



Maine French Heritage Language Program

Chez Nous dans le Maine et avec les francophones du monde entier

Thème IV: Chantons, Lisons, Jouons !

(Chansons, Légendes, Jeux)

Version du 28 mai/14 – K. FOUST

<p>Thème 4 Theme 4</p>	<p>Chantons, Lisons, Jouons en français! Let's Sing, Read and Play in French ! Agés : 6-11 Duration : 9 weeks x 2 lessons of approximately 90 minutes</p>
<p>Objectifs Objectives</p>	<p>Objectif Communicatif: <i>Les étudiants seront capable d'exprimer quelques émotions et quelques mots de base pour jouer les sports et les jeux.</i></p> <p>Communicative Objective: Students will be able to express a few emotions and the basic words for playing some sports and games.</p> <p>Objectif linguistique: <u>Grammaire:</u> <i>révision de la grammaire des Thèmes 1 et 2</i> <u>Les verbes:</u> <i>nager, pêcher, apporter, être, trouver, avoir, peser</i> <i>Mon/ton/son; les sports et les vêtements de sports, les contes, les animaux</i> <i>les expressions: Félicitations!, Tais-toi!, avoir raison, Chouette!, Formidable!</i></p> <p><u>Lexique:</u> <i>parler des jeux (sportifs et de loisirs); parler du temps qu'il fait (chaud, froid, frais, nuageux, venteux), les émotions (triste, content, heureux, fâché, déçu, découragé, excité, curieux), pique-niquer (les aliments qu'on mange et les jeux qu'on joue quand on pique-nique)</i></p> <p>Linguistic objective: <u>Grammar :</u> Review grammar from Themes 1 and 2 <u>Verbs :</u> to swim,<i>nager</i>; to fish,<i>pêcher</i>, to bring,<i>apporte</i>; to be,<i>être</i>; to find,<i>trouver</i>; to have, <i>avoir</i>; to weigh,<i>peser</i> Possessive pronouns: my, your, his/ her; vocabulary related to sports and sport clothing, legends and tales, animals; adjectives to describe emotions; Expressions such as Congratulations!, Be quiet!, to be right(correct), Great!, Fantastic!</p> <p><u>Lexis :</u> Speak about: Games (sports and leisure games); The weather (hot, cold, cool, cloudy, windy), Emotions (sad, happy, glad, angry, disappointed, discouraged, excited, curious), Going on a picnic (foods that people eat and games they play when on a picnic.)</p>

	<p>Objectifs culturels: <i>Commençant avec le Poisson d'avril et continuant avec le sport de football, ce Thème explore les jeux sportifs et de loisirs qu'on joue dans le monde francophone et ici dans le Maine, les contes et légendes de quelques régions francophones et des chansons. Le sport de football, par exemple est joué partout, et le jeu de pétanque est joué dans les pays colonisés par la France, en Belgique et en Espagne et ici dans le Maine. Les contes québécois, franco-américains, haitiens, malgaches et de la Louisiane sont intégrés par région lorsqu'on apprend les jeux des enfants et d'autres traits de ces cultures francophones.</i></p> <p>Cultural Objectives: Starting with April Fool's Day and moving on to soccer, this Theme explores sports and leisure games that are played around the French speaking world and here in Maine, tales and legends from several French speaking regions and songs. Soccer is played everywhere and pétanque is played in countries that were colonized by France, in Belgium, in Spain and here in Maine. The tales from Quebec, Franco-American regions, Haiti, Madagascar and Louisiana are integrated by region when we learn about children's games and other features of these francophone cultures.</p> <p>Students will :</p> <ul style="list-style-type: none"> • Learn how sports are part of national as well as community pride • Learn leisure time activities that have evolved from the Franco-American immigration • Learn how children's games and activities can be very similar in different cultures • Learn and sing some new songs and put motions to them • Learn the rules of Pétanque and play the game outside together • Play jump rope, go fish, marbles • Memorize and recite a poem, adding motions for the phrases • Watch culturally appropriate films • Read tales and legends • Create and write their own imaginary tale with illustrations
<p>Outcomes and standards A1.1, A1 European Framework</p>	<p>Listening comprehension: -Students will be able to understand familiar words and basic expressions relating to playing sports, playing games, the weather and expressing emotions.</p> <p>Reading comprehension: -Students can understand familiar words on posters and notices. -Students can write their names and basic words. -Students can fill in the blanks on sentences.</p> <p>Spoken interaction: -Students can interact in a simple way and introduce themselves. -Students can ask simple questions and describe their basic emotions. -Students can make simple sentences regarding playing games and outdoor sports.</p>
<p>Learning strategies for speaking</p>	<ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> I use gestures or mime to show I understand. 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. 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. 4. <i>J'essaie d'imiter, par exemple, le rythme, l'intonation, l'accent .</i>

	I try to imitate the person speaking, the rhythm, song, the accent.
Projet final Final project	Projet final/ Final project Final Project : Students will <i>create a tale of their own filling in the blanks on a template. They will write the entire story down on half sheets of card stock and illustrate it.</i> Alternative Final Project : Learn and recite a poem with movements for the Year End Event. I have included the poem <i>Le Printemps</i> by Théophile Gautier in the curriculum.
	Review and reinforce : Classroom vocabulary, teacher's instructions, classroom routines, greetings, snack words, polite expressions, alphabet, Word Wall and Word Banks, learning strategies, the calendar, geography of the Francophone world, immigration, occupations ; all songs, expressions, grammar, verbs, and vocabulary introduced in Themes I, II and III.
Notes to the Teachers:	<ul style="list-style-type: none"> • Please use this curriculum as a guide and adjust it to your own teaching style. <p>Each lesson will have a menu of activities, games, and options, with suggestions for guest teachers.</p> <ul style="list-style-type: none"> • The Context section is meant as background information for the teaching team, and is not necessarily to be included in the lesson. • Teachers should encourage students to share information with their families, ask questions, and bring in relevant words, phrases, and photos from home. • Suggestions for games, books and films are included; please adapt them to your circumstances.
Resources Needed :	<p>Maps: Maine, Québec, Louisiana, Europe, and Africa.</p> <p>Plastic food: fruit, vegetables, and/or play food or large (laminated) illustrations</p> <p>Games: A set of marbles, decks of cards, Parcheesi boards, playing pieces and dice, pétanque balls or images of the balls and the game, images of Haiti and Madagascar.</p> <p>Books: <i>Petit Ours Aime Pique-niquer, Poisson Rouge, Poisson Bleu or Arc-en-Ciel, Mon Équipe de Soccer, Au Pays des Légendes: Le Bonhomme Sept Heures.</i></p> <p>Access to on-line music and films.</p> <p>Wiki : Other tales are included to be told during class are included on the wiki.</p>

Instructional Sequencing / Séquence pédagogique (9 weeks / semaines)	
Week 1 Lessons 1+2	Le Poisson d'Avril and introduction to « Le Football » "Les Petits Poissons et Quel Temps Fait-il?" Région : Francophone countries around the world where April Fools is celebrated and where soccer is played. Weather for outdoor sports, les ballons et les balles
Week 2 Lessons 3+4	Le Football "La Cour des Grands et Si Tu as de la Joie au Coeur» Régions: Les pays où le football est un sport national : Canada, Europe, Afrique, Haiti, Asie Le Serment d'Allégeance des 'États-Unis, « Mon Équipe de Soccer » les images de football, les émotions
Week 3 Lessons 5+6	Les Pique-Niques : Jouer Au Ciel, les billes et Le Bonhomme Sept Heures "La Fourmi et Quand on a de la Joie au Cœur » Région: Le Maine et le Québec Les jeux : Au Ciel (Parcheesi), les Billes / La légende : Le Bonhomme Sept Heures
Week 4 Lessons 7+8	Un Jeu Franco-Américain - Pétanque Extension with « La Fourmi » Région: Augusta, Europe, Afrique du Nord Pétanque balls and rules of the game, Marbles-Les billes
Week 5 Lessons 9+10	La Légende : La Pierre qui Tourne et La Fête des Mères "Lundi je m'ennuie" Région: Québec Le film : La Pierre qui Tourne Le trésor, le charme / Écrire une légende Tissue paper, construction paper, chenille sticks, markers, colored pencils
Week 6 Lessons 11+12	Haiti : La culture et les Jeux « Tonton Bouki, Allons au Marché » Région: Haiti Au marché : les fruits et les légumes (des images ou en plastique), les images de l'argent de Haiti / Une corde à sauter, un ballon / les comptines
Week 7 Lessons 13+14	Finir Haiti – Introduire Madagascar "Tonton Bouki" Les histoires de Malice et Bouki Régions : Haiti et Madagascar Les animaux de Haiti, les animaux de Madagascar, les fruits et les légumes de Madagascar Continuer à écrire une légende Lire : Torina's World Jouer aux dominos Les images des animaux de Madagascar
Week 8 Lessons 15+16	Madagascar – La culture, "La Famille Tortue Au Marché des Fruits» Région: Madagascar Raconter : « La Légende de Tsingory le Danseur » et le Conte « Le Serpent et la Grenouille » Projet: Face Painting in the style of the villagers in Madagascar, design a tropical frog, Au marché de Madagascar, le Chasse au Trésor Regarder : Le Plus Beau des Trésors
Week 9 Lessons 17+18	La Louisiane et la Légende des Écrevisses et Le conte de Petit Jean et Colette « La danse du canard », Reviser « La Famille Tortue » Regions : La Louisiane et le Maine Jouer aux dominos, jouer aux cartes, Duck, Duck, Goose Présenter et Lire: La Légende des Écrevisses, Petit Jean et Colette, Assessments Finish Assessments Final project Présenter les légendes - Laminate the small legends that the students have

	<p>been writing and illustrating and have them present to the class. Recite a poem with movements : « Le Printemps » de Théophile Gautier Chansons: Revoir "La Famille Tortue", « Viens Voir Acadie » Région: Amérique du Nord (Louisiane, Québec, Maine) Langue: Revoir le thème entier Final Event : Presentation of Certificates, Sing Songs, Recite Le Printemps</p>
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Sample: L/A Pacing for Theme 4 / April 7 - May, 23 2014 developed by Diane Pelletier and Jacynthe Jacques

