask <i>qui est-ce?</i> Whole group responds , <i>C'est. . il s'appelle . . .</i> Repeat for ½ class and then ask students to ask the question <i>–Qui est-ce?</i></p> <p><b>Extension of Greetings</b></p> <p><b>Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.</b></p> <p>France : <i>la bise</i> USA: hand shake Africa: hand hold</p>	
<p><b>Activité</b></p> <p><b>15 minutes</b></p>	<p><b>Goal: To set expectations and create a class contract</b></p> <p><b>Review:</b> The chart both the English and French chart.</p> <p>Remind students that at the last session they agreed that they could live within these procedures.</p> <p>Discuss again what happens if after being reminded of the procedures, someone does not abide.</p> <p><u>Remind students of alternatives:</u></p> <p>a. Quiet time</p> <p>b. Quiet time and a reflection that is shared with teacher.</p> <p>c. Quiet time and a reflection that is shared with both teacher and parent.</p>	
	<p><b>Goal: Explain the program of the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- <i>collation</i></li> <li>2. Song-<i>chanson</i></li> <li>3. Review class rules</li> <li>4. Learn Alphabet and their sounds</li> <li>5. Learn Where they live</li> <li>6. Review Colors</li> </ol>	
<p><b>Activité</b></p> <p><b>15 minutes</b></p>	<p><b>Collation:</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
<b>Enrichment</b>	<b>Extend the courtesy words:</b> <i>de rien, il n'y a pas de quoi</i>	

<b>Activité</b> <b>Small group- Alphabet</b> <b>15 minutes</b>	<b>Activity</b> 1. Play the video and song- listen 2. Sing along with the video 3. Sing by themselves 4. Practice <b>Activity:</b> Use flash give everyone letters Create a moving line. . . 1. Say the letter 2. All Students repeat <u>3.</u> The student with the letter moves to the front of the line.	<b>Resource:</b> ABC & 1 2 3 Handout: Alphabet and number song Wiki resource <a href="#">alphabet 10001.pdf</a>  Pdf describes the sounds phonically
<b>Small group</b> <b>10-15 minutes</b>	Review the colors: <b>Activity:</b> Have students color a map of Canada	<a href="#">Resource for creating flags of Francophone countries.docx</a>
<b>Small group</b> <b>10-15 minutes</b>	Review the numbers: Play the domino game Roll dice and highest number wins a prize.	Wiki resources for numbers Wiki : <i>les chiffres</i> <a href="#">les chiffres 1-10 big.docx</a>  <a href="#">chifres 1-20 crswrd.doc</a>  <a href="#">chiffres 1-20 pzl.doc</a>
<b>Activité 5</b> <b>minutes</b>	<b>Closing</b> Sing: <i>Au Revoir, mes amis</i> and the expressions that they learned today	

Doris 8/2/13 2:37 PM

**Formatted Table**

Doris 8/2/13 2:55 PM

**Formatted:** Font:10 pt, Not Bold

Doris 8/2/13 2:33 PM

**Deleted:** .

Doris 8/2/13 2:33 PM

**Formatted:** List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Doris 8/2/13 2:33 PM

**Deleted:** .

Doris 8/2/13 2:32 PM

**Formatted Table**

**Week 2/Lesson 4/Day 2** **Duration: 1:30 hours**  
**Titre : *Moi et Mon Environ* Me and My Environment**  
**Communication objective :** 1. Students will be able to 1.1 Make simple requests in French  
 1.2 Carry out routines in French  
 1.3 Ask simple questions in French  
 2. Students will be able to introduce themselves and one another  
**Linguistic objective:**  
 Grammar: *Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*  
 Verbs : *être , avoir, pouvoir, vouloir*  
 Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,  
**Cultural objective :**  
 1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Titre : *Moi et Mon Environ* Me and My Environment**  
**Week 2 Focus**  
**Review week 1:**  
 1. Greetings : *Comment t'appelles-tu? Je m'appelle*  
 2. **Greetings** : Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.  
 3. Working together: Rules for safety, respect, responsibility and routines  
 4. Songs : *Bonjour Mes Amis , Frère Jacques, Du Nanane*  
 5. Colors: red, yellow, green , and blue rainbow for 2<sup>nd</sup> year students; color for the flag of France  
 6. Numbers: 6-10 for first year students / Numbers: 40-100 for second year students  
 7. Vocabulary for *la collation* snack  
 8. Alphabet for first year students / Alphabet sounds for second year student  
 9. Make a flag of Canada

**Introduce:** Types of homes in which people live. J'habite dans un bloc, une maison, un appartement

<b>Activité</b>	<b>Opening:</b> Sing song <i>Bonjour mes amis</i> <b>Goal:</b> To review greetings and to extend to the third person <b>Review:</b> Teacher models introducing herself and then ask a puppet to introduce itself. <b>Whole group:</b> Students repeat <i>je m'appelle . . . . Comment t'appelles- tu?</i> <b>In Pairs :</b> Students practice with a puppet. <ol style="list-style-type: none"> <li>1. Teacher asks a pair to introduce themselves. She says, <i>il s'appelle . . . or elle s'appelle . . .</i></li> <li>2. Ask students the questions ( <i>comment t'appelles- tu? and comment s'appelle-t-il-point to a student )</i> and have them respond by saying their name or the name of the person who is targeted.</li> <li>3. Point to a person and say <i>Qui est-ce? Respond by saying c'est Paul</i></li> <li>4. Ask the question so that each student has the opportunity of saying a name.</li> </ol>	<b>Resources:</b>  Bring aluminum pie plates to spin
-----------------	--	--

	<p>5. Point again( variation here might be to use name tags) to a person and repeat <i>Qui est-ce?</i> and have them respond by saying <i>il or elle s' appelle . . . .</i></p> <p>6. Ask the question so that each student has the opportunity of saying a the expression.</p> <p>7. Have a student point and ask <i>Qui est-ce?</i> Everyone answers <i>C' est . . .</i></p> <p>8. Repeat the activity and everyone answers <i>il ou elle s'appelle</i></p> <p><b>Variation</b>  Activity: Spin the plate. Student needs to catch the plate before it touches the ground and say his name. <i>C'est moi. Je m'appelle . . .</i>  The whole group the says, <i>Il or elle s'appelle</i></p> <p>1. Model: <i>Je m'appelle comment t'appelle tu?</i></p> <p>2. Group in pairs: Find another pair and introduce your self to some the pair.</p> <p>3. Whole group: Use a ball and roll it to someone and ask him/her the questions  <i>-Comment t'appelles-tu? Je m'appelle . . .</i></p> <p><b>Extension:</b> Next week work with puppets and the conversaion extend with <i>Ca va comme ci comme ca</i></p> <p><b>Review: protocols for greeting</b>  France : <i>la bise</i> - a kiss on each cheek  USA: hand shake  Africa: hand hold and left hand on right bicep</p> <p><b>Goal: Explain the program of the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- <i>collation</i></li> <li>2. Song-chanson</li> <li>3. Review class rules</li> <li>4. Review where they live</li> <li>5. Review colors if time permits</li> </ol>	
<b>Activité</b>  <b>10 minutes</b>	<p><b>Goal: To set expectations and create a class contract</b></p> <p><b>Review:</b> The chart both the English and French chart as well as the behavior rubric.</p> <p>Remind students that at the last session they agreed that they could live within these procedures.</p> <p>Discuss again what happens if after being reminded of the procedures, someone does not abide.</p> <p>Brainstorm alternatives:</p> <ol style="list-style-type: none"> <li>a. Quiet time</li> <li>b. Quiet time and a reflection that is shared with teacher.</li> <li>c. Quiet time and a reflection that is shared with both teacher and parent.</li> </ol>	
<b>Activité</b>  <b>15 minutes</b>	<p><b>Collation:</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
<b>15 minutes</b>	<p><b>Goal to teach how to say where they live</b></p> <ol style="list-style-type: none"> <li>1. Teach vocabulary explicitly  <i>Un appartement-</i> an apartment  <i>Un bloc-</i>Franco American  <i>Une maison-</i>a house</li> </ol>	Resouces:  Paper and pencil

	<p><i>Une appartement</i>-a condominium  <i>Une ferme</i>- a farm  <i>Une rue</i>-astreet  <i>Une avenue</i>- an avenue  <i>Un boulevard</i>-a boulevard  <i>Une ville</i>-a city  Use pictures and repetition</p> <ol style="list-style-type: none"> <li><i>Où habitez-vous ?</i>  Have students draw the type of building they live in.  Have them write the word and spell it French.  Have them color the house.</li> <li>Collect the pictures and have students sit in a circle.</li> <li>Always reteach how to sit in a circle to be safe and respectful.</li> <li>Pick a picture and ask the question <i>Qui habite dans la maison rouge ?</i></li> <li>Students respond <i>J'habite dans la maison.</i></li> <li>Student who responds gets to ask the question for the next picture by saying <i>Qui habite ?</i></li> </ol> <p><b>Extention</b> next time: Return the drawing and have student's write their address.  Repeat the same activity this time asking <i>Qui habite la maison rouge?</i></p>	
<b>Activité</b>  <b>10 minutes</b>	<b>Alphabet book or Alphabet song</b>  Divide students into two small groups. One group to review the letters. of first year students. Another group of 2 <sup>nd</sup> year students to learn sounds. Focus the second group on vowel sounds aeiou.  <b>Activity:</b> Group 1 sing song Group 2 Mime the vowel sounds and have students repeat <b>Teachable moment:</b> Stress that learning a second language is like to imitate and mime.	Go to Wiki resources for alphabet song
<b>Activité</b>  <b>10 minutes</b>	<b>Review primary colors-if time permets</b>  <ol style="list-style-type: none"> <li><b>Do the parachute game with colors</b>  <b>Closing circle</b></li> <li><b>Review what has been learned today</b>  Do or reinforce the behavior ubric for the day or week  Sing: <i>Au revoir, mes amis</i></li> </ol>	

Doris 8/2/13 2:38 PM

**Formatted:** List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

<p><b>Week 3 /Lesson 5/Day 1</b> <span style="float: right;"><b>Duration:</b></span>  <b>1:30 hours</b>  <b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b>  <b>Where do I live ? Where do French speaking people live?</b>  <b>Communication objective:</b>          1. Students will be able to              1.1 Make simple requests in French              1.2 Carry out routines in French              1.3 Ask simple questions in French          2. Students will be able to introduce themselves and one another  <b>Linguistic objective :</b>  <i>Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,</i>  <i>Verbs : être , avoir, pouvoir, vouloir :</i>  <i>Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,</i>  <b>Cultural objective:</b>          1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.  <b>Week 3 Focus</b>  <b>Review week 1-2:</b>          1. Greetings: “ <i>Comment s’appelle-t-il/elle? Il/ elle s’appelle. . . »</i>          2. Greetings : Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.          3. Working together: Rules for safety, respect, responsibility and routines          4. Song : “<i>Bonjour Mes Amis</i>” and “<i>Frère Jacques</i>” “<i>Du Nanane</i>”          5. Colors: red, yellow, green , and blue rainbow for 2<sup>nd</sup> year students          6. Numbers: 6-10 for first year students / Numbers: 30-100 for second year students          7. Alphabet for first year students / Alphabet sounds for second year student          8. In what types of building do people live. <i>Ôu habites-tu?</i>  <b>Introduce week 3 day 1</b>          1. Greetings: <i>Comment ça va?</i>          2. Strategies for learning a second language          3. Where French is spoken in the world. Learn continents on day 1 and countries on day 2  <b>Expectation:</b> Students returning to the program will identify the names of at least 7 francophone countries. Students new to the program will identify 4 countries.</p>	
<p><b>Activité 1</b>  15 minutes  Routine opening</p>	<p><b>Opening and routine</b>  Make routine a regular practice to begin class that includes: 1. Greetings 2. Class expectations 3. Outline of what will occur in class during the session.  <b>Open session: <i>Bonjour mes amis bonjour</i></b>  <b>Goal: To review greetings</b>  <b>Review:</b> Teacher models introducing herself and then ask a puppet to introduce itself.          1. Whole group: Students repeat <i>je m’ appelle . . . . Comment t’appelles-tu?</i>              In Pairs : Students practice with a puppet.          2. Teacher asks a pair to introduce themselves. She says, <i>il s’appelle . . . or elle s’appelle . . .</i></p>
<p>Resources:</p>	