Central thread for theme- nature, animals and emotions

<p>Week 1 April 7-11</p>	<p>Région: L' Acadie + La Louisiane Day 1: Présentation des légendes - Qu'est ce-que c'est une légende? La boîte magique: images de poissons, homards et écrevisses / Les émotions 1) Lecture: La légende des écrevisses (kids all get a copy to put in folders) 2) Chansons : Revoir-Poisson dans l'eau et Présenter: La fourmi m'a piqué la main 3) Jeu de cartes: Va pêcher! - Go fish Day 2: La nature et Les chiffres La boîte magique: images de nature -- le temps et les saisons 1) Le temps: Jeu d'éveil = le printemps 2) Chanson - Vidéo ---Quel temps fait-il mon ami? 3) Jeu: Dominos</p>
<p>Week 2 April 14-18</p>	<p>Région : Le Canada Day 1: Présentation : les animaux et les émotions Le cercle magique : Chansons : La fourmi m'a piqué la main/ Quel temps fait-il mon ami? / La boîte magique : Images d'animaux 1) Lecture : Bonjour Papillon (Book and puppets) 2) Jeu: Les animaux - Identific memo -matching game with word list (Doris has cards) 3) Kraft: Les émotions -- assiette d'émotions + fiche de vocabulaire Région: Le Madagascar Day 2: Les animaux -- cont. La boîte magique : Images: Les animaux de Madagascar 1) Lecture: Poème - Le printemps (start working on poem that kids need to memorize for finale) 2) Vidéo: Les lémuriers qui dansent / Chanson: Si tu as de la joie au cœur 3) Jeu: Face Painting</p>
<p>Vacation</p>	<p>Spring Vacation Week of April 21-25</p>
<p>Week 3 April 28 - May 2</p>	<p>Le cercle magique: Recite: Le printemps + Chansons : Si tu as de la joie au cœur/ Que temps fait-il mon ami?/ La fourmi m'a piqué la main... Day 1 -- Région : La France 1) Écriture et illustration de leur légendes: Start writing activity 2) Lecture et/ou vidéo : Trotro à l'école de.... 3) Jeu : Mikado Day 2 -- Région : Le Québec 1) Lecture: Le Bonhomme 7h 2) Écriture: Continue writing activity 3) Matching activity : les émotions - révisions</p>
<p>Week 4 May 5-9</p>	<p>Région : Le Maine et le Québec (Recite Poem - during circle time) Le cercle magique : Recite: Le printemps + Chansons : Si tu as de la joie au cœur/ Que temps fait-il mon ami?/ La fourmi m'a piqué la main.. / Boite magique: Images d'insectes Day 1: Le pique-nique 1) Faire un pique-nique : Each student brings a fruit or.... says "Pour mon pique-nique j'amène..." 2) Lecture : La famille souris fait un pique-nique 3) Jeu : Au ciel Day 2: La Fête des Mères (pendant la récré - planter une graine de tournesol dans un pot</p>

	<p>pour donner à maman)</p> <ol style="list-style-type: none"> 1) Start Assessments 2) Chanson: <i>A vous dirais-je, maman</i> 3) Kraft : <i>Planter une graine de tournesol dans un pot fait maison</i>
<p>Week 5 March 12-16</p>	<p>Région : Madagascar - 2ème partie Le cercle magique: Chansons : <i>Si tu as de la joie au cœur/ Que temps fait-il mon ami?/ Mon papa / Monter sur un éléphant</i> La boîte magique : <i>Images des animaux de Madagascar</i> Day 1: Les insectes, les animaux et les grenouilles <ol style="list-style-type: none"> 1) Assessments 2) Écriture: <i>Les légendes - continuer les légendes écrient par les enfants</i> 3) Jeu de mémoire: <i>Les animaux et les insectes</i> Day 2: La chasse au trésor <ol style="list-style-type: none"> 1) Assessments 2) Vidéo: <i>Le plus beau des trésors</i> https://www.youtube.com/watch?v=IRknayjuoVc&list=SP11CBE1CF06754974 3) Écriture: <i>Les légendes - terminer les légendes écrient par les enfants</i> </p>
<p>Week 6 May 19-23</p> <p>Augusta finale Tuesday - May 20th</p>	<p>Day 1: Révision <ol style="list-style-type: none"> 1) <i>Terminer: Les observations et les légendes</i> 2) <i>Réviser les chansons pour la célébration</i> Day 2: Augusta finale / Tuesday - May 20th <ol style="list-style-type: none"> 1) Bus 3h45-Fairview et 4h-Sherwood 2) <i>Célébration finale</i> 3) <i>Retour - 8h-Sherwood / 8h15-Fairview</i> </p>

Les leçons/The lessons

Week 1 /Lesson 1/ Day 1

Duration: 1:30 hours.

Titre: «Le Poisson d’avril » et « Les Jeux »

Communication objective :

1. Students will be able to talk about playing games
2. Students will be able to play a card game in French – Go Fish.

Linguistic objective: How to form questions – Est-ce que...Pourquoi...

Grammaire : ne...pas, Je ne comprends pas. Je ne sais pas. Ce n’est pas drôle...

Imperative: Va

Verbes : s’amuser, jouer, pouvoir, nager

Lexique : l’eau, nager, poisson, pêcher, jouer un tour à qn, drôle, amusant, pêcher, le poisson, les règles, le premier (expand to deuxième, troisième if it fits)

Cultural objective :

1. Le Poisson d’avril as a French tradition for April 1st

Les Activités:

1. Learn a song about fish swimming
2. Read a book about fish
3. Color some fish for playing *Poisson d’avril*
4. Play cards: Go Fish

Goal: To introduce the concept of: *jouer un tour à qq, les blagues, les jeux et s’amuser*

Introductory song - *Les Petits Poissons* – Play the music as students come in.

Short TPR activity – *Levez-vous, tournez une fois, tournez dans l’autre sens une fois, détendez –vous, respirez, asseyez-vous!*

Teach the song: *Les Petits Poissons*

Talk a little about the activities for the day. *Quelle est la date aujourd’hui? C’est le 1er avril? Où est-ce qu’on fête le 1er avril? En France, au Canada, aux E-U, en Italie, en Belgique. En France et en Belgique c’est la Fête du Poisson d’avril! On joue des tours le 1er avril!*

Context: *En France, avant le 16ème siècle, le 1er avril était le 1er Jour de l’An – comme le 1er Janvier! Le Pape Grégoire XIII a restauré le premier janvier comme le Nouvel An au 16e siècle. On joue des tours aux personnes qui continuent à fêter le Nouvel An le 1er avril. Il y a plusieurs théories au sujet du pourquoi on joue des tours le 1er avril, et au sujet du pourquoi on joue avec des poissons. Pourquoi un poisson? Je ne sais pas! (Il y a 2 saisons de pêche: une pour la mer et l’océan, et une autre pour les lacs et étangs. La première raison commence le 1er avril.) Pourquoi pas! Mais, c’est le printemps! On recommence à pêcher ! Peut-être que c’est la raison. Pourquoi est-ce qu’on joue les tours? Pour s’amuser. C’est amusant.*

From Music book: *Les Plus Belles Comptines*

This is a very simple song and lends itself well to learning some spring and summer activities. Kids can move their hands like fish swimming as they sing it.

Hang a map of the world to show where the different countries are where the 1st of April is celebrated.

	<i>Jouer aux jeux, c'est amusant! Jouer aux cartes, c'est amusant!</i>	
La Collation	<p><i>Pour célébrer le premier avril – le Poisson d'avril - on mange des poissons pour la collation! Les biscuits aux poissons!</i></p> <p>Introduce any other snack items and have students ask for each item in French before they can receive their snack.</p>	
Circle Up	<p>Introduce la Boîte magique – In the <i>boîte magique</i> have a small kids fishing pole, or a simple dowel with a line on it with a paper clip at the end. Take it out and pretend to go fishing for le Poisson d'avril. Could have a student secretly have a paper fish and attach it to the line for you as you are fishing. You could get very silly with it- have a boot or a whale, etc.- different items that specific kids could attach.) Est-ce que tu aimes pêcher?</p> <p><i>Ce sont des tours ou des blagues...</i></p> <p><i>Le Poisson d'avril c'est un tour qu'on joue. Qu'est-ce que c'est un tour ou une blague ? (Have someone come up to the front of the class. Introduce them, talk a little about them – their hair, etc. While you are talking, stick a fish to their back. When done, have them turn around and show the others – le poisson d'avril – c'est un tour qu'on joue.) Could also bring in a photo with someone who has their fingers over someone else's head – c'est un tour.... Est-ce que c'est drôle ? Ha-ha-ha ?</i></p> <p><i>Qu'est-ce que c'est un jeu ? Est-ce que tu aimes jouer ? Jouez-vous ? (give examples with photos such "au baseball," "au soccer/au foot," "aux cartes," "au hockey, » « au golf, » « au basket »)</i></p> <ul style="list-style-type: none"> <i>Comment dit-on "go fish" en français ? Jouez-vous à ce jeu ? Peut-être « Va pêcher! » ?</i> <p><i>Qu'est-ce que c'est une règle ? (translated as « rule ») Avez les jeux, il y a toujours des règles.</i></p> <p><i>Aimez-vous les règles ? Pourquoi ou pourquoi pas ? Pour fêter le Poisson d'Avril – il n'y a pas de règles !!</i></p> <p><i>Avons-nous des règles pour la salle de classe ?</i></p> <ul style="list-style-type: none"> <i>Review classroom rules in French (material from Theme 1)</i> <i>Est-ce qu'on peut/à le droit de... (fill in the blank with things that they are not allowed to do, acting out the action, such as touching others, etc.)</i> <p><i>Pourquoi est-ce que nous jouons ? (they may not be able to say, so be ready with ideas, all the while acting them out)</i></p> <ul style="list-style-type: none"> <i>Nous jouons pour nous amuser; pour faire de l'exercice ? etc.</i> 	
Small Groups : Activité 1 15 minutes	<p>Lecture: The Rainbow Fish – or Red Fish Blue Fish <i>en français</i></p> <ul style="list-style-type: none"> Look at images : have students describe and learn some of the rhymes in French that go with the story – particularly Red Fish, Blue Fish 	<i>Livre : Poisson Rouge, Poisson Bleu ou Arc-en Ciel</i>

Activité 2 15 minutes	Play the 2 minutes of Lucie Therrien's DVD Carnavals, Fêtes et Festivals (Enrichment) Print out simple drawings of fish to color and have them write <i>Le Poisson d'avril</i> on them. They can cut their fish out and take them home and try to stick them on family members without them knowing it. <i>« Poisson d'avril ! »</i>	Resources: Pictures of fish to color DVD: Starting at minute 10, Lucie talks about the practice of <i>le Poisson d'avril</i> and the origins of the celebration. It is in English, but there are some great photos/ images that go with it and could be talked about.
Activité 3 15 minutes	Jouer aux cartes: Model how to play : <i>Va pêcher! Est-ce que tu as un 4? Non, va pêcher! (ou Oui, voici un 4). Quand on a une paire de chiffres, on les met sur la table. Quand une personne n'a plus de cartes on compte les paires. La personne avec la plus de cartes gagne. Les règles: Si on demande un chiffre, et si tu as ce chiffre, il faut donner la carte.</i>	2 decks of cards so that there can be 2 games being played within the small group. It works best with 2-3 players so that each person is talking more and engaged.
5 minutes	Closing song and clean up – Sitting in a circle, have students give 3 new words that they learned in class. Could review <i>Les Petits Poissons</i> or listen to " <i>À la pêche aux moules</i> " from Theme 2.	Resources and materials: CD player and any necessary CDs

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 1 / Lesson 2 / Day 2 Duration: 1:30 to 2:00 hrs.

Titre : Introduction to « Football » as an international sport

Objectif communicatif (savoir-faire) :

1. Être capable de dire où le foot/soccer est joué et les vêtements/tenues du sport
2. Être capable d'expliquer la différences entre une balle et un ballon
3. Être capable de parler du temps

Communication objective :

1. Students will be able to talk about where soccer is played, clothing that is worn when playing spring/summer sports and simple rules of the game.
2. Explain the difference between *une balle* et *un ballon*
3. Students will be able to say what the weather is like.

Objectif linguistique:

Grammaire : à + le = au, à la, aux

Verbes: jouer à, faire (Il fait)

Lexique : Le football, le maillot, les souliers à crampons, l'arbitre, l'entraînement
 Le temps: le vent, le soleil, la neige, chaud, froid, frais,

Linguistic objective:

Grammar: the

Verbs: to play; *il fait* for weather

Objectif culturel :

Introduce soccer and national games such as hockey as important aspects of culture around the francophone world. Soccer is very important in France, Haiti and many francophone African nations. Hockey is also very

important in Canada. How does weather play a part in the national past-times? Les activités :		
<ol style="list-style-type: none"> 1. Listen to and Sing a song about weather 2. Play a game of weather pictionary 3. Play a drill of soccer using a small ball and a table top set up as a « terrain ». 4. Play a game of matching with soccer vocabulary words. 		
Activité 1 10 minutes	<p>Introductory song – <i>Bonjour Mes Amis</i> or <i>Les Petits Poissons</i> Go over (in French whenever possible) what you will be doing today.</p> <p>Review : <i>Le Poisson d'avril – Est-ce que vous avez mis les poissons sur le dos de vos parents? Oui – est-ce qu'il ont aimé ce jeu?</i></p> <p>Have students answer review questions before they can get a snack. They seem to really like to answer the questions because it gives them a chance to either show what they have learned, or they know that they will get to learn something that they didn't quite get. I sometimes use the assessment questions for this – and other times I make questions up based on what we have been doing.</p>	
La Collation 15 minutes	Review food items, particularly if something is new. Have students ask for their snack items in French, using their polite manners.	
Circle Up 20 minutes	<p>Les saisons <i>Nous sommes en quelle saison ? (Show pictures from Theme 2 – Les Saisons.) C'est l'hiver ? Non. Il fait froid on hiver. Est-ce qu'on fait la luge en hiver ? Est-ce qu'on joue au golfe en hiver ? Est-ce qu'on joue au hockey ? Oui. Le hockey est très populaire au Canada. C'est le sport national de Canada !</i> <i>C'est le printemps ? Oui, c'est le printemps. Est-ce qu'il fait chaud au printemps? Pas vraiment. Est-ce qu'il fait du vent? (blow around the room) Oui, il fait du vent! On va regarder et apprendre une chanson. "Quel temps fait-il?" Show/play the weather song. Have students join in: Quel temps fait-il mon ami?</i></p> <p><i>Qu'est-ce qu'on fait au printemps ? Est-ce qu'on fait du ski ou du snowboard? Peut-être ! Est-ce qu'on fait des courses de raquettes ? Non. Est-ce qu'on nage dans la mer ? Non, il fait trop froid !</i></p> <p><i>Peut-être il y a quelque chose dans ma boîte magique qu'on peut faire...</i></p> <p>Ouvrons la Boîte Magique et voyons !</p> <p><i>Voyons, j'ai un ballon de football. Football ??? Oui, c'est un ballon de football. On appelle « le soccer »- le football/le foot en France et en Europe. Au Canada on l'appelle le soccer. Moi, je ne joue pas au foot. Et vous, est-ce que vous jouez au foot? (ask a few different students.) Levez la main si vous jouez au foot. Est-ce que tu dis « le foot » ou « le soccer » ? Est-ce que vous jouez au foot au printemps ? En été ? En automne ? En hiver ? Où est-ce qu'on joue au football/soccer ? On the map of the world show Haiti (national sport of Haiti), la France, le Canada, St. Martin, 56 pays en Afrique ont des équipes de football ! C'est un sport très populaire !</i></p> <p><i>Est-ce que vous avez une équipe de football que vous préférez ? Une équipe c'est un groupe de personnes qui joue ensemble !</i> <i>Est-ce qu'il y a des autres choses dans ma boîte ? Ah-h oui, il y a une balle de baseball. Est-ce que c'est une balle ou un ballon ? C'est une balle. (Context :</i></p>	<p>The weather song - Alexandre</p> <p>http://www.youtube.com/watch?v=518KNtyZb4g</p> <p>Une carte du monde</p> <p>Either have a real soccer ball, base ball, tennis ball, etc. or have images of them – or a combination of both.</p>

	A ball that is blown up is Un ballon, a ball that is not blown up is une balle) (Ask the same types of questions with each ball. I wouldn't have more than 3 or 4 or the kids will get antsy.)	
Activité 1	Weather Activity – Pictionary <ul style="list-style-type: none"> • Have students pick a card with a word that describes the weather and have them draw it (flash cards for weather). • Split the group into 2 équipes. • Each team draws for the other members of their team. <ul style="list-style-type: none"> ○ Their team must guess what the weather is that s/he is drawing. • They will have 1 minute to draw something that they can guess. • Then it is <i>équipe 2</i> that draws for their team. The one with the most points at the end wins. • This can be done either on a white board or on a small piece of paper. 	
Activity 2	Soccer Activity <ul style="list-style-type: none"> • Déterminer les règles (<i>Il faut passer le ballon aux autres, si la balle tombe par terre c'est hors du terrain, Passer le ballon, les filets (goal nets), le but (goal)</i>) • Play finger ball on one of the tables ! <ul style="list-style-type: none"> ○ Using a small ball mark out « le terrain » with masking tape. 	
Activity 3	Vocabulaire des Sports <ul style="list-style-type: none"> • Teach the words for the following : <i>les vêtements de sports – Le Football –le ballon, le maillot (uniform), les souliers à crampons (cleats). Le terrain (field), l'entraîneur (coach), l'entraînement (training/practice), l'arbitre (referee) , le match, l'équipe, les joueurs.</i> • Play a matching game with image cards for each vocabulary word. 	
	Have students say what they've learned – 3 new words.	
Circle Up	Sing an ending song - Check in on Behavior.	
Week 2 Day 1 Lesson 3	Chantons, Lisons, Jouons en Français / Let's Sing, Read, Play in French Duration: 1:30 to 2:00 hrs. Titre: Le Football - continued Communication objective : Review of the sports and game vocabulary. 1. Students will be able to say the Pledge of Allegiance in French. 2. Talk about the people in a soccer game, what they wear and their practice. Linguistic objective: <u>Grammaire</u> : Possession – C'est à moi, C'est à toi, mon, ton <u>Verbes</u> : <i>hâter de, tirer, disputer, encourager</i> <u>Lexique</u> : <i>l'équipe, le ballon, les souliers à crampons, le maillot, le filet,</i> sequences such as : <i>Au début...quand...puis...ensuite...finalement, le meilleur</i> Cultural objective : 1. Exposure to a song written and performed by a singer from Sénégal for the 1998 World Cup Soccer game played in France. 2. Further discuss the importance of soccer and national sports in countries around the world. 3. Learn the Pledge of Allegiance as it might be said by Franco-Americans in the Vallée St. Jean, Augusta, Lewiston, etc.	