	<p>3. Ask students the <i>questions</i> ( "<i>comment t'appelles-tu?</i> and "<i>comment s'appelle-t-il?</i>"-point to a student ) and have them respond by saying their name or the name of the person who is targeted.</p> <p>4. Point to a person and say <i>Qui est-ce?</i> Respond by saying <i>c'est Paul</i></p> <p>5. Ask the question so that each student has the opportunity of saying a name.</p> <p>6. Point again( variation here might be to use name tags) to a person and repeat <i>Qui est-ce?</i> and have them respond by saying <i>il or elle s'appelle . . . .</i></p> <p>7. Ask the question so that each student has the opportunity of saying a the expression.</p> <p>8. Have a student point and ask <i>Qui est-ce?</i> Everyone answers <i>C'est . .</i></p> <p>9. Repeat the activity and everyone answers <i>il ou elle s'appelle</i></p> <p><b>Introduce : Comment ça va? Ça va bien and Ça va mal</b></p> <p>1. Model: <i>Je m'appelle / comment t'appelle tu?</i></p> <p>2. Group in pairs: Find another pair and introduce your self to some the pair.</p> <p style="padding-left: 20px;">a. <i>-Comment t'appelles-tu? Je m'appelle . . .</i></p> <p style="padding-left: 20px;">b. <i>-Comment ça va? Ça va bien or ça va mal</i></p> <p>3. Whole group: Use a ball and roll it to someone and ask him/her the questions</p> <p style="padding-left: 20px;">a. <i>-Comment t'appelles-tu? Je m'appelle . . .</i></p> <p style="padding-left: 20px;">b. <i>-Comment ça va? Ça va bien or ça va mal.</i></p> <p>4. Extension: Teacher shows the sign for <i>ça va comme ci- comme ça.</i> Again in pairs students ask the question and respond <i>ça va comme ci- comme ça.</i></p> <p>5. Give the signs for each of the response, have students give the response.</p> <p>6. Have students give the signs for the class to respond</p> <p>7. Next time have students do the survey for how someone feels</p>	
<p><b>Enrichment</b></p> <p><b>New version of welcome song</b></p>	<p><b>Introduce a version of the welcome song.</b></p> <p><i>Bonjour mes amis,</i> (Wave hands) <i>comment ça va?</i> (Shrug shoulders/Hands out then clap 2x)</p> <p><i>Bonjour mes amis,</i> (Wave hands) <i>comment ça va?</i> (Shrug shoulders/Hands out then clap 2x)</p> <p><i>Ça va bien!</i> ( Thumb up)</p> <p><i>Ça va mal?</i> (Thumb down)</p> <p><i>Ça va comme-ci, comme ça</i> (Thumbs mid-way)</p> <p><i>Bonjour mes amis,</i> (Wave hands)</p> <p><i>Comment ça va</i> (Shrug shoulders/Hands out then clap 2x)</p>	<p><i>Bonjour mes amis, comment ça va?</i></p> <p><a href="http://www.youtube.com/watch?v=vzTwDky1sFc&amp;feature=endscreen">http://www.youtube.com/watch?v=vzTwDky1sFc&amp;feature=endscreen</a></p>
	<p><b>Routine: Review class expectations</b></p> <p><b>Review:</b> The chart both the english and french chart.</p> <p>Remind students that at the last session they agreed that they could live within these procedures.</p> <p>Discuss again what happens if after being reminded of the procedures, someone does not abide.</p> <p>Brainstorm alternatives:</p> <p>a. Quiet time</p> <p>b. Quiet time and a reflection that is shared with teacher.</p> <p>c. Quiet time and a reflection that is shared with both teacher and parent.</p> <p><b>d. Remind students of the class "ma journée" rubric</b> for help kids keep track of how well they and the class practice the procedures.</p>	<p>Resources:</p> <p>Learning Strategies:</p> <p>Refer to document in assessment entitled " Chart for monitoring learning strategies"</p>

	<p><b>Goal: Explain the program of the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- collation--Lecture</li> <li>2. Song-<i>Chanson</i></li> <li>3. Review class rules –<i>Revoir les règles de la classe</i></li> <li>4. Review where they live-<i>Revoir d'où ils habitent</i></li> <li>5. Learn strategies for learning a second language <ol style="list-style-type: none"> <li>a. <i>Apprendre les stratégies pour mieux parler</i></li> </ol> </li> <li>6. Learn where French is spoken <ol style="list-style-type: none"> <li>a. <i>Apprendre où le français est parlé</i></li> </ol> </li> </ol>	
<p><b>Activité</b> 15 minutes</p>	<p><b>Collation: Snack time</b> <b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plaît, de rien, il n'y a pas de quoi</i></p>	
<p><b>Activité</b> 15 minutes</p>	<p><b>Introduce 2 learning strategies—ways to learn a new language</b></p> <ol style="list-style-type: none"> <li>1. <i>J'utilise des gestes, objets, images. . .</i> I use gestures or mime to show I understand. Note the gestures and the symbols that we used for the greetings. <i>Ca va bien, ca va mal ca va comme ci comme ca</i></li> <li>2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> I dare to express myself, even if I do not know all the words. Have students raise their hands if they dare to try a new word.</li> </ol> <p><b>Teach the strategies</b></p> <ol style="list-style-type: none"> <li>1. Refer to the Learning Strategies Chart.</li> <li>2. Tell students that you will be catching them doing the strategy and that when you do they will be expected to go to the chart and initial it. On day 2 of each week, you will review the chart to see who has used the strategies.</li> <li>3. Model the 2 strategies explicitly</li> <li>4. Have students model the strategy and be able to observe it.</li> </ol>	<p>Refer to document assessment chart for learning strategies under Wiki learning strategies</p> <p><a href="http://mfhlp.pbworks.com/f/Assessment%20for%20learning%20strategies.docx">http://mfhlp.pbworks.com/f/Assessment%20for%20learning%20strategies.docx</a></p>
<p><b>Activity</b> 30 minutes</p>	<p><b>Goal:</b> Identify where French is spoken and what is a Franco American</p> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will learned that French is spoken on all five continents.</li> <li>2. <b>Expectations:</b> Students returning to the program will identify the names of at 7 francophone countries. Students new to the program will identify 4 countries.</li> <li>3. <b>Materials:</b> a floor map of the world, a copy of the world map.</li> </ol> <p><b>Introduction</b> Students will be given the opportunity to estimate the number of francophone countries in the world by trying to guess how many countries they could travel to, to practice their French language pronunciation of continent names and Francophone country names.</p> <p><b>Teacher talk:</b> There are 33 countries where French is spoken on the 7 continents.</p> <ol style="list-style-type: none"> <li>1. Teacher introduces the <b>continent</b> names in French</li> <li>2. Teacher models correct pronunciation of continent names</li> <li>3. Teacher pronounces names of <b>continents</b> in French.</li> </ol> <p><b>Materials:</b></p>	<p>Use the political map in the resource folder or Links for word search for francophone countries:</p> <p><a href="http://www.sunderlandschools.org/mf/sunderland/resources%20fr%20pz.htm">http://www.sunderlandschools.org/mf/sunderland/resources%20fr%20pz.htm</a></p> <p>Maps of continents are in the file Francophone</p>

	<p>Down load and print sections of the world where French is spoken.  <i>Amérique du Nord / Amérique du Sud / Europe / Afrique / Océanie</i>          Teach location of continents and North, South, East , West</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Students are asked to find the 4 or 7 locations of where French is spoken on the world map and to pronounce the name of the <b>continent</b>.</li> <li>2. Teach north, south, east, west.</li> <li>3. Divide students into groups and give each group a laminated <b>continent</b> and ask them to locate that area on the world map and to answer the following questions.             <ol style="list-style-type: none"> <li>a. <i>La region est au nord, sud, est, l'est du Maine.</i></li> <li>b. <i>Identifiez une ville ou pays où on parle le français.</i></li> </ol> </li> <li>4. Student in that group will assume the name of the <b>country</b> that they identified.  <b>Next time:</b> Ask students to find a Francophone country and to stand north, south, east or west from Maine.</li> </ol>	<p>Countries Maps- Madame Torres</p> <p>Make a floor map by tracing the Francophonie on a shower curtain.</p>
	<p><b>Goal: to identify where French is spoken and what is a Franco American</b> <a href="#">Content Based Lesson</a>  <i>wallyfrancomondiale.wikispaces.com/file/view/Lesson+1+.doc</i></p> <p><b>Teach:</b> north, south, east, west <i>le nord, le sud, l'est et l'ouest</i>          Use arrows for students who are too young to understand NSEW          North/ Nord</p> <div data-bbox="354 625 860 955" data-label="Diagram"> </div> <p><b>Activity:</b> Ask students to find a continent and to think about where it is with regards to Maine.--north, south, east or west or above, below, right or left from Maine. <i>Voici l'Amérique du sud. C'est au sud du Maine. Voici l'Afrique. C'est à l'est et au sud du Maine.</i></p>	
<p><b>10 minutes closing</b></p>	<p><b>Closing circle</b></p> <p>Review what has been learned to day          Do or reinforce the behavior rubric for the day or week          Sing: <i>Au revoir, mes amis</i></p>	

**Vivons Ensemble: Racine et Identité**  
**Identity**

**Living and Learning Together : Roots and**

<p><b>Week 3 / Lesson 6 / Day 2</b></p>	<p><b>Duration: 1:30</b></p>
<p><b>Titre : Moi et Mon Environnement Me and My Environment</b></p>	<p><b>Where do I live ? Where do French speaking people live?</b></p>
<p><b>Communication objective :</b></p>	
<p>1. Students will be able to</p> <ol style="list-style-type: none"> <li>1.1 Make simple requests in French</li> <li>1.2 Carry out routines in French</li> </ol>	

1.3 Ask simple questions in French

2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis:* Expressions for working in the classroom, doing introductions, words to describe housing, songs,

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Week 3 Focus**

**Review week 1-2:**

1. Greetings: *Comment s'appelle-t-il/elle? Il/ elle s'appelle. . .*  
Greetings : Teach different ways to greet one another—hand shake, touching cheek to cheek, and african hand hold.
2. Working together: Rules for safety, respect, responsibility and routines
3. Song : *Bonjour Mes Amis, Frère Jacques, Du Nanane, Alouette*
4. Colors: red, yellow, green , and blue rainbow for 2<sup>nd</sup> year students
5. Numbers: 6-10 for first year students / Numbers: 40-100 for second year students  
Alphabet for first year students / Alphabet sounds for second year student
6. In what types of building do people live. *Où habites-tu?*

**Review**

1. Greetings: *Comment ça va?*
2. Strategy 1 and 2 for learning a second language
3. Where French is spoken in the world -Continents and directions

**Introduce**

1. Strategy 3 and 4 for learning a second language
2. Countries where French is spoken in the world—Tell students that they will be given a passport to record the names of countries they can identify.

<p><b>Activité</b></p> <p>15 minutes</p> <p>Review</p>	<p><b>Routine:</b>  <b>Bonjour mes amis bonjour</b>    <b>Review : Greeting</b></p> <ol style="list-style-type: none"> <li>1. Group in pairs: Find another pair and introduce your self to some the pair.  <i>-Comment t'appelles-tu? Je m'appelle . . .</i>  <i>-Comment ça va? Ça va bien or ça va mal</i></li> <li>2. Whole group: Use a ball and roll it to someone and ask him/her the questions  <i>-Comment t'appelles-tu? Je m'appelle . . .</i>  <i>-Comment ça va? Ça va bien or ça va mal</i></li> </ol> <p><b>Review Ça va comme ci- comme ça</b></p> <ol style="list-style-type: none"> <li>1. Whole group activity: Teacher shows sign for <i>ça va mal</i>.</li> <li>2. In pairs students ask the question and respond <i>ça va mal</i>.</li> <li>3. Teacher show the sign for <i>ça va bien</i>.</li> <li>4. In pairs students ask the question and respond <i>ça va bien</i>.</li> <li>5. Teacher shows the sign for <i>ça va comme ci-comme ça</i>. Again in pairs students ask the question and respond <i>ça va comme ci- comme ça</i>.</li> </ol>	<p>Wiki Resources:</p> <p>Survey for greeting activity</p>
--	--	--

<b>Small group activity</b> <b>If time permits</b>	Survey:  In mini groups coached by cultural associate and apprentice have students do the survey with in the group then whole class	
<b>Activité</b>  <b>15 minutes</b>	<p><b>Routine: Set expectation</b></p> <p><b>Review:</b> The chart both the english and french chart.</p> <ol style="list-style-type: none"> <li>1. Remind students that at the last session they agreed that they could live within these procedures.</li> <li>2. Discuss again what happens if after being reminded of the procedures, someone does not abide.</li> </ol> <p>Brainstorm alternatives:</p> <ol style="list-style-type: none"> <li>a. Quiet time</li> <li>b. Quiet time and a reflection that is shared with teacher.</li> <li>c. Quiet time and a reflection that is shared with both teacher and parent.</li> <li>d. Remind students of their behavior rubric for help kids keep track of how well they practice the procedures.</li> </ol> <p><b>Review</b> learning strategies for ways to learn a new language Mime the two strategies that were introduced yesterday</p> <p><b>Introduce another 2 strategies</b></p> <ol style="list-style-type: none"> <li>1. <i>J'utilise des gestes, objets, images. . .</i> I use gestures or mime to show I understand. Note the gestures and the symbols that we used for the greetings. <i>Ça va bien, ça va mal ça va comme ci-comme ça</i></li> <li>2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> I dare to express myself, even if I do not know all the words. Have students raise their hands if they dare to try a new word.</li> <li>3. <i>Je regarde la personne qui parle et j'écoute attentivement</i> I look at the face of the personne speaking to me and listen attentively.</li> <li>4. <i>J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent</i> I try to imitate the person speaking, the rhyme, song, the accent.</li> </ol> <p><b>Say the strategy both in French and in English</b></p>	<p>Resources:</p> <p>Learning strategies check list is available in Wiki under classroom management and assessment</p> <p><a href="http://mfhlp.pbworks.com/ff/Assessment%20chart%20for%20learning%20strategies.docx">http://mfhlp.pbworks.com/ff/Assessment%20chart%20for%20learning%20strategies.docx</a></p>
	<p><b>Goal: Explain the program of the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- <i>collation</i>—Lecture Select a book about places people live</li> <li>2. Review class rules –Revoir les règles de la classe</li> <li>3. Learn 2 more strategies for learning a second language-- <i>Apprendre les strategies pour mieux parler</i></li> <li>4. Learn parts of the body—<i>Alouette!</i> or other activities from corps</li> <li>5. Review Francophone Continents</li> <li>6. Learn Francophone Countries</li> <li>7. Game <i>Guenille Brûle</i></li> </ol>	

<p><b>Activité</b></p> <p><b>15 minutes</b></p>	<p><b>Collation:</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
	<p><b>Goal: to review where French is spoken</b></p> <p><a href="http://wallyfrancmondiale.wikispaces.com/file/view/Lesson+1+.doc">Content Based Lesson</a>  <a href="http://wallyfrancmondiale.wikispaces.com/file/view/Lesson+1+.doc">wallyfrancmondiale.wikispaces.com/file/view/Lesson+1+.doc</a></p> <p><b>Review:</b> north, south, east, west <i>le nord, le sud, l'est et l'ouest</i>  Use arrows for students who are too young to understand NSEW</p> <div data-bbox="310 380 722 730" data-label="Diagram"> </div> <p><b>Expectation at the end of the unit:</b> Students returning to the program will identify the names of at 7 francophone countries. Students new to the program will identify 4 countries.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to find a continent and to think about where it is with regards to Maine--north, south, east or west or above, below, right or left from Maine. Ask students to say the name of their country and the continent it is on. <i>Voici l'amérique du sud. C'est au sud du Maine. Voici l'afrique . . C'est A l'est et au sud du Maine</i></li> <li>2. Ask student to name countries within the continents where they French is spoken.  Returning students should be able to name up to 5 countries.  Teach new students 2 countries.</li> </ol> <p><b>Next week you will introduce the Acadians but in subsequent weeks students will have the opportunity to learn the names of French speaking countries to meet the expectation for the unit.</b></p>	
<p><b>Activité</b></p> <p><b>5 minutes</b></p>	<p><b>Goal: To teach the parts of the body with song <i>Alouette</i></b></p> <p>Song: <i>Alouette</i></p> <ol style="list-style-type: none"> <li>1. TBR parts of the body  <i>La tête, les mains, les pieds, les coudes, les genoux, les orteilles, le nez</i></li> <li>2. Sing song</li> <li>3. Students draw the part of the body. and name them in their word bank book.</li> </ol>	

	4. Next time: Write names of body parts in their word bank book. Spelling them in French and repeating the word.	
<b>Enrichment for the body</b>	<p><b>Activity 1</b></p> <p>1. Review the parts of the body</p> <p>2. View video <i>Avoir mal</i> <a href="#">avoir_mal.docx</a> <i>Bonjour Monsieur, Matt Maxwell</i></p> <p>3. Have students act out the video</p> <p><b>Activity 2</b></p> <p>1. Review the parts of the body</p> <p>2. View video Jingle Bilingual - <i>Je suis malade</i> <a href="http://www.youtube.com/watch?v=0LyLcWfnOXE">http://www.youtube.com/watch?v=0LyLcWfnOXE</a></p> <p>3. Have students act out the video</p>	<p>Wiki resources for <i>le corps</i></p> <p><a href="#">Le corps</a></p> <p><a href="#">avoir_mal.docx</a></p> <p>Bonjour Monsieur, Matt Maxwell</p> <p><a href="http://www.youtube.com/watch?v=oJ5zj3YQ0Tg">http://www.youtube.com/watch?v=oJ5zj3YQ0Tg</a></p> <p>Jingle Bilingual - Je Suis Malade</p> <p><a href="http://www.youtube.com/watch?v=0LyLcWfnOXE">http://www.youtube.com/watch?v=0LyLcWfnOXE</a></p>
<b>10 minutes</b>	<p><b>Game: Play <i>guenille brule</i> if time permits</b></p> <ol style="list-style-type: none"> <li>1. A student is blind folded and asked to pin his/her country and region on the world map.</li> <li>2. Others cue him by saying <i>au nord</i>, <i>au sud</i></li> </ol>	
<b>5 minutes closing</b>	<p><b>Closing circle</b></p> <ol style="list-style-type: none"> <li>1. Review what has been learned to day</li> <li>2. Do or reinforce the behavior rubric for the day or week</li> <li>3. Sing: <i>Au revoir, mes amis</i></li> </ol>	

**Vivons Ensemble: Racine et Identité**

**Living and Learning Together : Roots and Identity**

<p>Week 4 / Lesson 7 /Day 1</p> <p><b>Titre : <i>Moi et Mon Environ</i> Me and My Environment</b></p> <p>Where do I live ? / Where do French speaking people live? / Where do French people live in the Americas and in Maine?</p> <p><b>Communication objective :</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to             <ol style="list-style-type: none"> <li>1.1 Make simple requests in French</li> <li>1.2 Carry out routines in French</li> <li>1.3 Ask simple questions in French</li> </ol> </li> <li>2. Students will be able to introduce themselves and one another</li> </ol> <p><b>Linguistic objective:</b></p> <p><i>Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,</i></p> <p><i>Verbs: être, avoir, pouvoir, vouloir</i></p> <p><i>Lexis :</i> Expressions for working in the classroom, doing introductions, words to describe housing, songs,</p> <p><b>Cultural objective:</b> Students will become familiar with different protocols for greetings in Francophone worlds.</p> <ol style="list-style-type: none"> <li>1. They will be able to present themselves totally in French.</li> </ol> <p><b>Review :</b></p> <ol style="list-style-type: none"> <li>1. Greetings : <i>Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à... Il/elle habite à...</i></li> <li>2. Working together: Rules for safety, respect, responsibility and routine</li> </ol>	<p>Duration: 1:30 hours</p>
---	-----------------------------

<p>3. Songs : <i>Bonjour Mes Amis</i> and <i>Frère Jacques</i></p> <p>4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students</p> <p>5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.</p> <p>6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students</p> <p>7. 4 Strategies for learning language</p> <p>8. Location of where students live in Maine</p> <p>9. Francophone countries and continents</p> <p>Introduce:</p> <ol style="list-style-type: none"> <li>Where do Franco Americans live in Maine?</li> <li>Make a flag of any of the Franco American regions in the State of Maine</li> <li>Reacquaint with <i>Petit Canada</i> and Franco Center and immigration to Lewiston/Auburn</li> </ol>	
<p>Activité</p> <p>15 minutes</p>	<p>Routine:</p> <p>Sing <i>Bonjour mes amis bonjour</i></p> <p>Review greetings</p> <ol style="list-style-type: none"> <li>Ask students the questions <i>Comment t'appelles-tu?</i> and <i>Comment s'appelle-t-il?</i>(point to a student ) and have them respond by saying their name or the name of the person who is targeted.</li> <li>Point to a person and say <i>Qui est-ce?</i> Respond by saying <i>C'est Paul</i></li> <li>Ask the question so that each student has the opportunity of saying a name.</li> <li>Have a student point and ask <i>Qui est-ce?</i> Everyone answers <i>C'est</i></li> <li>Repeat the activity and everyone answers <i>il ou elle s'appelle</i></li> </ol> <p>Review : <i>Comment ça va?</i>, <i>Ça va bie</i>, <i>Ça va mal</i> and <i>Ça va comme ci comme ça</i>.</p> <ol style="list-style-type: none"> <li>Teacher shows sign for <i>ca va mal</i>, <i>ca va bien</i>, <i>ca va comme ci comme ca</i> 1.</li> </ol> <p>Repeat activity of using a ball and roll it to someone and ask him/her the questions</p> <p>-<i>Comment t'appelles-tu?</i> <i>Je m'appelle . . .</i>  -<i>Comment ça va?</i> <i>Ça va bien</i> or <i>ça va mal</i> or <i>ça va comme ci-comme ça</i></p> <p>Introduce : <i>Qu'est-ce que tu aimes à manger ?</i>  <i>J'aime le jus.</i> <i>Je n'aime pas le jus</i></p> <ol style="list-style-type: none"> <li>Move into the snack with the introduction of <i>qu'est-ce que c'est</i> using authentic food items.</li> <li>Extend next time to <i>J'aime beaucoup</i> <i>Je deteste</i></li> </ol>
<p>Activité</p> <p>minutes</p>	<p>Routine: Set expectation</p> <p>Review: The chart both the english and french chart during the snack. Remind students that at the last session they agreed that they could live within these procedures.</p> <p>Discuss again what happens if after being reminded of the procedures, someone does not abide. (Only if necessary)</p> <p>Brainstorm alternatives:</p> <ol style="list-style-type: none"> <li>Quiet time</li> <li>Quiet time and a reflection that is shared with teacher.</li> <li>Quiet time and a reflection that is shared with both teacher and parent.</li> <li>Remind students of their behavior rubric for help kids keep track of how well they practice the procedures.</li> <li>Remind students of the learning strategies by reviewing the chart prepared at the last session.</li> </ol> <ol style="list-style-type: none"> <li><i>J'utilise des gestes, objets, images. . .</i></li> </ol>

	<p>I use gestures or mime to show I understand.</p> <ol style="list-style-type: none"> <li>2. J'ose m'exprimer, même s'il y a des mots qui me manquent I dare to express myself, even if I do not know all the words.</li> <li>3. <i>Je regarde la personne qui parle et j'écoute attentivement</i> I look at the face of the person speaking to me and listen attentively.</li> <li>4. <i>J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent</i> I try to imitate the person speaking, the rhyme, song, the accent.</li> </ol> <p>Review learning strategies for ways to learn a new language. Practice signal for each of the strategies. Remind students that each time they are caught using the strategy they will get to put their initial on the grid next to the strategy. The goal is for everyone to use at least one strategy a week.</p>	
	<p>Goal: Explain the program of the day Snack- collation—</p> <ol style="list-style-type: none"> <li>1. Review class rules —<i>Revoir les règles de la classe</i></li> <li>2. Review strategies for learning a second language-- <i>Apprendre les stratégies pour mieux parler</i></li> <li>3. Work on Francophone Countries—<i>Revoir les pays francophones</i></li> <li>4. Introduce : What is a Franco American? <i>Qu'est-ce que c'est un Franco- américain?</i></li> </ol>	
15 minutes	<p><i>Collation: Snack time</i></p> <p>Review the words for the snack: <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
Activity 30 minutes	<p>Introduce : What is a Franco American? <i>Qu'est-ce que c'est un Franco Américain?</i> Materials: Wall painting by Mercerdi Gastonguay's Exhibit from the Franco Collection at USM Lewiston Auburn College.</p> <ol style="list-style-type: none"> <li>1. Pre viewing activity Brainstorm <ol style="list-style-type: none"> <li>a. What is a Franco American?</li> <li>b. What is the difference between a Franco American and an American?</li> <li>c. Words that relate to Franco?</li> <li>d. Where Franco's came from?</li> <li>e. What occupations did they have in Canada?</li> <li>f. How did they come to Maine?</li> <li>g. What occupations did they have in Maine?</li> </ol> </li> <li>2. View the Mercedes' panel from French Collection at L/A College. <ol style="list-style-type: none"> <li>1. Find illustrations of the Franco before they came to the Maine. Find illustrations of how they came to Maine. Find illustration of the Franco when they came to Maine</li> <li>2. Show the last year's project and the migration of the French Canadians</li> <li>3. Show slides of students visiting the <i>Petit Canada</i> and the Franco Center.</li> <li>4. Follow up whole group activity with three small group activities</li> </ol> </li> </ol>	<p>Resources:</p> <ol style="list-style-type: none"> <li>1. Painting by Mercerdi Gastonguay from LA Franco Collection. Contact James Myall UMLA for the panel</li> <li>2. Picture of Immigration Mural by Joyce Coyne at the Franco Center. <a href="http://mfhlp.pbworks.com/ff/Picture%20of%20Immigration%20mural.docx">http://mfhlp.pbworks.com/ff/Picture%20of%20Immigration%20mural.docx</a></li> <li>3. List of occupations <a href="http://mfhlp.pb">http://mfhlp.pb</a></li> </ol>