	<p>Les Activités:</p> <ol style="list-style-type: none"> 1. Sing a song. 2. Recite the Pledge of Allegiance 3. Read a book on soccer. 4. Play a game of « Va pêcher » with vocabulary cards <p>Context : <i>Le Soccer – Le Football » Introduction to the importance of soccer in many francophone countries around the world : Le sport national de la France – le football, Le sport national de Canada – le hockey (en hiver), la crosse en été, Les sports nationaux de Haiti : Soccer (football) et Baseball. 56 countries in Africa have national soccer teams, Canada, Haiti, Vanuato, St. Martin</i></p>	
<p>Circle Up</p>	<p>Sing an introductory song - the weather song from last class ?</p> <p>Révision Review of what we did during the last class. Ask some questions using the new vocabulary. <i>Est-ce que tu joues au football ? Est-ce que tu portes un maillot ? De quelles couleurs est le maillot ? Est-ce que tu portes les souliers à crampons ? On porte les souliers à crampons sur la tête ? Non, on les porte sur les pieds !</i></p> <p><i>Est-ce qu'on joue au football quand il pleut? Est-ce qu'on joue au golf quand il neige? Est-ce qu'on joue au hockey quand il fait froid? Oui! Est-ce que tu aimes le baseball? Est-ce qu'on joue au baseball avec une balle ou un ballon?, etc.</i></p>	<p>Use the sheet with sports activities to introduce and review sports activities.</p>
<p>La Collation</p>	<p>Review the items that are being offered for <i>la collation/le goûter</i> and have student s ask for them before they sit down to snack. They should use good manners !</p>	
<p>Circle Up</p>	<p>Using a map of the world, point out different countries that have national soccer teams or countries where Soccer is very popular. Use flags from countries that you have already studied and point out some of the francophone countries that have national soccer teams: France, Canada, Senegal (won the World Cup in 2002), la Suisse, Mali, Maroc, Côte d'Ivoire, Niger, Madagascar, Haiti.</p> <p><i>Est-ce qu'on chante aux jeux de sports? Oui, on chante les motets nationaux comme: The Star Spangled Banner aux jeux de basket, de football, aux Jeux Olympiques... Au grand jeu de football américain (le Superbowl) il y a le "half-time show", le grand spectacle avec un(e) chanteur(se) populaire. On va écouter et regarder une chanson de Yassou N'Dours, un chanteur sénégalais très populaire qui a écrit cette chanson pour le Match mondiale de football en France en 1998.</i></p> <p>Teach the lyrics to the refrain - <i>A toi de faire rêver A ton tour de jouer A ton tour de marquer A ton tour de gagner</i></p>	<p>Link to Yassou N'Dour song – La Cour des Grands</p> <p>http://www.youtube.com/watch?v=4fAy7F2wuCk</p>

Word Wall	Using a word wall or large sheet of paper : print the words that are important for the day : <i>C'est à toi –c'est à moi</i> <i>Mon tour/ ton tour</i> <i>Rêver</i> <i>Marquer</i> <i>Gagner</i>	
Les Activités En petits groupes Activité 1	Les drapeaux et le nationalism Review <i>les drapeaux</i> . Using an American flag teach the Pledge of Allegiance in French.	Fiche: Wiki
Activité 2	Lecture : « <i>Mon Équipe de Soccer</i> » de Gabriel Anctil et Denis Goulet This book is full of the vocabulary particular to soccer, but which can be used for many other outdoor sports and games. It will reinforce the vocabulary that we worked on in the last class	Resources : « <i>Mon Équipe de Soccer</i> » de Gabriel Anctil et Denis Goulet
Activité 3	Using the clothing and vocabulary cards from the matching game, have students play a game of « <i>Va pêcher!</i> » asking each other for the cards with the vocabulary words on them.	Vocabulary cards: Soccer
Circle Up	Have students give the 3 words that they have learned in class today. Stand up turn to the flag and say the Pledge of allegiance together . Check in on Behavior and learning strategies.	
Week 2 Lesson 4 Day 2	Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French Duration: 1:30 to 2:00 hrs. Titre : Jouons aux sports : Review and Les Emotions Communication objective : 1. Students will be able to identify and name at least 4 emotions Cultural Objective: 1. Students will be able to name 3 francophone countries where soccer is a national sport. 2. Students will be able to locate and identify on a map, 3 countries where soccer is a national sport.	Fiche WIKI:

<p>Circle Up</p>	<p>Linguistic objective: Be able to describe 4-5 basic emotions <u>Grammaire :</u> Je suis (être), Tu es, Il/elle est <u>Verbe :</u> être, frapper <u>Lexique :</u> les émotions, la joie, surexcité, triste, content(e), fâché, découragé</p> <p>Les Activités :</p> <ol style="list-style-type: none"> 1. Sing a song : « Si tu as de la joie au cœur » 2. Recite the Pledge of Allegiance 3. Games to learn expressions for emotions 4. Make a mask 5. Match soccer country flags with the country . 	<p>Le Serment d'allégeance</p>
	<p>Sing an Introductory Song - Talk a bit about how the Franco-Americans and Acadians might actually say the Pledge of Allegiance in French dans la Vallée St. Jean, or in Lewiston, Augusta, etc.</p> <p>Stand and say the Pledge of Allegiance together in French</p>	
<p>La Collation</p>	<p>Review the items that are being offered for <i>La Collation</i> or have a student review the snack items. Have students line up and ask for their snack en français, using their manners – <i>s'il vous plaît, merci.</i></p>	
<p>Circle Up</p> <p>Activité ensemble</p>	<p>Teach: <i>Si tu as d'la joie au coeur frappe les mains!</i> Or another comptine with emotions in it.</p> <p>Boîte Magique – Cards with images of faces showing emotions. Play with the cards and trying to copy the emotion on the image. <i>Comment se sent quelqu'un qui gagne la grande cour? Comment se sent quelqu'un qui perd un ami?</i></p> <p>Les chaises musicales: Musical chairs Using small cards with faces that show certain emotions place the cards on the chairs – play music (could play the Younna N'Dour song or any fast paced giges or reels). When the music stops call out one of the emotions. Anyone with a face that shows that emotion would be out. Take out their chairs and continue until there is only one person left.</p>	<p>http://www.mamalisa.com/?t=es&p=3091&c=22</p>
<p>Activités en petits groupes</p> <p>Activité 1</p>	<p>Révision-Le foot/soccer</p> <p><i>"Mon équipe de soccer"</i> in the book and talk about the emotions and emotional adjectives: la fierté – son beau maillot, il est fatigué – l'entraînement, les parents sont surexcités, Papa est découragé, "Jouer" c'est amusant. Using these words, have them give an adjective and have someone make a face that shows what it means.</p>	<p><i>Le Livre: Mon Équipe de Soccer</i></p>
<p>Activité 2</p>	<p>Kraft: Les masques et les émotions Using a list of emotions: Have students make a mask that shows one of the emotions. Have them write the emotion somewhere on the mask – it could be hidden in the design, written on the back of the mask, etc.</p> <p>Have students share their masks at the end of class. See if others can guess the emotion of the mask, or have the students tell what the emotion was that they were showing.</p>	<p>Resource: Wiki: Design for a drama mask</p>

Activité 3	Révision Les drapeaux et les pays francophones Using the map of the world and the flags that you have for francophone countries, have students match the flags to the countries, taping the flag to their country. Est-ce qu'ils jouent au football dans ce pays?	Resource: World Map and small flags from Theme 1
Circle Up	Sing an ending song – <i>Le Petit Poisson</i> or another song that you want to review. Have students name 3 words that they learned today.	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French

Week 3 / Day 1 / Lesson 5

Duration: 1:30 to 2:00 hrs.

Titre : Cultural games : Les Franco-Américains : Learn about les piques-niques et “Jouer au Ciel”, Marbres

Cultural Goal: Talk about French in Maine and Historically Cultural Games

Communicative objective :

1. Students will be able to talk about picnics, where they occur and what some activities are that people do on picnics.
2. Students will be able to name items that they would bring on a picnic.

Linguistic objective:

1. Grammaire : some of the negative expressions : ne...rien, ne...pas, ne...personne
2. Verbes : *apporter, pique-niquer, boire*
3. Lexique : *parce que, dehors, compliqué, les fruits, le poulet, les sandwiches, les chips, les mini-tomates, l'emballage exprès pour; Jouer au Ciel, game vocabulary, Picnic foods*

Les Activités :

1. Play a game of « *Au ciel* » which was played during picnics
2. Play a game of « *Je vais pique-niquer et j'apporte....* »
3. Read « *Petit Ours Brun aime Pique-niquer* »

<p>Circle Up</p>	<p>Introductory song</p> <p>We will look at speaking French in Maine. We will look at picnics as part of the Franco-American culture and the games that were played during the picnics as well as some food that would have been eaten at picnics.</p> <p>Review: Make an angry face – <i>Est-ce que je suis fâché ou content ?</i> Look at one of the students who is showing a particular emotion and ask them a question with a choice of emotions. Point to someone else and ask the class – <i>Est-ce qu'il (elle) est heureux (se) ou fier(par exemple).</i> Play with this a little. Could also use some of the masks that were made earlier in the week.</p> <p>Look at someone and ask : <i>Est-ce que tu as faim ? Oui, il a l'air faim. Est-ce que c'est l'heure pour la collation (le goûter) ? Oui</i></p>	
<p>La Collation</p>	<p>Review the snack items – could include the song...<i>Ah, ah, comme c'est bon c'est unepour la collation!</i></p> <p>You could take out some plastic fruit and insert it in the song to review, or play with the idea that these items could be eaten for snack.</p>	

<p>Circle Up</p> <p>15-20 minutes</p>	<p><i>Nous vivons dans le Maine! Est-ce que nous parlons anglais dans le Maine ? OUI ! Bien sûr ! Est-ce que nous parlons français dans le Maine ? Oui, nous parlons français dans le Maine French Heritage Language Program ! Nous parlons en français maintenant ! Et on parle français au nord du Maine – dans la Vallée St. Jean. Est-ce qu’il y a d’autres villes où on parle français ? Augusta, Lewiston, Waterville, Biddeford, etc.</i></p> <p><i>Connaissez-vous des gens qui parlent français ? Votre grand-mère ? Votre papa ? Votre voisin? Moi? Vos camarades de classe? Est-ce que le gouverneur du Maine parle français ? Oui ! Il a parlé français depuis qu’il est petit. (show this with hand gestures ; could translate if they still don’t get this concept after awhile)</i></p> <p>Enrichment: Show a brief clip of <i>Réveil: Waking Up French</i> to give examples of community members in Maine who speak French. Pause as necessary to showcase this point with vocabulary words.</p>	<p>Resources: Map of Maine, cue up a short section of <i>Réveil: Waking Up French</i> (5-10 minutes) where the community members are speaking French (such as the lunch at the Center in the film)</p>
<p>Continue : Ensemble</p>	<p><i>Dans le passé, les familles aimaient jouer ensemble le dimanche après avoir mangé un pique-nique ensemble. Aimez-vous les pique-niques ? Vous mangez de bonnes choses ? Est-ce que tu aimes faire les pique-niques? Est-ce qu’on fait des pique-niques quand il pleut? Non, on fait des piques niques quand il fait beau! Qu’est-ce qu’on fait quand on fait un pique-nique?</i></p> <p>La Boîte magique – <i>On mange bien sûr! Qu’est-ce qu’on mange?</i> (Bring plastic food or images of watermelon, fruits, chicken, chips, sandwiches, etc. that one might take on a picnic.</p> <p><i>On joue des jeux aux pique-niques! On joue quelque chose qui s’appelle “ Au Ciel”. Pourquoi est-ce qu’on appelle ce jeu “Au Ciel”? Parce qu’on fait des pique-niques dehors, sous le ciel et le centre du jeu représente le ciel (Bring out a table cloth with the game drawn on the other side.) Ils jouaient ce jeu sur l’autre côté de la nappe! Nous appeleons ve jeu “Parcheesi.” Vous aimez ce jeu? Bring out the playing pieces to the game and teach the vocabulary for the game. Explain that you need a 1 or a 5 to get out of the start and show them where Home (Chez Soi) is at the end. Vous voulez jouer?</i></p>	<p>Have the tablecloth with the Parchessi board on the other side ready to go so that you can show and tell rather than need to explain it.</p>
<p>En petits groupes :</p> <p>Activité 1</p> <p>20 minutes</p>	<p>I would suggest splitting a group of 7 or 8 into 2 smaller groups and having 2 games going simultaneously</p> <p>Jeu: Au ciel Play the game Parchessi, repeating the rules in French, emphasizing <i>c’est mon tour, c’est ton tour, etc.</i> Break the children into small groups. You may not have time to play the whole game, and could use 2 pawns/pieces for each player rather than 4.</p>	<p>Resources: Game of Parchessi is ready to go for a few children, other members of teaching team are reading to read their modified stories to the children in reading stations.</p>