		<a href="https://works.com/fr/Occupations%20general%20list%20with%20link%20to%20ask.com%20%20targeted%20list%20for%20the%20immigraocxns">works.com/fr/Occupations%20general%20list%20with%20link%20to%20ask.com%20%20targeted%20list%20for%20the%20immigraocxns</a>
Small group activity 10 min.	Play Fly Swatter Game with the Occupation and Housing Words. Activity : Post vocabulary on the wall	Flash cards for locations  Flash cards for occupations
Small group activity 2  10 minutes	Review and continue to explore: Where French is spoken? Small Group; Use a floor map of Francophone countries  Tell students to find their country they had at the last session. Ask them again to say the name of their country and the continent it is on. <i>Voici la France. À l'est du Maine. Voici l'Europe . . À l'est et au sud du Maine.</i>	Use a floor map or a sheet map of the world and note continents where French is Spoken
Activity 310 minutes	Review colors and have students color a flag of Franco American's Resource in wiki under Francophonie <a href="#">Resource for creating flags of Francophone countries.docx</a>	
5 min	Closing circle 1. Review what has been learned to day 2. Do or reinforce the behavior ubric for the day or week 3. Sing: <i>Au revoir, mes amis</i>	

**Vivons Ensemble: Racine et Identité Living and Learning Together : Roots and Identity**

<b>Week 4/ Lesson 8 /Day 2</b>	<b>Duration: 1:30</b>
<b>hours</b>	
<b>Titre : <i>Moi et Mon Environ</i> Me and My Environment Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine?</b>	
<b>Communication objective :</b>	
1. Students will be able to	1.1 Make simple requests in French 1.2 Carry out routines in French 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another	
<b>Linguistic objective:</b>	
<i>Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,</i>	
<i>Verbs : être , avoir, pouvoir, vouloir</i>	
<i>Lexis: Expressions for working in the classroom, doing introductions, words to describe housing, songs,</i>	
<b>Cultural Objective:</b>	
Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.	
<b>Focus for week 5</b>	

1. Greetings : *Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à .*
2. Working together: Rules for safety, respect, responsibility and routine
3. Songs : *Bonjour Mes Amis and Frère Jacques*
4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.
6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students
7. 4 Strategies for learning language
8. Location of where students live in Maine
9. Francophone countries and continents
10. Where do Franco Americans live in Maine?
11. Make a flag of any of the Franco American regions in the State of Maine
12. Reacquaint with *Petit Canada* and Franco Center and immigration to Lewiston/Auburn

**Introduce:**

Catch up on Franco phone countries, vocabulary, or flags, begin assessment grid for linguistic achievement or Introduce or Bonne Aventure Unit 11 which is outlined at the end of lesson 5 day 2 as and enrichment option

<p><b>Activité</b></p> <p>15 minutes</p>	<p><b>Routine: Sing <i>Bonjour mes amis bonjour</i></b></p> <p><b>Review greetings</b></p> <ol style="list-style-type: none"> <li>1. Ask students the questions <i>t'appelles-tu? and comment s'appelle-t-il/elle</i>-(point to a student ) and have them respond by saying their name or the name of the person who is targeted.</li> <li>2. Point to a person and say <i>Qui est-ce?</i> Respond by saying <i>c'est Paul.</i> Ask the question so that each student has the opportunity of saying a name.</li> <li>3. Have a student point and ask <i>Qui est-ce?</i> Everyone answers <i>C'est .</i></li> <li>4. Repeat the activity and everyone answers <i>il ou elle s'appelle .</i></li> </ol> <p><b>Review : <i>Comment ça va?, Ça va bien, Ça va mal and Ça va comme ci-comme ça.</i></b></p> <ol style="list-style-type: none"> <li>5. Teacher shows sign for <i>ça va mal, ça va bien, ça va comme-ci comme ça</i> Repeat activity of using a ball and roll it to someone and ask him/her the questions <ul style="list-style-type: none"> <li>-<i>Comment t'appelles-tu? Je m'appelle . . .</i></li> <li>-<i>Comment ça va? Ça va bien or ça va mal or ça va comme ci/comme ça</i></li> </ul> </li> </ol>	
	<p><b>Routine: Set expectation</b></p> <p><b>Review:</b> The chart both the english and french chart during the snack. Remind students that at the last session they agreed that they could live within these procedures. Discuss again what happens if after being reminded of the procedures, someone does not abide. <b>(Only if necessary)</b></p> <p>Brainstorm alternatives:</p> <ol style="list-style-type: none"> <li>a. Quiet time</li> <li>b. Quiet time and a reflection that is shared with teacher.</li> <li>c. Quiet time and a reflection that is shared with both teacher and parent.</li> <li>d. <b>Remind students of their</b> behavior rubric for help kids keep track of how well they practice the procedures.</li> </ol> <p><b>Routine: Learning strategies</b></p> <p><b>Remind students of the learning strategies by reviewing the chart prepared at the last session.</b></p> <ol style="list-style-type: none"> <li>1. <i>J'utilise des gestes, objets, images. . .</i></li> </ol>	

	<p>I use gestures or mime to show I understand.</p> <ol style="list-style-type: none"> <li>2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> I dare to express myself, even if I do not know all the words.</li> <li>3. <i>Je regarde la personne qui parle et j'écoute attentivement</i> I look at the face of the person speaking to me and listen attentively.</li> <li>4. <i>J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent</i> I try to imitate the person speaking, the rhyme, song, the accent.</li> </ol> <p><b>Review learning strategies for ways to learn a new language.</b> <b>Practice signal for each of the strategies.</b> <b>Remind students that each time they are caught using the strategy they will get to put their initial on the grid next to the strategy. The goal is for everyone to use at least one strategy a week.</b></p>	
	<p><b>Goal: Explain the program of the day</b></p> <ol style="list-style-type: none"> <li>1. Snack- <i>collation</i></li> <li>2. Review class rules—<i>Revoir les règles de la classe</i></li> <li>3. Review strategies for learning a second language-- <i>Apprendre les stratégies pour mieux parler</i></li> <li>4. Work on Francophone Countries—<i>Revoir les pays francophones et les passeports</i></li> <li>5. Work on vocabulary words</li> <li>6. Work on finishing flags</li> </ol>	
<b>15 minutes</b>	<p><b>Collation - Snack time</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plaît, de rien, il n'y a pas de quoi</i></p>	
<b>15 minutes</b>	<p><b>Introduce: Bonne Aventure Episode 1</b></p> <p><b>Goal: to instill pride in learning a second language and being a Franco American.</b></p> <p>View <i>Bonne Aventure</i> Episode 1</p> <p><b>Previewing activity:</b></p> <ol style="list-style-type: none"> <li>1. Introduce characters:</li> <li>2. Franco American family: <i>Lise, Julie, T I Guy and Claude</i></li> <li>3. <i>Lutins: Dondaine et Dorik</i> are playful magical who are interested in playing tricks in Canadian folklore.</li> <li>4. Give the story line from the <i>Bonne Aventure</i> lesson I guide</li> <li>5. Key message: <i>Rimette, contes, 1, 2, 3, 4, Ma p'tite vache a mal aux pattes. Tirons-la par la queue, Ça la rendra mieux.</i></li> <li>6. Ask students to look for scenes from Lewiston/Auburn's downtown</li> <li>7. Introduce the words: <i>des magasins, des autos, des hommes, des femmes, des enfants, un moulin, un eglise, un pont.</i></li> <li>8. Listen to the DVD</li> </ol> <p><b>Post viewing :</b> Why is Dondaine's and Dorik's story so sad ? What deal do they make with the Franco Family? Do you think it is a good idea to speak two languages?</p>	<p>Resource in wiki under Immigration of French Canadians</p> <p>Project FACTS Teacher guides Bonne Aventures.PDF</p> <p><a href="http://francolib.francoamericain.org/galleries/aventure/1">http://francolib.francoamericain.org/galleries/aventure/1</a></p> <p>Lyrics to <i>Bonne Aventure</i> song</p>

15 min.	Show the video	
Small group activities	<p><b>Small group #1</b>  <b>Review:</b> Where French is spoken and what is a Franco American ?  <b>Activity:</b> Repeat yesterday's activity of finding country or continent where French is spoken.</p> <p><b>Small group #2</b>  <b>Review colors</b>  <b>Finish up coloring flags of France, Canada, Franco American</b></p> <p><b>Small group #3</b>  <b>Begin assessing students with the grid for Theme #1</b></p>	
10 minutes	<p><b>Closing circle</b>  <b>Review what has been learned to day</b>  <b>Do or reinforce the behavior rubric for the day or week</b>  <b>Tally learning strategies chart and take home a how I learn languages chart for self monitoring or Color the learning strategy that they used during the week.</b>  <b>Sing: Au revoir, mes amis</b></p>	

**Vivons Ensemble: Racine et Identité**

**Living and Learning Together : Roots and Identity**

**Week 5 / Lesson 9/ Day 1**  
**hours**

**Duration: 1:30**

**Immigration vs Deportation The Acadians**

**Titre : Moi et Mon Environnement**    **Me and My Environment**    **Where do I live ?**    **Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history?**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,

Verb : être , avoir, pouvoir, vouloir

Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,

**Cultural objectives:**

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Review :**

1. Greetings : *Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à . .*
2. Working together: Rules for safety, respect, responsibility and routine
3. Songs : *Bonjour Mes Amis, Frère Jacques, and Alouette*
4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.
6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students
7. 4 Strategies for learning language

	8. Location of where students live in Maine 9. Francophone countries and continents 10. Where do Franco Americans live in Maine? 11. Re-acquaint with Petit Canada and Franco Center and immigration to Lewiston/Auburn  <b>Introduce</b> 4. The concept of immigration vs deportation 5. The journey of the Acadian 6. The Acadian village	
	<b>Routine: <i>Bonjour mes amis bonjour</i></b> 1. <b>Sing a song: bilingual jingle song on parts of the body</b> <b>Review song:</b> a. TPR parts of the body <i>La tête Les mains les pieds les coudes les genoux les oreilles le nez</i> b. <b>Teacher talk: <i>Qu'est ce que c'est? C'est la tête</i></b>	
<b>Activité</b>  15  minutes	<b>Review greetings</b> 1. Ask students the questions: <i>comment t'appelles-tu?</i> and <i>comment s'appelle-t-il?</i> -point to a student and have them respond by saying their name or the name of the person who is targeted. 2. Point to a person and say <i>Qui est-ce?</i> Respond by saying, <i>C'est Paul.</i> 3. Ask the question so that each student has the opportunity of saying a name. 4. Have a student point and ask <i>Qui est-ce?</i> Everyone answers <i>C'est . . .</i> 5. Repeat the activity and everyone answers <i>il ou elle s'appelle</i> <b>Review : <i>Comment ça va?, Ça va bien, Ça va mal and Ça va comme-ci comme ça.</i></b> 1. Teacher shows sign for <i>ça va mal, ça va bien, ça va comme ci comme ça</i> 2. In pairs students ask the question and respond with one of the above.. 3. Repeat activity of using a ball and roll it to someone and ask him/her the questions - <i>Comment t'appelles-tu? Je m'appelle . . .</i> - <i>Comment ça va? Ça va bien or ça va mal or ça va comme ci-comme ça</i> <b>Introduce : <i>Qu'est-ce que tu aimes à manger ?</i></b> <i>J'aime le jus. Je n'aime pas le jus</i> Move into the snack with the introduction of <i>qu'est-ce que</i> using authentic food items. <i>J'aime beaucoup Je déteste</i>  <b>Goal: Explain the program of the day</b> 1. Snack- collation—Lecture Select a book on a francophone country 2. Review class rules — <i>Revoir les règles de la classe</i> 3. Review strategies for learning a second language-- <i>Apprendre les stratégies pour mieux parler</i> 4. Work on Francophone Countries— <i>Revoir les pays francophones</i>  <b>Introduce :</b> What is a Franco American? <i>Qu'est-ce que c'est un Franco Américain?</i>	
<b>Activité</b>  15	<b>Collation:</b>  <b>Review the words for the snack: <i>le fromage, la pomme, le jus, chocolat au lait,</i></b>	

minutes	<i>Je lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i>	
<b>Activité</b>  <b>7 minutes</b>	<b>Routine: Set expectation</b>  <b>Review:</b> The chart both the english and french chart during the snack. Remind students that at the last session they agreed that they could live within these procedures. Discuss again what happens if after being reminded of the procedures, someone does not abide. <b>(Only if necessary)</b> Brainstorm alternatives: a. Quiet time b. Quiet time and a reflection that is shared with teacher. c. Quiet time and a reflection that is shared with both teacher and parent. d. <b>Remind students of their</b> behavior rubric for help kids keep track of how well they practice the procedures. e. <b>Remind students of the learning strategies by reviewing the chart prepared at the last session.</b> <ol style="list-style-type: none"> <li>1. <i>J'utilise des gestes, objets, images. . .</i> I use gestures or mime to show I understand.</li> <li>2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> I dare to express myself, even if I do not know all the words.</li> <li>3. <i>Je regarde la personne qui parle et j'écoute attentivement</i> I look at the face of the person speaking to me and listen attentively.</li> <li>4. <i>J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent</i> I try to imitate the person speaking, the rhyme, song, the accent.</li> </ol> <b>Review learning strategies for ways to learn a new language. Practice signal for each of the strategies.</b>	
<b>7 minutes</b>	Highlight the Francophone countries.  Activity: <ol style="list-style-type: none"> <li>1. Ask students to find the country they had at the last session. Tell them to write the name of their country and where it is with reference to Maine.</li> <li>2. Voici la France. A l'est du Maine. Voici l'Europe . . A l'est et au sud du Maine.</li> <li>3. Tell students to crunch the paper and put it in a basket.</li> <li>4. Ask students to each pick out a paper and read the name of the country and its location and to respond. C'est mon pays francophone. Ce n'est pas mon pays francophone</li> </ol>	
<b>Activity 5</b>  <b>30 minutes</b>	<b>Whole group—Teacher talk</b> <b>Goal: to introduce the movement of the Acadian.</b> <ol style="list-style-type: none"> <li>1. Talk about the French who came to Maine and to Lewiston. Ask them what it is to be a Franco American.</li> <li>2. Explain the time line of French immigration. Stress that this is new information and explains about the French influence before that of the French Canadians coming to Maine.</li> <li>3. Show students the maps of Acadian immigration from France to Nova Scotia in 1600. Share the timeline for the deportation.</li> <li>4. Talk also about <i>L'Acadie Moderne</i>: Introduce the concept of <i>Le Congrès Mondial Acadien</i>, which will take place in August of 2014 in the conjunction between the St. John Valley, Temiscouata, Québec, and part of New Brunswick. It is an unprecedented international collaboration, a huge event,</li> </ol>	1. Link to Cyberacadie  Wiki : resource for Acadie  Histoire de l'Acadie  <a href="http://cyberacadie.com/index.php?/deracinement_histoire/Eparpillement-des-Acadiens-1755-">http://cyberacadie.com/index.php?/deracinement_histoire/Eparpillement-des-Acadiens-1755-</a>

- and it will happen right in our state.
5. Use brochures of the Acadie Mondiale with a map.

[1761.html](#)

#### Resource: Background

Below is a [detail explanation of time-line](#) from *Cyberacadie* link on resource page to help teachers understand the event followed by a [simpler version](#) from Bonne Aventure Unit #11 for use with students.

**Teacher version:** *L'Acadie d'hier couvre un siècle et demi d'histoire, de sa naissance en 1604 à la déportation de 1755. Entre 1604 et 1755, l'Acadie a été le théâtre de plusieurs bouleversements, mais aussi de périodes d'accalmie. Les Acadiens ont été les victimes de la dualité qui impliqua la France et l'Angleterre.*

*Parmi les événements qui ont marqué cette période historique, on retrouve:*

1. Un début de colonisation difficile
2. Les nombreux conflits entre Français et Anglais
3. Une guerre civile entre La Tour et d'Aulney
4. Le Traité d'Utrecht de 1713
5. Une croissance démographique et expansion de la colonie
6. La déportation des Acadiens malgré leur neutralité

#### L'Acadie de 1604 à 1670

- [L'île Sainte-Croix](#) (1604-1605)
- [Port-Royal](#) (1605-1607)
- [Port-Royal et Saint-Sauveur](#) (1610-1613)
- [De Port-Royal au Cap Sable](#) (1614-1627)
- [William Alexander - Les Kirke - Les La Tour](#) (1628-1630)
- [Charles de La Tour au Cap Sable - Isaac de Razilly à la Hève](#) (1630-1636)
- [Le conflit La Tour-d'Aulnay](#) (1637-1650)
- [La Tour - Le Borgne - Nicolas Denys](#) (1651-1654)
- [L'occupation Anglaise](#) (1654-1670)

#### L'Acadie, colonie française marginale de 1670 à 1710

- [Occupation du territoire par les Acadiens](#)
- [Intérêts français et anglais](#)
- [L'Acadie: zone frontrière](#)
- [La grande famille acadienne](#)
- [Le règlement des conflits](#)

#### La Nouvelle-Écosse, colonie anglaise marginale de 1710 à 1749

- [Comment gouverner une majorité?](#)
- [Les Acadiens: des sujets britanniques neutres](#)
- [La concurrence de Louisbourg](#)
- [L'autarcie acadienne](#)
- [Difficile neutralité](#)
- [Le Nova Scotia: une colonie britannique importante](#)
- [Refus de la neutralité acadienne](#)

Simplified time line for students from Bonne Aventure Unit #11. Review the script for the Bonne Aventure Unit in the Wiki.

Resource in Wiki under Deportation of Acadians Deportation Bonne Aventure Episode 11 script

**Briefly explain the time line:**

1600 Explorers from the regions of Normandie and Brittany in France come to the new world to find there riches  
1700 French people settle in Acadie (Nova Scotia). The land was in dispute by the French and the English  
1713 The land is awarded to England---Treaty of Utrecht  
Acadians are given the opportunity to move to other French colonies. They do not want to leave but refuse to swear allegiance to the King of England and never sympathize with the French.  
1755 The English/British deport them to American colonies to the south or England or France where many of them are imprisoned.

**Activity:**

1.Show the video Bruce Daigrepoint: Acadie À La Louisiane (Acadia To Louisiana).  
Bruce Daigrepoint: Acadie À La Louisiane (Acadia To Louisiana)

Video in both French and English  
<https://www.youtube.com/watch?v=fQTFmJWa2p0>

Explain that is video is only part of the deportation and that French were sent to other British colonies as well as back to English where they were imprisoned.

2.Talk about the fact that the families that came to Maine in the 1800 were not forced to come to Maine.

3.Ask them to think about why the people in the Bruce Daigrepoint's video came to Louisiana. Was it different about these immigrants? Did they come voluntarily or were they forced.

4. Talk about types of migrations  
Immigrants who come voluntarily for a better life  
Immigrants who are refugees who come because it is unsafe for them in their home country  
Immigrants who are forced to move to another country--deportation

**Previewing activity**

Teach Vocabulaire

1. Create Vocabulary cards.
2. Say the French word, have students repeat.
3. Ask student to think about what the words suggest about the deportation.

**Viewing activity**

1. Raise your hand when you see or hear a French word that you recognize.
2. Periodically stop the video to ask students about the words
3. Think about why these French people came to Canada and then to the Americas.

**Post viewing activity**

1. Talk about who deportation is different from immigration
2. Compare the reasons the Acadian came to the Americas in the 1600's with

2.Resource in Wiki

Deportation script for Unit #11

Bruce Daigrepoint:  
*Acadie À La Louisiane* (Acadia To Louisiana)

Video in both French and English

<https://www.youtube.com/watch?v=fQTFmJWa2p0>

More resources in wiki under  
Deportation of Acadians

Vocabulary for Acadia unit to accompany the Daigrepoint video

<http://mfhlp.pbworks.com/f/Vocabulary%20for%20Acadia%20Unit%20to%20accompany%20B%20Daigrepoint%20video.docx>

	<u>the reasons the Canadians came to the Maine and Massachusetts in the 1900.</u>	
	<b>Do a fly swatter game with the vocabulary words from the video</b>	
<b>5 minutes</b>	<b>Closing circle</b> Review what has been learned today Do or reinforce the behavior rubric for the day or week Sing: <i>Au revoir, mes amis</i>	

**Vivons Ensemble: Racine et Identité**

**Living and Learning Together : Roots and Identity**

**Immigration vs Deportation The Acadians**

**Week 5 /Lesson 10/Day 2**

**Duration: 1:30 hours**

**Titre : *Moi et Mon Environ* Me and My Environment Where do I live ? Where do French speaking people live? Where do French people live in the Americas and in Maine? What is the difference between immigration and deportation? Who are the Acadians? What is their history?**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,

Verbs : être , avoir, pouvoir, vouloir

Lexis : Expressions for working in the classroom, doing introductions,

**Cultural Objectives:**

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Review :**

1. Greetings : *Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à . .*
2. Working together: Rules for safety, respect, responsibility and routine
3. Songs : *Bonjour Mes Amis, Frère Jacques, and Alouette*
4. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
5. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.
6. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student
7. 4 Strategies for learning language
8. Location of where students live in Maine
9. Francophone countries and continents
10. Where do Franco Americans live in Maine?
11. Reacquaint with *Petit Canada* and Franco Center and immigration to Lewiston/Auburn
12. The concept of immigration vs. deportation
13. The journey of the Acadian

**Introduce:** The Acadian village

**Activité**

**Routine:**

15 minutes	<ol style="list-style-type: none"> <li>1. <i>Bonjour mes amis bonjour</i></li> <li>2. Review greetings</li> <li>3. <i>Règles de class</i></li> <li>4. Review strategies for learning a second language-- <i>Apprendre les strategies pour mieux parler</i></li> <li>5. Goal: Explain the program of the day</li> <li>6. Review : The Deportation of the Acadian</li> <li>7. Work on Francophone Countries—<i>Revoir les pays francophones</i></li> <li>8. Introduce : <i>Le Village of Acadia</i></li> </ol>																															
15 minutes	<p><b>Collation: Snack time</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>																															
Activity 15 minutes	<p>Review the deportation by doing the coloring book activity</p> <p>Small Group Activity:</p> <ol style="list-style-type: none"> <li>1. The book has ten pages to color. Create 10 small groups.</li> <li>2. Give each group a page to color together and to read the English text.</li> <li>3. After students have finished coloring have each group create a story line according to the page they colored. Have them come to the front of the class and tell the story part that was on their page.</li> </ol> <p>The book can be purchased for \$4.95 ISBN: 1595260358</p> <p>Price: \$4.95 Available from: Hidden Springs, Inc., 50 Marshall Lane, Buxton, ME 04093 <u>Vocabulary for Evangeline A Coloring Book for Children</u></p> <table border="1"> <tr><td><u>Histoire</u></td><td><u>Story</u></td></tr> <tr><td><u>Habiter</u></td><td><u>To live</u></td></tr> <tr><td><u>Heureux</u></td><td><u>Happy</u></td></tr> <tr><td><u>Se marier</u></td><td><u>To get married with</u></td></tr> <tr><td><u>Traquédie</u></td><td><u>Trouble tragedy</u></td></tr> <tr><td><u>Venir</u></td><td><u>To come</u></td></tr> <tr><td><u>Arriver</u></td><td><u>To arrive to happen</u></td></tr> <tr><td><u>Soldat</u></td><td><u>Soldier</u></td></tr> <tr><td><u>Devenir</u></td><td><u>To become</u></td></tr> <tr><td><u>Vieux Masculin</u>      <u>Vieille Feminin</u></td><td><u>Old</u></td></tr> <tr><td><u>Réligieux Masculin</u>      <u>Réligieuse Feminin</u></td><td><u>Religious order nuns and priests</u></td></tr> <tr><td><u>Retrouver</u></td><td><u>To find again or to recover</u></td></tr> <tr><td><u>Malade</u></td><td><u>Sick</u></td></tr> <tr><td><u>Rester</u></td><td><u>Stayed</u></td></tr> <tr><td><u>Drapeau</u></td><td><u>Flag</u></td></tr> </table> <p><u>Simplified text for the coloring book.</u></p> <ol style="list-style-type: none"> <li>1. <u>L'histoire d'Évangeline</u></li> <li>2. <u>Évangeline habitait dans le village Grand Pré.</u></li> </ol>	<u>Histoire</u>	<u>Story</u>	<u>Habiter</u>	<u>To live</u>	<u>Heureux</u>	<u>Happy</u>	<u>Se marier</u>	<u>To get married with</u>	<u>Traquédie</u>	<u>Trouble tragedy</u>	<u>Venir</u>	<u>To come</u>	<u>Arriver</u>	<u>To arrive to happen</u>	<u>Soldat</u>	<u>Soldier</u>	<u>Devenir</u>	<u>To become</u>	<u>Vieux Masculin</u> <u>Vieille Feminin</u>	<u>Old</u>	<u>Réligieux Masculin</u> <u>Réligieuse Feminin</u>	<u>Religious order nuns and priests</u>	<u>Retrouver</u>	<u>To find again or to recover</u>	<u>Malade</u>	<u>Sick</u>	<u>Rester</u>	<u>Stayed</u>	<u>Drapeau</u>	<u>Flag</u>	<p>Materials : Purchase coloring book</p> <p><u>Evangeline . A Coloring Book for Children</u></p> <p>Hidden Springs, Inc</p> <p><a href="mailto:feparadis@hoddensprings.info">feparadis@hoddensprings.info</a></p> <p>207 2273678</p>
<u>Histoire</u>	<u>Story</u>																															
<u>Habiter</u>	<u>To live</u>																															
<u>Heureux</u>	<u>Happy</u>																															
<u>Se marier</u>	<u>To get married with</u>																															
<u>Traquédie</u>	<u>Trouble tragedy</u>																															
<u>Venir</u>	<u>To come</u>																															
<u>Arriver</u>	<u>To arrive to happen</u>																															
<u>Soldat</u>	<u>Soldier</u>																															
<u>Devenir</u>	<u>To become</u>																															
<u>Vieux Masculin</u> <u>Vieille Feminin</u>	<u>Old</u>																															
<u>Réligieux Masculin</u> <u>Réligieuse Feminin</u>	<u>Religious order nuns and priests</u>																															
<u>Retrouver</u>	<u>To find again or to recover</u>																															
<u>Malade</u>	<u>Sick</u>																															
<u>Rester</u>	<u>Stayed</u>																															
<u>Drapeau</u>	<u>Flag</u>																															