Activité 2 15 – 20 minutes	Je fais un pique-nique et j'apporte... Have a basket of real food like fruit, fake food items or laminated pictures of foods that you might take on a picnic. Review the foods with the students. Start by choosing an item and say, "Je vais pique-niquer et j'apporte....une pomme". The next chooses an item and says "Je vais pique-niquer et j'apporte une pomme et une banane...". Go around the table in the same manner with each child choosing an item and repeating what those before them have taken as well.	
Activité 3 15 – 20 minutes	Lecture: "Petit Ours Brun aime pique-niquer " New words: <i>Parce que, l'emballage, boire, rien, dehors, compliqué</i>	<i>Livre: Petit Ours Brun aime pique-niquer</i>
Closing circle	Sing an ending song together – <i>Quand on a d'la joie au coeur?</i> Have students give you 3 words that they have learned today.	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 3 / Day 2 / Lesson 6 Duration: 1:30 to 2:00 hrs.

Titre : Les Franco-Américains jouent aux billes. La Légende – Le Bonhomme Sept Heures

Cultural Goal: Teach students another game that was played on picnic outings and introduce a Franco-American legend about the *Bonhomme Sept Heures*.

Communicative objective :

1. Students will be able to talk about picnics and a game that they like to play outside.
2. Students will be able to name items that they would bring on a picnic.
3. Students will be able to name items that they like to put in a sandwich.

Linguistic objective: Getting students to say complete simple sentences.

Grammaire : Review possession – *mon, ton (tour)*, Interrogative: *Qu'est-ce que vous aimez dans un sandwich ?*

Verbes : *mettre, monter, descendre, rire, sourire*

Lexique : *la fourmi, les insectes, une légende, un marbre, jeter, légèrement, un tort les escaliers, gronder, punir, obéissant, désobéissant, se coucher, avoir raison, japper*

Les Activités :

1. Learn the song «*La Fourmi*»
2. Read «*Le Bonhomme Sept Heures*»
3. Play Marbles
4. Make pretend sandwiches together

<p>Circle Up</p>	<p>Goal: Talk about French in Maine and Historically Cultural Games</p> <p>Introductory song</p> <p>Go over (in French whenever possible) what you will be doing today. We will look at speaking French in Maine. We will look at picnics as part of the Franco-American culture and the games that were played during the picnics as well as some food that would have been eaten at picnics.</p> <p>Review: <i>Est-ce qu'il fait beau aujourd'hui ? Est-ce qu'il ya du soleil ? Sing a few lines of Quel Temps Fait-il aujourd'hui ? Est-ce que le temps est beau ? Qu'est-ce que vous aimez manger au pique-nique ? (Bring out some of the foods that they learned in the last class and review as you ask the questions. Je fais un pique-nique et j'apporte....) Est-ce qu'on peut faire un pique-nique? Vous aimez jouer au ciel ?</i></p>	
<p>La Collation</p>	<p>Review the snack items – could include the song...<i>Ah, ah, comme c'est bon c'est unepour la collation !</i></p> <p>You could take out some plastic fruit or a picture of some very different food that would be difficult to take on a picnic and insert it in the song to review, or play with the idea that these items could be eaten for snack.</p>	
<p>Circle Up</p> <p>10-15 minutes</p>	<p>Teach the song – La Fourmi (it fits in with the picnic theme and will be a good review of parts of the body – could add some new ones.)</p> <p>La Boîte magique – <i>Quels autres jeux est-ce qu'on joue aux pique-niques! On joue au claque des insectes! (pretend to have a mosquito buzzing you or an ant crawling on you.) On joue aux billes peut-être? Vous aimez ce jeu? (Bring out some marbles.) Vous voulez jouer? Nous allons jouer aux billes plus tard... Quand on fait un pique-nique on rentre chez soi à la fin de la journée. Les enfants franco-américains avaient peur de rester dehors après 7h. On va lire la légende du Bonhomme Sept Heures...Qu'est-ce que c'est qu'une légende ? C'est une histoire....est-ce que c'est une histoire vraie ou fausse ? Est-ce que tu connais une légende américaine?</i></p> <p>Words to highlight : <i>Une légende, une bille, rire, sourire, monter, descendre, les escaliers, jeter, légèrement</i></p>	<p>Resources: link to <i>La Fourmi</i></p> <p>http://www.youtube.com/watch?v=EyZg8xuOQUA</p>
<p>En petits groupes</p> <p>Activité 1</p>	<p>Jouer aux billes:</p> <p>This could be played inside or out, depending on the weather and your situation. If you play inside, bring in a large square of felt or burlap to put down on the floor. Explain that this is "<i>le terrain de jeu</i>". "<i>Jetez la grosse bille sur le terrain. En jetant chacun à leur tour une des billes plus petites, les joueurs essaient de taper la grosse bille ou de se mettre le plus près possible.</i>"</p>	<p>Large piece of felt or other fabric that will keep marbles from rolling all over the floor. Use the felt as the "<i>terrain</i>" for the marble game.</p> <p>Several Marbles</p>

Activité 2	Lecture: Au Pays des légendes - Le Bonhomme Sept Heures <i>C'est une Conte de Québec et des franco-américains. This book is quite simple and much of the vocabulary will be familiar. Have fun with animating the story as you read it . (Some new vocabulary: monter et descendre les escaliers, gronder, punir, obéissant, désobéissant, se coucher, un sandwich)</i>	<i>Livre: Au Pays des Légendes: Le Bonhomme Sept Heures</i>
Activité 3	Faire des sandwichs: <i>Vous aimez les sandwichs? Quel sorte de sandwich est-ce que vous aimez? On fait un sandwich – Using laminated pictures or fake foods, whatever is available – review the foods – le pain, le jambon, le beurre d'arachide, la confiture, le fromage, la moutarde, etc. have students one by one put together a sandwich of their choice. Mon sandwich préféré est un sadwich de....</i>	Laminated images of good sandwich foods or fake foods. (Melissa and Doug has a great sandwich making kit.)
Closing circle 5minutes	Sing an ending song together After vacation we will learn about another Franco-American and French game played with balls - Pétanque	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 4 / Lesson 7 / Day 1 Duration: 1:30 to 2:00 hrs.

<p>Titre : Cultural games : Pétanques</p> <p>Cultural Goal: Introduce the game of Pétanque and where it is played (many countries in Europe: France, Spain, Belgium and Africa: le Maroc, l'Algérie, etc.), and including a few places here in Maine (Augusta and Blue Hill)</p> <p>Communicative objective :</p> <ol style="list-style-type: none"> 1. Students will be able to use some of the terms for playing pétanque. <p>Linguistic objective: Review expressions from prior to vacation. Learn how to say terms that are used in pétanques. <u>Lexique :</u> <i>Pile ou Face, la piste, le rond, le cochonnet, les boules</i></p> <p>Les Activités :</p> <ol style="list-style-type: none"> 1. Watch a few moments of a Pétanque world championship game 2. Play a game of marbles using some pétanque terms. 3. Create a wordsearch using pétanque vocabulary. 		
En Cercle	<p>Introductory song – Bonjour Mes Amis</p> <p>Review and check in: Vous avez passé de bonnes vacances ? Vous avez fait un pique-nique ? Vous avez joué aux marbres ? Est-ce qu'il fait beau aujourd'hui ? Est-ce qu' il ya du soleil ? Sing a few lines of Quel Temps Fait-il aujourd'hui ? Est-ce que le temps est beau ? Est-ce que le Bonhomme Sept Heures vous a visité ? Vous étiez obéissants ou désobéissants pendant les vacances?</p>	
La Collation	Review the snack items – have 2 or 3 students distribute the snack items asking : « Est-ce que tu veux..... », la bonne réponse « Oui, merci » ou « Non, merci »	