Doris 8/3/13 5:13 PM

Formatted: French Canadian

	<ol style="list-style-type: none"> <li>3. <u>Tout le monde était heureux.</u></li> <li>4. <u>Évangeline et Gabriel s'aiment. Mais la tragédie est arrivée.</u></li> <li>5. <u>Les soldats de Grande Bretagne sont venus. Les familles ont été séparées.</u></li> <li>6. <u>Évangeline et Gabriel ont été séparés et envoyés dans les colonies américaines.</u></li> <li>7. <u>Évangeline devient vieille et une religieuse.</u></li> <li>8. <u>Un jour, elle a retrouvé Gabriel. Il était malade.</u></li> <li>9. <u>Les Acadiens sont restés aux États Unis et d'autres ont retrouvé l'Acadie.</u></li> <li>10. <u>Le drapeau de l'Acadie est bleu, blanc, et rouge avec une étoile jaune.</u></li> <li>11. <u>Le drapeau de l'Acadie de Louisiane est bleu, blanc, et rouge, des fleurs de lis, une étoile, et un fort.</u></li> </ol>	
<b>Activity</b>  <b>15 minutes</b>	<p>Introduce the Village of the Acadian—Historical Village New Brunswick, Canada</p> <p><u>Previewing activity</u></p> <ol style="list-style-type: none"> <li>1. <u>Consider wearing a costume --hat and apron</u></li> <li>2. <u>Review the following questions with students before viewing</u> <ol style="list-style-type: none"> <li>a. <u>When did the French come to Canada?</u></li> <li>b. <u>Who deported them from France and later from Canada?</u></li> <li>c. <u>Who is Mr. Martin?</u></li> <li>d. <u>With whom did he learn to work and live?</u></li> <li>e. <u>Explain how Mrs. Cyr makes bread? What is unique?</u></li> </ol> </li> </ol> <p><u>Viewing activity</u></p> <ol style="list-style-type: none"> <li>1. <u>Students write in the answers to the questions?</u></li> </ol> <p><u>Post viewing</u></p> <ol style="list-style-type: none"> <li>1. <u>Review the questions and answers.</u></li> </ol>	<p><a href="#">Link to Acadian Historical Village New Brunswick, Canada</a>  <a href="#">Tour of village with interpreter</a>  <a href="https://www.youtube.com/watch?v=CJw3n2eKcwQ">https://www.youtube.com/watch?v=CJw3n2eKcwQ</a></p> <p><a href="#">Link to Madawaska Acadian Village all in French.</a> Homes depicted are late 1800 and early 1900.  <a href="http://ograndmadawaska.com/videos/mediaitem/33-le-village-acadien-du-maine">http://ograndmadawaska.com/videos/mediaitem/33-le-village-acadien-du-maine</a></p>
<b>Enrichment activity</b>	<p>Video of Madawaska Acadian Village</p> <p><u>Previewing activity:</u></p> <ol style="list-style-type: none"> <li>1. Tell students that a Mrs. Roy will be telling about the village in French.</li> <li>2. House: What is different about the first floor of the house?</li> <li>3. Be able to describe the school.</li> <li>4. What is unique about the people who lived in these houses?</li> <li>5. What do you think their occupations was?</li> <li>6. Draw one image or write one word that you want to share about what you learned from the video?</li> </ol> <p><u>During viewing</u></p> <ol style="list-style-type: none"> <li>1. Students take notes</li> </ol> <p><u>Afterviewing</u></p> <ol style="list-style-type: none"> <li>1. Students draw and write.</li> <li>2. Teacher and students debrief the questions and then they share their image and word</li> </ol>	<p><a href="#">Link to Madawaska Acadian Village all in French.</a> Homes depicted are late 1800 and early 1900.  <a href="http://ograndmadawaska.com/videos/mediaitem/33-le-village-acadien-du-maine">http://ograndmadawaska.com/videos/mediaitem/33-le-village-acadien-du-maine</a></p>
<b>5</b>	<p><b>Closing circle</b></p> <p>Review what has been learned to day</p> <p>Do or reinforce the behavior rubric for the day or week</p>	

<b>minutes</b>	Sing: <i>Au revoir, mes amis</i>	
<b>Enrichment activity</b>	<p>Teach the song</p> <p>From Theme 3 unit: Prepare to sing: <i>Meunier, tu dors</i>. Introduce/review vocabulary. Gestures:</p> <ul style="list-style-type: none"> <li>• Swing the arms to imitate a wind mill grinding grain.</li> <li>• The arm swinging gets faster as the song speeds up.</li> </ul>	
<b>Enrichment resources for introducing the Acadians</b>	<p><b>1. Bonne aventure unit #11 “la déportation”</b></p> <p><b>Pre viewing</b>      Talk about the meaning of home. What is home for you? Have you ever been lost and away from home? How did it feel?      What conflict did the French settlers have once Nova Scotia was awarded to the English?</p> <p><b>Briefly explain the time line:</b>      1600 Explorers from the regions of Normandie and Brittany in France come to the new world to find there riches</p> <p>1700 French people settle in Acadie (Nova Scotia). The land was in dispute by the French and the English</p> <p>1713 The land is awarded to England---Treaty of Utrecht      Acadians given the opportunity to move to other French colonies. They do not want to leave but refuse to swear allegiance to the King of England and never sympathize with the French.</p> <p>1755 The English/British deport them to American colonies to the south or England or France</p> <p><b>Further simplified version</b>      17<sup>th</sup> Century      French people find a home in Acadia, Nova Scotia      18<sup>th</sup> Century      France loses Acadia to England because of war. Acadians are forced to leave.      19<sup>th</sup> Century      Acadians finds new homes.</p> <p><b>During viewing</b>      Look for images that tell story line of the deportation.</p> <p><b>Post viewing</b>      Ask student if they can explain what they understood about the Acadian Deportation.</p> <p>Comments on where the Acadians went:</p> <ol style="list-style-type: none"> <li>1. Some went to Louisiana in the US where the government eventually became welcoming and encouraged them to build</li> </ol>	<p><a href="#">Resource in Wiki</a></p> <p><a href="#">Deportation script for Unit #11</a></p>

	<p>dykes.\</p> <ol style="list-style-type: none"> <li>Others went to Frederickton, New Brunswick where the conditions were uninviting so they moved to St John River and founded the settlement of Madawaska.</li> <li>Others immigrated overland with the French-Canadians to textile centers in New England and by sea to Massachusetts and Connecticut in the 19<sup>th</sup> century,</li> </ol>	
<b>Activity</b>	<p><b>Create a time line with dates 1600 1700 1713 1755</b></p> <p>Describe the event corresponding to the dates and have students stand on the time that the event occurred.</p> <ol style="list-style-type: none"> <li>Briefly explain the time line- adapted from teacher notes of <i>La Bonne Aventure</i> Unit 11</li> </ol> <p>Simplified version</p> <p>1600 Explorers from the regions of Normandy and Brittany in France come to the new world to find their riches.</p> <p>1700 French people settle in Acadie (Nova Scotia). However, the land was in dispute by the French and the English.</p> <p>1713 The land is awarded to England---Treaty of Utrecht Acadians given the opportunity to move to other French colonies. They do not want to leave but refuse to swear allegiance to the King of England and never sympathize with the French.</p> <p>1755 The English/British deport them to American colonies to the south or England or France. In England, they are imprisoned. Some are then resent to the colonies.</p> <p>Version of timeline for elementary school students</p> <p><b>17<sup>th</sup> Century</b> French people find a home in Acadia, Nova Scotia</p> <p><b>18<sup>th</sup> Century</b> France loses Acadia to England because of war. Acadians are forced to leave.</p> <p><b>19<sup>th</sup> Century</b> Acadians find new homes.</p>	<p>Resources in Wiki under Deportation of Acadians</p> <p>Template of timeline of Acadian deportation.</p> <p><a href="http://mfhip.pbworks.com/f/Template%20of%20Time%20line%20of%20Acadian%20deportation.docx">http://mfhip.pbworks.com/f/Template%20of%20Time%20line%20of%20Acadian%20deportation.docx</a></p>
<b>5 minutes</b>	<p><b>Closing circle</b> <b>Sing : <i>Au Revoir, Mes Amis</i></b></p> <p><b>Remember to review who was caught using a learning strategy</b></p> <p><b>Exit slip : What did you learn today?</b></p>	

*Vivons Ensemble: Racine et Identité*

Living and Learning Together : Roots and Identity

Week 6/ Lesson 11 /Day 1

Duration: 1:30 hours

*Titre : Moi et Mon Environ* Me and My Environment

Where do I live ?

What is Franco in My

## Community?

- Communication objectives :**
1. Students will be able to
    - 1.1 Make simple requests in French
    - 1.2 Carry out routines in French
    - 1.3 Ask simple questions in French
  2. Students will be able to introduce themselves and one another

### Linguistic objectives :

**Grammar:** *Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

**Verbs :** *être , avoir, pouvoir, vouloir*

**Lexis:** Expressions for working in the classroom, doing introductions, words to describe housing, songs,

### Cultural objectives :

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

### Learning Strategies:

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'ecoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent*  
I try to imitate the personne speaking, the rhyme, song, the accent.

### Week 6 Focus:

#### Review :

Greetings : Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à . . . Il/elle habite à . . ., J'habite dans l'état du Maine,  
*Comment ça va?, Ça va bien, Ça va mal and Ça va comme ci comme ça.*

1. Working together: Rules for safety, respect, responsibility and routine
2. Songs : *Bonjour Mes Amis, Frère Jacques, Du Nanane*
3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.
5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students
6. Strategies for learning language
7. Finish flags
8. The concept of immigration vs deportation
9. The journey of the Acadian
10. The Acadian village

### Introduce

1. Occupations of immigrants
2. Announce the visit to the L/A Museum—Mill and Music Exhibit

#### Activité

15  
minutes

#### Routine:

**Bonjour mes amis bonjour**  
**Review expectations**  
**Review learning strategies**  
**Review greetings, numbers, colors**

	<p><b>Goals for the day- Programme du jour</b></p> <ol style="list-style-type: none"> <li>1. Revoir les règles de la classe</li> <li>2. Revoir les stratégies pour mieux parler</li> <li>3. Revoir les chiffres</li> <li>4. Revoir les Acadiens</li> <li>5. Parler des occupations des Franco Américains</li> <li>6. Préparer pour la visite à la Musée L/A ou pour un visiteur de la musée</li> </ol>																	
15 minutes	<p><b>Collation - Snack time</b></p> <p><b>Review the words for the snack:</b> le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plaît, <b>de rien, il n'y a pas de quoi</b></p>																	
Activité  15 minutes	<p>Review what students learn about the Acadians.</p> <p>Use the time line: give students the events and ask them to stand at the appropriate timeline.</p> <p>Remind theme of the Evangeline coloring book and ask them to think about what occupations people had that long ago.</p> <p>Sailors, farmers, hunters, trappers,</p>																	
Activité  15 minutes	<p><b>1. Occupations of immigrants French Canadian</b></p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>2. Use the Maps of last year to show what occupations that they identified.</li> <li>3. What might be other occupations? Brainstorm</li> <li>4. This lists is tailored to occupations that are most likely those of the French Canadians and the Acadians. It is a working list. The videos show people in these occupations.</li> </ol> <table border="1" data-bbox="235 934 961 1129"> <tr> <td>*an explorer <i>un exploreur</i></td> <td>*a carpenter <i>un charpentier</i></td> </tr> <tr> <td>*a sailor <i>un marin</i></td> <td>*a hunter <i>le chasseur</i></td> </tr> <tr> <td>*a farmer <i>un fermier</i></td> <td>*a fisherman <i>le pêcheur</i></td> </tr> <tr> <td>*a trade man <i>un ouvrier</i></td> <td>*a musician <i>le musicien</i></td> </tr> <tr> <td>*a workman <i>un travailleur</i></td> <td>*a business man <i>un homme d'affaire</i></td> </tr> <tr> <td>* a nun <i>une sœur</i></td> <td>*a doctor <i>un médecin</i></td> </tr> <tr> <td>* a brother <i>un frère</i></td> <td>*a priest <i>un prêtre</i></td> </tr> <tr> <td>*a writer <i>un écrivain</i></td> <td></td> </tr> </table> <ol style="list-style-type: none"> <li>5. Enrich the maps with occupations</li> <li>6. Possible extension :</li> <li>7. Invite a business person from the to come and speak about their family and business Mayor of Auburn                      FXMarcotte—</li> <li>8. If you invite a speaker, then there will not be time for the following practice activities.</li> </ol>	*an explorer <i>un exploreur</i>	*a carpenter <i>un charpentier</i>	*a sailor <i>un marin</i>	*a hunter <i>le chasseur</i>	*a farmer <i>un fermier</i>	*a fisherman <i>le pêcheur</i>	*a trade man <i>un ouvrier</i>	*a musician <i>le musicien</i>	*a workman <i>un travailleur</i>	*a business man <i>un homme d'affaire</i>	* a nun <i>une sœur</i>	*a doctor <i>un médecin</i>	* a brother <i>un frère</i>	*a priest <i>un prêtre</i>	*a writer <i>un écrivain</i>		<p>Resource in wike under Immigration of French Canadians</p> <p><a href="#">Occupations general list with link to ask.com targeted list for the immigrants.docx</a></p>
*an explorer <i>un exploreur</i>	*a carpenter <i>un charpentier</i>																	
*a sailor <i>un marin</i>	*a hunter <i>le chasseur</i>																	
*a farmer <i>un fermier</i>	*a fisherman <i>le pêcheur</i>																	
*a trade man <i>un ouvrier</i>	*a musician <i>le musicien</i>																	
*a workman <i>un travailleur</i>	*a business man <i>un homme d'affaire</i>																	
* a nun <i>une sœur</i>	*a doctor <i>un médecin</i>																	
* a brother <i>un frère</i>	*a priest <i>un prêtre</i>																	
*a writer <i>un écrivain</i>																		
10 minutes	<p><b>Previewing activity before the visit to the Mill and Museum</b></p> <ol style="list-style-type: none"> <li>1. Review behaviors at workshops and the need to be good ambassadors</li> <li>2. Brain storm what types of things they might see in a mill.</li> <li>3. Give them a list of things to look for in the working part of the mill</li> <li>4. Have Diane Williams from Museum L/A help generate artifacts that will be</li> </ol>																	