<p>Circle Up</p>	<p>Sing: <i>La Fourmi</i> – teach l’abeille, la mouche, le moustique and substitute other insects for la fourmi</p> <p>Boîte Magique: a set of <i>Pétanque</i> balls which may be borrowed from the City Rec Dept if available, some comfortable shoes, insect repellent. <i>Moi, je vais jouer aux pétanques! J’ai mes souliers et les boules. Il y a 3 boules et un cochonnet. Qu’est-ce que c’est qu’un cochon? Qu’est-ce qu’un cochon dit? “Cochonnet “ c’est un nom pour un petit cochon! Comme c’est bizarre! On jète les boues à un petit cochon?! (show the difference between “tirer” to shoot at the opponent’s ball, et “pointer” (to throw or roll the ball as close to the cochonnet as possible.) Avant de commencer le match on détermine qui va commencer: Pile ou Face!</i> Take out a coin and have students say <i>Pile ou Face</i> (heads or tails).</p>	
<p>Activité 1</p>	<p>Vidéo : <i>La Pétanque</i> Watch a bit of video of the Petanque World Championship game, which is commentated in French. Talk about “<i>le Rond</i>” the circle from which they throw, “<i>le terrain</i>” (show all of the games going on at once) and “<i>la piste</i>” (the part of the terrain where one game is going on.) Show “<i>le cochonnet</i>” and the boules that each player is throwing.</p> <p>(The match is 45 minutes long, so just show a few minutes of the match to get students interested in how it is played.)</p>	<p>Link: www.petanquetube.com/petanque-world-championships-2012-philippe-suchaud-henri-lacroix-dylan-rocher-francisco-javier-flores-juan-jimenezroberto-carlos-lopez-and-manuel-romero.html</p>
<p>Activité 2</p>	<p><i>Jouer aux billes au style de pétanque</i> - Heads or Tales - “<i>Pile ou face</i>”: Divide students in to 2 even teams. Using your coin, have them determine who the first player will be by calling “<i>pile ou face</i>”. Spread a piece of burlap or felt to create a terrain, or if you have a carpet in the class, use masking tape to create a rectangle and a circle. Draw a circle on the burlap where the “<i>cochonnet</i>” will be thrown. Create a circle at one end of the “<i>terrain</i>” where the players will stand. Taking turns by teams, have players toss the marbles and see who can get their marbles the closest to the cochonnet. Although <i>Pétanque</i> is played to 13 points, you can decide how much time you want this to take. The team with the closest marbles gets a point for each marble that is closer than the opposing teams.</p>	<p>Resources: Rectangular piece of felt or burlap, large marbles and a smaller marble, a coin, and masking tape to create the circles and boundaries.</p>
<p>Activité 3</p>	<p>Teach and Review the terms for playing <i>pétanque</i> using a drawing of a “<i>terrain</i>”. Write the words out on a board or large piece of paper to review. Have students create their own word search using at least 7 words from the list (there are 14 possible words in the <i>lexique</i> under <i>pétanque</i>). They will need to write the words twice – once to make the list and another time in the actual puzzle.</p>	<p>WIKI: Fiche context - to learn how <i>pétanque</i> is played http://www.youtube.com/watch?v=5s9BpxOsOY4</p>
<p>Circle Up</p>	<p>Check in on behavior and have students give 3 new words that they learned in class.</p>	<p>Next class: <i>On joue à la pétanque</i></p>

Chantons, Lisons, Jouons en Français
Week 4 / Lesson 8 / Day 2

Let’s Sing, Read, Play in French
Duration: 1:30 to 2:00 hrs.

Titre : Cultural games : Les Franco-Américains : Introduce the game of *Pétanque*.

Goal: Have students learn the basic rules of *Pétanque* and have an opportunity to play it.

Communicative objective :

1. Students will be able to talk a little about what some of the pétanque terms are in French.

Linguistic objective: Understand the rules and basic terminology for Pétanque – a French game played with steel balls.

Verbes : avoir Qui a le point ? J'ai le point. Il a le point. (etc.), jeter (la balle)

Lexique : Pile ou face, les boules, le rond, les boules, la piste, le cochonnet, félicitations, dehors

Les activités:

1. Sing and introductory song
2. Use a map to point to countries where pétanque is played.
3. Play a game of pétanque together outside.

<p>En Cercle 10 minutes</p>	<p>Introductory song –</p> <p>Review and check in: Bring out the <i>pétanque</i> balls that were used in the last class and review what they are called. Review « <i>le cochonnet</i> », « <i>les boules</i> », « <i>la piste</i> », « <i>les ronds</i> ». Ask some questions about the <i>pétanque</i> game as you release students to wash their hands and get snack.</p>	<p><i>Pétanque</i> balls</p>
<p>La Collation 15 minutes</p>	<p>Review the snack items – have 2 or 3 students distribute the snack items asking : « <i>Est-ce que tu veux.....</i> », la bonne réponse « <i>Oui, merci</i> » ou « <i>Non, merci</i> »</p>	
<p>Circle Up 10 minutes</p>	<p><i>Où est-ce qu'on joue au pétanque?</i> Have students come up and point to countries on the world map where <i>Pétanque</i> is played.</p> <p><i>On joue au pétanque ici à Augusta grâce à M. Raymond Fecteau! Il vient dans la classe aujourd'hui pour nous apprendre à jouer au pétanque!</i></p> <p>Introduce M. Fecteau and have him tell a little about the game.</p> <p>Talk about: <i>Le terrain, la piste, le rond, la difference entre le pointeur et le tireur.</i></p>	<p>Context: <i>Pétanque</i> is played in most countries that were either colonized by France or are culturally affiliated. Many African countries play <i>pétanque</i>, Belgium, Spain...</p>
<p>45 minutes or more</p>	<p>Go outside and play some <i>pétanque</i>!</p>	
<p>Circle Up 10 minutes</p>	<p><i>Merci à M. Fecteau!</i> Have him talk about his class and when they play <i>pétanque</i> over the summer.</p> <p>Sing: <i>Bonsoir Mes Amis</i></p> <p>Check in on behavior and have students give 3 new words that they learned in class.</p>	

Chantons, Lisons, Jouons en Français
Week 5 / Lesson 9 / Day 1

Let's Sing, Read, Play in French
Duration: 1:30 to 2:00 hrs.

Titre : Cultural Contes : Québec « La Pierre qui Tourne »

Communicative objective :

1. Students will be able to
2. Students will be able to

Linguistic objective: Have students start filling in blanks to write their own stories.

Students will get more familiar with the written word, and how to sound words out in French.

Grammaire : Introduce reflexive verbs – *les histoires qui ne s'oublient pas, se passer, s'aventurier, s'appeler, s'ennuyer*

Verbes : *descendre - elle descend les escaliers, perdre*

Lexique : *Les légendes, le trésor, Il y a longtemps, les années, bouger, oublier, le bébé*

Les activités :

1. Start to learn the song « Lundi, je m'ennuie »
2. Watch a short Québécois legend called « La Pierre qui Tourne »
3. Work on creating a legend using a template.
4. Play a game with cards that state feelings.

<p>Circle Up</p>	<p>Introductory song</p> <p><i>Est-ce que vous avez aimé jouer au pétanque? Est-ce que c'est facile à jeter la boule ? C'est amusant de jouer, n'est-ce pas !</i></p> <p><i>Est-ce que vous vous intéressez à jouer la pétanque cet été à Augusta ? Est-ce que vos parents sont intéressés à jouer ? M. Fecteau donne une classe à Augusta sur la pétanque.</i></p>	
<p>La Collation</p>	<p>Review the snack items – have 2 or 3 students distribute the snack items asking : « <i>Est-ce que tu veux.....</i> », la bonne réponse « <i>Oui, merci</i> » ou « <i>Non, merci</i> »</p>	
<p>Circle Up</p> <p>Have students gather around to watch</p> <p>20 minutes</p>	<p>Start to teach the song – “<i>Lundi, je m'ennuie</i>” http://vinas2011.wordpress.com/2010/11/25/lundi-je-mennuie/</p> <p><i>Les légendes: Rappelez-vous le Bonhomme Sept Heure? À quelle heure est-ce que le Bonhomme Sept Heure arrive? Est-ce qu'il arrive aux enfants obéissants ou desobéissants?</i></p> <p><i>Il y a beaucoup de légendes de Québec ! Une autre est la légende de la Pierre qui Tourne. Qu'est que c'est qu'une pierre? (Bring out a rock from the boîte magique) Tourner la pierre! Levez-vous! Tournez-vous une fois! Tournez-vous une fois à l'autre sens.</i></p> <p><i>C'est une histoire qui ressemble un peu à Aladdin – mais seulement un peu. C'est l'histoire d'une fille qui est charmée! Elle traverse un pont pour aller dans la forêt où personne ne va. Voyons ce qui se passe....</i></p> <p>Stop several times during the film to discuss vocabulary and what is</p>	<p>Number 19 in <i>Les Plus Belles Comptines: Lundi, je m'ennuie</i></p> <p>This little film happens to have subtitles in English, but it is a cute little film and isn't as scary as some of the other legends that have video footage! The characters are little puppets made with cork and wire and they become animated. It is about 6 minutes long.</p>

	<p>happening in the story.</p> <p>Discussion about the story: <i>Est-ce que c'est une histoire heureuse ou triste? C'est triste!</i> <i>Qu'est-ce qu'elle perd? Son enfant.</i> <i>Qu'est-ce qui est sous la pierre qui tourne? Les bijoux!</i> <i>Nommez une autre légende où il y a des bijoux dans une caverne!</i> <i>(la légende d'Alladin)</i> <i>La fin des contes et des histoires ne sont pas toujours heureuse,</i> <i>mais ce n'est pas vrai.</i></p>	<p>La légende de la Pierre qui Tourne: http://www.youtube.com/watch?v=dOSRBHmKx7Y</p>
<p>In small groups with an adult at each table to help.</p> <p>25 minutes</p>	<p>Enrichment activity: Les légendes</p> <p>Using the legend document, have the students put together their own legend, filling in blanks with word choices.</p> <p>Once they have finished filling in their own story, give them 5 half sheets of card stock and have them write each sentence on the bottom of the half sheets of card stock. This will create a book. We will give them a cover sheet and a back sheet in another class. Or use booklet on Wiki for students to write and illustrate their legends.</p>	<p>Wiki: "La Légende". Writing activity, using the worksheet or booklet, have students fill in the blanks to create their own legend and add their own illustrations in spaces provided. They can use the options given, or if you have enough help, they can come up with their own words to fill in.</p>
<p>Activité 2</p> <p>15 minutes</p>	<p>Les émotions: Talk about some of the emotions that the girl in "La Pierre qui Tourne" might have felt. Play a game of charades using emotions. Have students choose from cards that have emotions written on them. Have them make a face that expresses the emotion and have other students guess what they are trying to show.</p>	<p>Resources: WIKI Cards with emotions written on them. Pick as many as you can and want to focus on.</p>
<p>Circle Up</p>	<p>Have students name 3 new words for the day.</p> <p>Check in on behavior and sing an ending song.</p>	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 5 / Lesson 10 / Day 2 Duration: 1:30 to 2:00 hrs.