	displayed. 5. Talk about occupations that they might see or imagine in the mill	
<b>15 minutes</b>	<p><b>Option 1 Review of number</b></p> <p>1. Sing a song with the numbers and have students repeat them.</p> <p style="padding-left: 40px;">Song: 1, 2, 3, <i>je sais compter</i></p> <p style="padding-left: 40px;"><i>Même avec mes doigts de pied Si je prends aussi mes mains, Je comptera jusqu'à 20 ! 1 2 3..... 20</i></p> <p>2. Show you tube video: Numbers song in French Une chanson des chiffres <a href="http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=fvwrel">http://www.youtube.com/watch?v=lsc3qLMaCu8&amp;feature=fvwrel</a></p> <p>3. Use flash cards with numbers and ask the group to say the number</p> <p>4. Put flash cards on the floor and ask the group to jump to the number that is given</p> <p>5. Give every one a number 1-15 and have them line up . Time them and then have them say the numbers together.</p> <p><b>Extend the activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide flash cards to 100.</li> <li>2. Do a math problem like <i>deux plus 10 font 12</i>.</li> <li>3. Student who jump on the 12 first wins and keeps the number.</li> </ol> <p><b>Option 2: Assessment grid</b> Assign student in small group and begin the process of working the assessment grid.</p>	
<b>5 minutes</b>	<p><b>Closing</b></p> <p>Sing: <i>Frère Jacques</i> , and <i>Alouette</i> together and <i>Au Revoir Mes Amis</i></p> <p>Tally learning strategies chart</p> <p>Remind students of the field trip to the L/A museum and to remember what they have learned about occupations.</p>	

**Vivons Ensemble: Racine et Identité**  
Identity

**Living and Learning Together : Roots and**

**Week 6 /Lesson 12 /Day 2**

**Duration: 1:30 hours**

**Titre : Moi et Mon Environ Moi et Mon Environ Me and My Environment : Where do I live ? / What is Franco in my Community?**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French

1.3 Ask simple questions in French

2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,*

**Cultural objective:**

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

Learning Strategies:

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'ecoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent.*  
I try to imitate the personne speaking, the rhyme, song, the accent.

**Week 6 Focus:**

**Review : Review :**

1. Greetings : *Je m'appelle, il/elle s'appelle, Où habites-tu? J'habite à. . . Il/elle habite à. . ., J'habite dans l'état du Maine, Comment ça va? Ça va? Ça va bien, Ça va comme ci-comme ça. Ça va mal*
1. Working together: Rules for safety, respect, responsibility and routine
2. Songs : *Bonjour Mes Amis, Frère Jacques, du Nanane*
3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student.
5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year students
6. Strategies for learning language
7. Finish flags
8. The concept of immigration vs deportation
9. The journey of the Acadian
10. The Acadian village
11. Occupations of immigrants

**Day 2 focus Visit the L/A Museum—Mill and Music Exhibit**

<p>Activité</p> <p>15 minute</p>	<p><b>Routine:</b></p> <p><b>Bonjour mes amis bonjour</b></p> <p><b>Review expectations</b></p> <p><b>Review learning strategies</b></p> <p><b>Review greetings, numbers, colors</b></p> <p><b>Goals for the day- Programme du jour</b></p> <ol style="list-style-type: none"> <li>1. <i>Revoir les règles de la classe</i></li> <li>2. <i>Revoir les strategies pour mieux parler</i></li> <li>3. <i>Revoir les chiffres</i></li> <li>4. <i>Revoir les Acadiens</i></li> <li>5. <i>Parler des occupations des Franco Américains</i></li> <li>6. <i>Préparer la visite au Musée L/A ou la visite de quelqu'un du musée</i></li> </ol>	
----------------------------------	---	--

<p>1 hour and ½</p>	<p><b>Visit of museum</b></p> <p><b>Field Trip either to LA museum</b></p> <p><b>Invite parents and grandparents</b></p> <p><b>Provide name tags.</b></p> <p><b>Create a scavenger hunt sheet or a map to trace where they are and what they see.</b></p> <p><b>Use French words</b></p> <p><b>Depart : 3:30 Arrive Museum at 3:40</b></p> <p><b>Tour Center 3:30-4:30</b></p> <p><b>30 minutes the mill</b></p> <p><b>30 minutes the music exhibit</b></p> <p><b>Pre field trip :</b></p> <ol style="list-style-type: none"> <li>1. Review behavior rules for field trips</li> <li>2. Share types of artifacts student will see and type of occupations that existed in the mill.</li> <li>3. Talk about the music</li> </ol> <p><b>During field trip:</b> Ask students to record or check off the artifacts that they observe</p> <p><b>After field trip:</b> debrief</p> <p style="padding-left: 40px;">What did they see that could enrichen their project?</p> <p><b>Idea:</b> If anyone has an I phone or a smart phone or I pad. . .students could take pictures of artifacts and exhibit during the field trip and use the pictures in their projects.</p>	
-------------------------	--	--

**Week 7 /Lesson 13/ Day 1**

**Duration: 1:30 hours**

**Titre : Moi et Mon Environ**

**Me and My Environment**

**Les Français dans le Maine**

**The French in Maine**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,*

**Cultural objective:** Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Learning Strategies:**

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'écoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent*  
I try to imitate the person speaking, the rhyme, song, the accent.

**Week 7 Focus:**

**Review :**

1. Greetings : Working together: Rules for safety, respect, responsibility and routine
2. Songs :*"Bonjour Mes Amis, Frère Jacques, du Nanane*
3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student
5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student
6. Strategies for learning language
7. Location of where they live in Maine
8. Finish flags
9. The concept of immigration vs deportation
10. The journey of the Acadian--Deportation
11. Occupations of immigrants

**Introduce:**

1. Extend the map of Franco's coming from Canada to Lewiston to include the deportation of Acadians in Maine .
2. Create a time line with immigration and deportation highlights
3. Prepare Interview with Grandparents and Immigrants
4. Begin assessment checklist with students

Activité

15 minute

**Routine:**

***Bonjour mes amis bonjour***

**Review expectations**

**Review learning strategies**

**Review greetings, numbers, colors**

	<p><b>Goals for the day- Programme du jour</b></p> <ol style="list-style-type: none"> <li>1. <i>Revoir les règles de la classe</i></li> <li>2. <i>Revoir les stratégies pour mieux parler</i></li> <li>3. <i>Revoir les chiffres</i></li> <li>4. <i>Revoir les Acadiens</i></li> <li>5. <i>Parler des occupations des Franco-Américains</i></li> <li>6. <i>Revoir la visite au Musée L/A ou du musée</i></li> </ol>	
15 minutes	<p><b>Collation: Snack time</b></p> <p><b>Review the words for the snack:</b> <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
15 minutes	<p><b>Debrief the visit to the mill.</b></p> <p><b>What did you learn about the mill, how it worked, and occupations?</b></p> <p><b>What might we want to add to the charts?</b></p> <p><b>What questions that it generate for the interviews?</b></p>	
15 minutes	<p><b>Generate interview questions</b></p> <p><b>Who will we be interviewing?</b></p> <ol style="list-style-type: none"> <li>a. <b>French Canadians</b></li> <li>b. <b>Acadians</b></li> <li>c. <b>Immigrants from francophone countries</b></li> </ol> <p><b>What do we want to ask?</b></p> <p><b>Sample questions:</b></p> <p><b>Introduce</b> the Interview questions</p> <p>Whole group go over the questions in French and in English. Say the question, ask students to repeat using clapping and stamping. Model the interview.</p> <ol style="list-style-type: none"> <li>1. What is your name? <i>Comment vous appelez-vous?</i></li> <li>2. Where were you or your parents born? <i>Où êtes-vous nés ? / Où sont nés vos parents/grandparents?</i></li> <li>3. What was the occupation of your family in Canada / or _____? <i>Quelle était l'occupation de votre parenté au Canada ou _____?</i></li> <li>4. How did they come to Maine or the US? <i>Comment sont-ils venus dans le Maine / aux Etats-Unis?</i></li> <li>5. What was their occupation in Lewiston? <i>Quelle était l'occupation de vos parents dans le Maine ?</i></li> </ol>	

	<p>6. What was their favorite Celebration where they were born? <i>Quelle était votre célébration préférée quand vous étiez enfant ?</i></p> <p>7. What is their favorite food? <i>Quelle est votre nourriture préférée ?</i></p> <p>8. What is their favorite French song? <i>Quelle est votre chanson française préférée?</i></p>	
<p><b>Small group activity</b></p> <p><b>15 minutes</b></p>	<p>Set up small groups that will be the way the interview will be held</p> <ol style="list-style-type: none"> <li>Each small group is made up of 3 to 4 students. Each student has two questions to ask and to take down the responses.</li> <li>Practice again. Do a model interview with the cultural associates and /or the apprentice. Check to see if children need help writing. 1<sup>st</sup> graders may need a modified interview sheet.</li> <li>The groups will rotate the day of the interviews. In between rotations students will sing songs for those being interviewed. In between interview 1 and 2 children will sing <i>Frère Jacques</i> In between interview 2 and 3 children will sing <i>Alouette</i> or <i>Une Patate</i>  In between interview 1 and 3 children will sing <i>Du Nanane</i> or <i>Montez sur un Éléphant</i></li> </ol>	
<p><b>Small group assessment check sheet</b></p> <p><b>5 minutes</b></p>	<p>Students stay in the same groups and have the opportunity to do the assessment grid with the understanding that if they do not do as well as they wish they can do it again next week.</p> <p><b>Closing</b> Sing: <i>Frère Jacques</i> , and <i>Alouette</i> together and <i>Au revoir mes amis</i></p> <p>Tally learning strategies chart</p>	

**Week 7 Lesson 14 Day 2**

**Duration: 1:30 hours**

**Titre : *Moi et Mon Environ* Me and My Environment *Les Français dans le Maine* The French in Maine**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,*

**Cultural objective:**

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Learning Strategies:**

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'ecoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent*  
I try to imitate the personne speaking, the rhyme, song, the accent.

**Week 7 Focus:**

1. Greetings : 2.Working together: Rules for safety, respect, responsibility and routine2.
2. Songs : *Bonjour Mes Amis, Frère Jacques, du Nanane*
3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student
5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student
6. Strategies for learning language
7. Location of where they live in Maine
8. Finish flags
9. The concept of immigration vs deportation
10. The journey of the Acadian—Deportation
11. Occupations of immigrants

**Introduce:**

1. Extend the map of Franco's coming from Canada to Lewiston to include the deportation of Acadians in Maine
2. Create a time line with immigration and deportation highlights
3. Prepare Interview with Grandparents and Immigrants
4. Begin assessment check list with students

Activité	<b>Routine:</b>	
15 minute	<b><i>Bonjour mes amis bonjour</i></b> <b>Review expectations</b> <b>Review learning strategies</b>	

	<p>Review greetings, numbers, colors</p> <p><b>Goals for the day- Programme du jour</b></p> <ol style="list-style-type: none"> <li>1. <i>Revoir les règles de la classe</i></li> <li>2. <i>Revoir les strategies pour mieux parler</i></li> <li>3. <i>Revoir les chiffres</i></li> <li>4. <i>Revoir les Acadiens</i></li> <li>5. <i>Parler des occupations des Franco Américains</i></li> <li>6. <i>Revoir pour la visite à la Musée L/A ou pour un visiteur de la musée</i></li> </ol>	
15 minutes	<p><b>Collation: Snack time</b></p> <p>Review the words for the snack: <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
10 minutes	<p><b>Explain the program</b></p>	
Activité	<p><b>Introduce the guests</b></p>	
15 minutes	<ol style="list-style-type: none"> <li>1. French Canadian</li> <li>2. Acadian</li> <li>3. New Immigrant</li> </ol>	
Activité	<p><b>Students get into three groups and ask questions.</b></p>	
Small groups at 15 minute intervals	<p><b>In between interviews, students sing.</b></p> <p><b>Video the interviews with ipads.</b></p>	
5 minutes	<p><b>Closing</b></p> <p>Sing: <i>Au Revoir Mes Amis</i></p> <p>Teach <i>Frère Jacques</i>, and <i>Alouette</i></p>	

**Week 8 /Lesson 15 /Day 1**

**Duration: 1:30 hours**

**Titre : Titre : Célébration des Français dans le Maine Celebrating the French in Maine**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing and songs*

**Cultural objective**

1. Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Learning Strategies:**

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'ecoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent*  
I try to imitate the personne speaking, the rhyme, song, the accent.

**Week 8 Focus:**

**Review:**

1. Greetings : 2.Working together: Rules for safety, respect, responsibility and routine2.
2. Songs : *Bonjour Mes Amis, Frère Jacques, du Nanane*
3. Colors: red, yellow, green , and blue and rainbow for 2<sup>nd</sup> year students
4. Numbers: 1-5 for first year students 1-40 for 2<sup>nd</sup> year student
5. Alphabet for first year students and sounds of the alphabet for 2<sup>nd</sup> year student
6. Strategies for learning language
7. Location of where they live in Maine
8. Finish flags
9. The concept of immigration vs deportation
10. The journey of the Acadian—Deportation
11. Occupations of immigrants
12. Extend the map of Franco's coming from Canada to Lewiston to include the deportation of Acadians in Maine .
13. Create a time line with immigration and deportation highlights
14. Interview with Grandparents and Immigrants
15. Assessment check list with students

**Introduce:** Robert Sylvain and Acadian music and dance  
Prepare to share new learning

Activité

**Routine:**

15 minute	<p><b>Bonjour mes amis, bonjour</b></p> <p>Review expectations</p> <p>Review learning strategies</p> <p>Review greetings, numbers, colors</p> <p>Goals for the day- Programme du jour</p> <ol style="list-style-type: none"> <li>1. Revoir les règles de la classe</li> <li>2. Revoir les strategies pour mieux parler</li> <li>3. Revoir les intervues</li> <li>4. Préparer pour la session avec les parents et le musicien</li> </ol>	
15 minutes	<p>Collation:</p> <p>Review the words for the snack: <i>le fromage, la pomme, le jus, chocolat au lait, le lait, je mange, j'aime, je n'aime pas, je veux, merci, s'il vous plait, de rien, il n'y a pas de quoi</i></p>	
Activité  15 minutes	<p>What did you learn from the interviews ?</p> <p>What did the immigants have in common?</p> <p>What was different?</p>	
Small group activities  minutes	<p>Group 1</p> <ol style="list-style-type: none"> <li>1. Revoir les cartes de l'immigration des Franco Américains</li> <li>2. Revoir les cartes de l'immigration des Acadien.</li> <li>3. Act or mime the flow of each group. How were they similar? How were they different.?</li> <li>4. Review the vocabulary of homes and occupations? <ul style="list-style-type: none"> <li>- Do bingo games, matching or fly swatter</li> </ul> </li> </ol> <p>Group 2</p> <ol style="list-style-type: none"> <li>1. Greetings review and practice <i>Bonjour, Je m'appelle, Comment t'appelles-tu? Comment ça va? etc.</i></li> </ol> <p>Group 3</p> <ol style="list-style-type: none"> <li>1. Do assessment grids</li> </ol>	

**Titre : Moi et Mon Environ**

**Me and My Environment**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another

**Linguistic objective:**

*Grammar: Impérative: marchez, levez vous, asseyez -vous, écoutez, regardez, gardez.*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions, words to describe housing, songs,*

**Cultural objective :**

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Learning Strategies:**

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'écoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent.*  
I try to imitate the person speaking, the rhyme, song, the accent.

**Review:** Greeting, numbers, colors, parts of the body

**Introduce:** Traditional Canadian Songs *Du Nanane*

**Work on Project**

**Continue assessment pieces of the portfolio**

<p><b>Activité</b></p> <p>15 minutes</p>	<p><b>Routine:</b></p> <p><b>Bonjour mes amis, bonjour</b></p> <ol style="list-style-type: none"> <li>1. <b>Reflect</b> on the Program with Michel Parent . Include interaction with him in the portfolio entry—My Contacts and Intercultural Experiences</li> <li>2. <b>Introduce</b> my favorite celebration. . .<i>mon anniversaire, Noël, Halloween ...</i></li> </ol> <p><b>Goals for the day: Programme du Jour</b></p> <ol style="list-style-type: none"> <li>1. <b>Travail en petit group</b></li> <li>2. <b>Revoir les règles de la classe</b></li> <li>3. <b>Pratiquer Les couleurs</b></li> <li>4. <b>Pratiquer Les numerous</b></li> <li>5. <b>Pratiquer Les pays francophones</b></li> </ol>	
--	---	--

	<p>6. <i>Travailler sur Le project</i> 7. <i>Practiquer les chansons Franco Americaines</i></p> <p>Divide into three groups of 5</p> <ol style="list-style-type: none"> <li>1. <b>Work on Project</b></li> <li>2. <b>Groups that finish Project will rotate through small group activities on colors, numbers, or Francophone countries, calendars. Create new activities from Day 1.</b></li> </ol> <p>List any extension ideas for colors, number, greetings, calendars, vocabulary bank:</p> <p>Continue using the observation grid and have students work to demonstrate what they can do.</p> <p>Observation grid will be part of their portfolio along with the learning strategies.</p> <p>Continue assessment: Group leader begin checking off the observation grid of what is demonstrated.</p>	
<p>Activité</p> <p>15 minutes</p>	<p>Collation:</p> <p>Review the words for the snack: <i>le fromage, la pomme, le jus, le lait au chocolat, le lait blanc Je mange. . J'aime . . Je n'aime pas. . Je veux. . Merci. . S'il vous plait. . .</i></p>	
<p>Activité</p> <p>45 minutes</p>	<ol style="list-style-type: none"> <li>1. <b>Work on Project</b></li> <li>2. <b>Groups that finish project will rotate through small group activities on colors, numbers, or francophone countries and calendars. They many also view the <i>Bonne Aventure</i> Video #11 on deportation or the "<i>Venue de Loin</i>" CD des <i>Petits conteurs sur la déportation.</i></b></li> </ol>	
<p>10 minutes</p>	<p>Closing</p> <p>Sing: <i>Montez sur un éléphant / Du nanane / Mon Papa ne veut pas que Je Danse la Polka</i></p> <p>Show <i>Venue de Loin</i> to reinforce migration and halloween.</p>	<p>Resource: <i>Venue de Loin</i>  <i>Les Petits ConteursSeries</i></p>

**Titre : Moi et Mon Environment**

**Me and My Environment**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French **MC**
2. Students will be able to introduce themselves and one another , tell their favorite food and tell their favorite celebration

**Linguistic objective:**

*Grammar : Imperative, Marchez, Levez vous, Asseyez vous, Ecoutez, Regardez, Gardez,*

*Verbs : être , avoir, pouvoir, vouloir*

*Lexis : Expressions for working in the classroom, doing introductions,*

**Cultural objective :** Students will be able to identify countries where French is spoken.

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

**Learning Strategies:**

1. *J'utilise des gestes, objets, images. . .*  
I use gestures or mime to show I understand.
2. *J'ose m'exprimer, meme s'il y a des mots qui me manquent*  
I dare to express myself, even if I do not know all the words.
3. *Je regarde la personne qui parle et j'ecoute attentivement*  
I look at the face of the person speaking to me and listen attentively.
4. *J'essaie d'imiter, par exemple le rythme, l'intonation, l'accent*  
I try to imitate the person speaking, the rhyme, song, the accent.

**Focus Week 9:**

**Completion of Project**

**Presentation of Portfolios**

**Extensions:**

Show: *Bonne Aventure*: Episode 11 deportation

Show: *Petits Conteurs*: *Venue de Loin*

**Activité**  
**1**

15  
minutes

**Preparation pour la Célébration de Racine et Identité**

**Theme #1**

**Routine**

**Greetings and Song from Michel Parent**

**Goals for the day: Programme du Jour**

1. *Travail en petit group*
2. *Revoir les règles de la classe*
3. *Pratiquer les couleurs*
4. *Pratiquer les numerous*
5. *Pratiquer les pays francophones*
6. *Travailler sur le project*

	<p><b>7. Pratiquer les chansons Franco-américaines</b></p> <p><b>Final Day to Finish and Practice Project and Finalize the Portfolio</b></p> <p><b>Share Logistics for Reception with parents:</b></p> <p><b>Students perform:</b></p> <ol style="list-style-type: none"> <li>Sing <i>Bonjour</i> and <i>Alouette</i></li> <li>Each child role plays the French greeting.</li> <li>Each group explains their part of the project Canada / Immigration / Maine</li> <li>Each child explains their portfolio to their parent or to assistants.</li> <li>Take the portfolio home to be signed.</li> </ol>	
<p><b>Activité</b></p> <p>15 minutes</p>	<p><b>La collation - Snack</b></p>	
<p><b>Activité</b></p> <p>45 minutes</p>	<p><b>Divide into three groups of 5</b></p> <ol style="list-style-type: none"> <li><b>Work on Project</b></li> <li><b>Groups that finish project will rotate through small group activities on colors, numbers, or Francophone countries, calendars. Create new activities from Day 1.</b></li> </ol> <p>List any extension ideas for colors, number, greetings, calendars, vocabulary bank: Continue using the observation grid and have students work to demonstrate what they can do. Observation grid will be part of their portfolio along with the learning strategies. Continue assessment: Group leader begin checking off the observation grid of what is demonstrated.</p>	
<p><b>Activité</b></p> <p>10 minutes</p>	<p><b>Introduce les fêtes et les célébrations</b></p> <p><b>Mon anniversaire La Fête de Halloween</b></p>	

If everyone is finished, then move forward to the extension ideas listed below :

**Goal : to expand the Francophone world**

*Une courtepointe pour grand-maman*

*Quels sont des noms affectueux pour votre grandmère ?*

*Quel sont des noms affectueux des autre pays ?*

*Resource : Une courtepoint pour grand-maman*

*Collection Les petits conteurs page 11*

**Goal : to enrichen the Franco American Culture**

**Teach children to play the game *Au Ciel***

**Titre : Moi et Mon Environ**

**Me and My Environment**

**Communication objective :**

1. Students will be able to
  - 1.1 Make simple requests in French
  - 1.2 Carry out routines in French
  - 1.3 Ask simple questions in French
2. Students will be able to introduce themselves and one another , tell their favorite food and tell their favorite celebration

**Linguistic objective:**

Grammar : Imperative, Marchez, Levez vous, Asseyez vous, Ecoutez, Regardez, Gardez,  
Verbs : être , avoir, pouvoir, vouloir

Lexis : Expressions for working in the classroom, doing introductions,

**Cultural objective :** Students will be able to identify countries where French is spoken.

Students will become familiar with different protocols for greetings in Francophone worlds. They will be able to present themselves totally in French.

Learning Strategies:

**Focus Week 9:**

**Completion of Project**

**Presentation of Portfolios**

**Extensions:**

Show *Bonne Aventure*: Episode 11 deportation

Show *Réveille*

Arrange for dancing lesson *Cadrille* or the Duck Dance with Cindy Larock

**Reception pour les parents**

**Presentation of the project and portfolio**

**Greeting and song**

**Programme du Jour**

1. *Revoir les règles de la classe et de visiteurs*
2. *Bienvenue. . .*Each child does a greeting and counts to 10 or 20 or sings a song
3. **Project**  
Children explain where the immigrants came from, how they traveled and where they went
4. Children explain a learning strategy and what they can say in French
5. Invite parents to a viewing of *Reveille*

3:00-3:15 Welcome *Bienvenue*

3:15-3:30 Reception *Fromage et Creton*

**Le projet et Le portfolio**

3:30-5:00 Voir " Réveille" ou une danse avec Cindy Larock - *Cadrille* ou *Danse des Canards avec tout le monde*