<p>Titre : La Fête des Mères</p> <p>Cultural Objective: Students will learn where Mother's Day is celebrated around the Francophone world, and that it is not celebrated on the same day in all countries.</p> <p>Communicative objective :</p> <p>1. Students will be able to express emotions and link them to how they present themselves with facial expressions. exercise and having some students start to read them out loud.</p> <p>2. Continue with the writing</p> <p>Linguistic objective: Careful listening skills – is it one word or 2 ? Grammaire : the use of the apostrophe to link 2 vowels. Ce + est = c'est, je + attends = j'attends Verbes : aimer, raisonner Lexique : Les fleurs, les cartes, la raison, le tourment, mieux</p> <p>Les Activités :</p> <ol style="list-style-type: none"> 1. Review and learn the rest of « Lundi je m'ennuie » 2. Learn a short comptine for Mothers 3. Make cards and tissue paper flowers for Mothers

<p>4. Continue working with the writing of the legends. 5. Musical Chairs or Duck, duck, goose</p>		
<p>Circle Up</p>	<p>Introductory song –</p> <p>Review the film: especially vocabulary words that you focused on.</p> <p><i>Il y a une femme qui porte un enfant (un bébé) dans La Pierre qui Tourne. Elle aime son enfant! Elle est ensorcelée (charmée) par les bijoux! Elle laisse son enfant sous la pierre! C'est une histoire triste! Cette femme comment s'appelle-t-elle?</i></p>	
<p>La Collation</p>	<p>Review the snack items – Have students answer simple questions to get released from the circle to wash their hands and get their snack. One adult should handle the snack items, having the students ask politely for the snack items before they can take them back to their seats.</p>	
<p>Circle Up 15 minutes</p>	<p>Continue to learn and sing: <i>Lundi, je m'ennuie</i> – put some motions to the words to illustrate what it means.</p> <p>La Boîte magique.... Several small dolls that can be used to create a family. Bring them out one at a time and introduce them with names. There should be at least a set of parents, a couple of children (different genders) and you could add aunts, uncles or grand-parents depending on what you have and how far you want to go.</p> <p>Introduce the idea that Mother's Day is this Sunday. Dimanche est la Fête des Mères. <i>Les Mères sont très importantes à la famille!</i> Start to name some things that Mother's do and ask the students which member of their family does them. La Fête des Mères est célébrée le 2e dimanche au mois de Mai aux États-Unis, au Canada, en Suisse, au Vietnam et dans beaucoup de pays autour du monde. Elle est célébrée au mois de Juin en France, Haiti, au Sénégal, en Tunisie, en Madagascar, en Maroc (Show on the map) Qu'est ce que vous faites pour vos mères ce dimanche? Est-ce que vous allez au restaurant? Est-ce que vous lui donnez des fleurs? Est-ce que vous offrez des cadeaux? Le petit déjeuner au lit?</p> <p>Teach a short Comptine: <i>Ah! Vous dirai-je Maman....</i></p> <p><i>Qu'est-ce qu'on va faire aujourd'hui? Aujourd'hui on va créer des cartes et des fleurs en tissu pour célébrer la Fête des Mères. Aussi, on va continuer avec les légendes que nous avons commencé.</i></p>	<p>WIKI: From Mama Lisa's World Sung http://www.mamalisa.com/?t=es&p=143&c=22 to the tune of Twinkle, Twinkle Little Star.</p>
<p>Activité 1 20 minutes</p>	<p>Card Making activity – Have 2 or 3 phrases written out on a board or a large sheet of paper and teach students what they mean. Have them draw a picture of them doing something with their mother and print one of the phrases on the inside of the card.</p> <p>Alternate activity – Make a tissue paper flower with rectangles of tissue paper and pipe cleaners. It takes 4 rectangles folded together to make a nice flower. Have them write “<i>je t'aime</i>”</p>	<p>Construction paper, markers, tissue paper of many colors and colored chenille sticks (pipe cleaners).</p>

	and “ <i>Maman</i> ” on the edge of at least 2 of the rectangles. When they open out the petals they should be able to see the words.	
Activité 2 20 minutes	Enrichment activity: <i>Les légendes</i> Have students start to illustrate the pages of their legend stories that they started earlier in the week. If they have time they can make a title page with an illustration. We will put 2 hole punches in the books and attach them with yarn when they are finished. This activity may take a few classes.	Fiche: Wiki: Template for the legends
Circle Up Activité 3 10 minutes	Play a game of musical chairs using the emotion cards that we used earlier or (numbers to review). (Use songs that they have been learning or the Market Place song, which we will be using in the next class.) If it is nice out, could end the class outside with a game of Duck, duck goose using words from the day, for example, <i>Mère et Père or ennuie et souci</i> (from the song <i>Lundi, je m’ennuie</i>).	
	Once the game is finished, have students name their 3 new words for the day. Check in on behavior and sing an ending song.	

Chantons, Lisons, Jouons en Français Let’s Sing, Read, Play in French

Week 6 / Lesson 11 / Day 1

Duration: 1:30 to 2:00 hrs.

Titre : *Haiti – la culture et les jeux.*

Cultural Objective: Students will learn some simple games played in Haiti, what money in Haiti looks like and will experience going to market in Haiti.

Communicative objective :

1. Students will be able to ask for items that they would like to purchase.
2. Students will be able to understand how to pay for items that they purchase.

Linguistic objective: Marketplace conversation

Grammaire : placement of color adjectives, petit(e), grand(e), gros(se)

Verbes : *Faire – Fais, acheter, les poules*

Lexique : *Les fruits, le marché dehors, sauter à la corde, la pousse, la bataille*

Les Activités :

1. Learn one version of the song *Tonton Bouki*
2. Watch and play some simple kids games that Haitian children play
3. Continue working on the legend stories
4. Play a game of “Going to Market”

<p>Circle Up</p> <p>10-15 minutes</p>	<p>Introductory song – Lundi, je m’ennuie – with motions</p> <p><i>Qu’est-ce que vous avez fait pour célébrer la Fête des Mères? Vous êtes allés au restaurant? Vos mères, est-ce qu’elles ont aimées les cartes et les fleurs?</i></p> <p><i>Aujourd’hui nous allons parler de Haiti! Pourquoi est-ce que nous parlons de Haiti? C’est une classe de français! Quelles langues est-ce qu’ils parlent en Haiti? Ils parlent français et créole – Créole est une langue française et africaine! Quels jeux est-ce qu’ils jouent en Haiti? Est-ce qu’ils jouent au football? Au pétanque? Au hockey? Où est Haiti? Est-ce que c’est en Europe? En Asie? Non, c’est en Amérique du nord. C’est au nord ou au sud du Maine? Est-ce qu’il fait froid ou chaud en Haiti?</i></p> <p><i>Nous allons écouter une chanson qui s’appelle Tonton Bouki - Chantons un peu ensemble! Move around to the song – Marchez comme ça....</i></p> <p>Introduce some fruits native to Haiti (<i>les mangues, les bananes, les oranges, les papayes</i>) and bring in a couple of different fruits to add to snack for students to try. <i>Voilà les fruits de Haiti.</i></p>	<p>CD - Play “Au Marché des fruits” as students come in.</p> <p>This is another song about le Marché which is also very cute.</p> <p>http://comptines.tv/au_marche</p> <p>Resources: Link to Tonton Bouki or song on a cd.</p> <p>http://www.youtube.com/watch?v=WJ3N-VK2U58</p>
<p>La Collation</p> <p>20 minutes</p>	<p>Review the snack items for the day. Bring in some tropical fruits that are native to Haiti – introduce them and offer them as part of la collation.</p> <p><i>Les mangues, les bananes, les acajoux, les avocats, les papayes</i></p>	
<p>Circle Up</p> <p>15 minutes</p>	<p>La Boîte magique....les images de Haiti (beach scenes, marketplace scenes, people playing music, etc.) A few scarves to wrap around heads as a costume from Haiti. Create the scene in Haiti – <i>les marché dehors, les fruits, il fait chaud</i>. Talk about some of the images – the colors, shapes, families, what they are wearing – use this to review vocabulary. <i>Une personne qui habite ou qui vient de Haiti est appelée haitien(ne).</i></p> <p><i>Nous allons apprendre quelque jeux que les enfants de Haiti jouent. Nous allons finir nos légendes et nous allons jouer “Au Marché de Haiti!</i></p>	
<p>Activité 1</p> <p>15 minutes</p>	<p>Les jeux:</p> <p>Kids play hand slapping/rhythm games, thumb war, soccer with any kind of round “ball” they can find, jump rope, etc.</p> <p>Have students play “thumb war” or jump rope to a French comptine. (<i>Sauter à la corde: Les douze mois de l’année sont: janvier, fevrier...</i>)</p>	<p>http://haitikidsbook.org/children-pl3ay-simple-games-in-haiti/</p>
<p>Activité 2</p> <p>15 minutes</p>	<p>Continue illustrating the legends that the students started a couple of classes ago. As students finish up with this project, they can read them to the others in their group. They should also create a title</p>	

	page with some kind of illustration that shows what their story is about. Work with them on pronunciation and on any unfamiliar expressions in the books, etc.	
Activité 3 15 minutes	<p>Le Marché:</p> <ul style="list-style-type: none"> • Talk about different denominations of money. • The Haitian money is the Gourde. • Give each student some play money to use for the game. • Create a little market area where there are some fruits and vegetables for sale. Model going to the market, and asking for items. 1 Kilo de pommes, svp, etc. Have an adult play the “marchand” and weigh the items, then tell them how much they owe. 	Plastic fruits and vegetables and/or images of them to use. Some head scarves for props if you want. Images for Haitian money are on the WIKI.
Circle Up	If time, start to learn Au marché des fruits. Have students name their 3 new words for the day. Check in on behavior and sing an ending song.	CD “Au Marché des fruits”

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 7 / Lesson 13/ Day 1 Duration: 1:30 to 2:00 hrs.

<p>Titre : Haïti – les contes, les chansons, les jeux.</p> <p>Communicative objective :</p> <ol style="list-style-type: none"> 1. Students will work on reading the legends that they have been creating. 2. Students will be able to <p>Linguistic objective: Learn adjectives and ways to describe the images of animals. <u>Grammaire :</u> Making agreement between adjectives and nouns. <u>Verbes :</u> Faire – Fais, acheter, les poules <u>Lexique :</u> malicieux, coquin, gagner , intelligent, en train de, vraiment, tellement</p> <p>Les activités :</p> <ol style="list-style-type: none"> 1. Listen to a Creole version of Tonton Bouki and look at the translation 2. Listen to an oral folklore story of Bouki et Malice 3. Play a game of dominos 4. Play a game using laminated cards with images of animals that live in Haiti. <p>Context: There are many stories told in Haitian folklore (Haiti is 80% illiterate) about Bouki et Malice. Malice as the name suggests is clever and mischievous whereas Bouki is a very innocent and naïve character. I have included some short, funny stories, more joke like than story-like about the two. It is difficult to find written books. These stories are on the WIKI and could be told as folklore, which is how they would be told in Haiti.</p>		
Circle Up	<p>Introductory song – Bonjour – Qu'est-ce qu'on va faire</p> <p>Revoir le Marché (les fruits, l'argent, etc.) , les Jeux et les Chansons.</p> <p>Chanson: Listen to a Creole version of Tonton Bouki sung to the tune of Frère Jacques. <i>La mélodie est familière!</i></p> <p><i>Tonton Bouki, Tonton Bouki Ou ap dòmi? Ou ap dòmi? Lévé pou bat tanbou-a</i></p>	<p>Listen to some creole music as students come in – the following is a link to creole music.</p> <p>http://www.youtube.com/watch?v=-REINyO9N34</p>
10-15 minutes		

	<p><i>Ding ding dong</i> <i>Kili kili an pou al nan siléma</i></p> <p>Uncle Bouki, Are you sleeping? Wake up to play the drum! Kili, kili I have to go to the movies!</p>	<p>Link to Tonton Bouki or song on a cd.</p> <p>http://www.theseecretmountain.com/node/1328</p>
La Collation 15 minutes	Review the snack items for the day. Could revisit the market game, giving students a little play money to « purchase » their snack.	
Circle Up 15 minutes	<p>Les Contes et Légendes: Les histoires de Bouki et Malice <i>Bouki et Malice sont des amis. Malice est intelligent mais un peu malicieux (coquin). Bouki n'est pas si intelligent – il est naïf. Un jour, Ti Malice rend visite à Bouki. Il va chez Bouki. Il voit Bouki qui joue aux dominos avec son chien. Il regarde, complètement stupéfié! Il dit, "Mais Bouki, ton chien est vraiment brillant! Il peut jouer aux dominos!" Bouki répond, " Non, il n'est pas tellement brillant. On a joué 5 jeux et j'ai gagné 3 jeux." (Il n'a gagné que 2.)</i></p>	
Activité 1 Ensemble 15 -20 minutes	<p>Jouer aux dominos. Play a simple game of dominoes where students try to match up the numbers on the sides of the dominos. Take the opportunity to review numbers and colors if you are using colored dominos.</p>	<p>Fiche: Rules for a domino game</p> <p>Dominos</p>
Activité 2 15 minutes	<p>Les Légendes Continue illustrating the legends that the students started a couple of classes ago. As students finish up with this project, they can read them to the others in their group. They should also create a title page with some kind of illustration that shows what their story is about. Work with them on pronunciation and on any unfamiliar expressions in the books, etc.</p>	<p>If there are still students illustrating their contes, give them a chance to work on them.</p>
Activité 5 Enrichment Idea	<p>Les animaux de Haïti Using images of animals (<i>le nez-long, le lamantin, les flamands, le crocodile</i>) that are native to Haiti, describe the animals (color, size of nose, live on land or in water, etc.) Lay the cards down on the table and start to describe an animal. Have students raise their hand when they know which animal it is – have them point to it and say: <i>C'est un(e)_____.</i></p>	<p>Fiche WIKI - Images of native Haitian animals</p>
Circle up	<p>If time, start to recite a poem together: Springtime. Have students create movements to go with the lines in the poem. Learn the first verse together.</p> <p>Have students name their 3 new words for the day.</p> <p>Check in on behavior and sing Au Marché des Fruits, Tonton Bouki or some other song that you want to review.</p>	<p>Link to poem: http://www.mamalisa.com/blog/a-french-poem-called-le-printemps-or-springtime/</p> <p>Fiche: WIKI</p>

Chantons, Lisons, Jouons en Français
Week 7 / Lesson 14 / Day 2

Let's Sing, Read, Play in French
Duration: 1:30 to 2:00 hrs.

Titre : Madagascar – Introduction à la culture et aux animaux

Cultural Goal: Students will learn about what the country of Madagascar looks like and what the village culture is like.

Communicative objective :

1. Students will be able to talk about similarities and differences between the people and the cultures of Haiti, Madagascar and the US.

Linguistic objective: To work more with descriptions and comparisons.

Grammaire : comparative expressions using *à or de*

Verbe : goûter

Lexique : les émotions, les montagnes, la plage, similaire à, comparable à, différent(e) de, pareil à

Les activités :

1. Try some fruit that would be grown in Madagascar
2. Play a matching game with images of animals native to Madagascar.
3. Read the book Torina's World
4. Look at video footage of the countryside of Madagascar and listen to some music from that country.
5. Work on learning a spring poem.

<p>Circle Up 10-15 minutes</p>	<p>Introductory song – Bonjour – Qu'est-ce qu'on va faire?</p> <p>Review the Haitian money Review or if you did not look at them in the last class, introduce 2-3 animals from Haiti to the students. Describe them, etc. Show where they live on the world map. Could tape them to the big world map.</p> <p><i>Aujourd'hui on va parler de Madagascar! Pourquoi est-ce qu'on parle de Madagascar? C'est une classe de français! Oui, parce qu'on parle français au Madagascar! Qui peut nommer des autres pays où on parle français? Introduce some fruits that are grown in Madagascar. (la vanille, les bananes, les papayes, les pamplemousses, tamarins, les mangues, les avocats)</i></p>	<p>Listen to some music from Madagascar as students come in – the following is a link to a short traditional song.</p> <p>http://www.youtube.com/watch?v=m0cVwky066Y</p>
<p>La Collation 15 minutes</p>	<p>Review the snack items for the day. Could revisit the market game, having students « purchase » their snack. Have some fruits available to taste. Voulez-vous goûter ce fruit délicieux qu'on appelle..... ?</p>	
<p>Circle Up 15 minutes</p>	<p>Using the map of the world ask if anyone can find Madagascar on the map. <i>Où est Madagascar? C'est sur quel continent? Oui, c'est en Afrique! Que pensez-vous? Est-ce qu'il fait chaud ou froid à Madagascar?</i></p> <p>La Boîte magique.... Perhaps a head scarf or a straw hat that would be worn in Madagascar, a flag. Les images de Madagascar, (if you have some stuffed animals that would be something that could be put in too), les animaux. Talk about the images, perhaps the similarities with Haiti (les plages, le beau temps, les marchés, quelques fruits, quelques animaux) , and some of the differences (les animaux, le drapeau, les langues.</p>	<p>Images of Madagascar, straw hat or headscarf, map of the world, any other tools that you have available such as stuffed animals or a puppet that looks like it could be native to Madagascar.</p>

Activité 1 Ensemble 15 minutes	Les animaux de Madagascar: Review all of the animals that are on the laminated cards and talk a little about them from the information on the cards. Have students play a memory game with the cards. Put all cards face down on the table. Have students take turns turning over pairs of the animals and have them say the names of the animals as they try to find a match.	Laminated cards with images of the animals from Madagascar
Activité 2 15 minutes	Lecture: Torina's World Look through this picture book of images of life in Madagascar. Talk about <i>les similarités et les différences, les émotions des gens. Les vêtements, les maisons, etc. Une personne qui habite à Madagascar est appelée Malgache</i> .	<i>Le livre: Torina's World</i>
Activité 3 15 minutes	Vidéo: Le Madagascar Watch some or all of this youtube video which is a series of photo images of the countryside in Madagascar. There is also music from Madagascar that plays while the photos are being displayed. It offers a great opportunity to stop and describe images. It is about 8 minutes long, which is a long time to watch photos, so how long you watch will depend on how much you stop, and how long of an attention span the kids seem to have for it.	http://www.youtube.com/watch?v=-A20HtiLBBs
Circle up	If time, work on the poem that you started together last time: Springtime. Have students create movements to go with the lines in the poem. Learn the second verse together. Have students name their 3 new words for the day. Check in on behavior and listen to <i>Monter Sur Un Éléphant</i> . Learn if time, sing and do motions together.	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 8 / Lesson 15 / Day 1 Duration: 1:30 to 2:00 hrs.

Titre : Madagascar – Les animaux, les contes, les jeux

Communicative objective :

1. Students will be able to match spoken words with written words .
2. Students will learn the immediate future with "aller"

Linguistic Objective: Students will be able to express the immediate future: Je vais trouver le trésor.

Grammaire : negative expressions *ne...jamais, superlative : le plus*

Verbes : *aller; goûter*

Lexique : *divers, la grenouille, le serpent, d'accord, ouvert, trouver; jamais, acquiescer, poursuivre, ouvrir, rejoindre*

Les Activités :

1. Match the animal to the country
2. Sing « *La Famille Tortue* »
3. Listen to a fable from Madagascar about a snake and a frog.
4. Watch a film called « *Le Plus Beau des Trésors* »
5. Face Painting
6. Color a frog

7. Play a game of tag (<i>au chat</i>).		
Circle Up 10-15 minutes	Introductory song – <i>Réviser: les animaux de Madagascar et de Haiti, Mettez du ruban adhésif au derrière des images et demandez aux étudiants de mettre les animaux à côté du pays où ils habitent. (You could throw in some animals from the US and Canada that they might be familiar with, such as a moose or a mallard duck, etc.) and have them put them where they belong as well.</i>	Play the youtube video and music from Madagascar as students come in. http://www.youtube.com/watch?v=-A20HtiLBBs
La Collation 15 minutes	Review the snack items for the day. If you have fruit left from Tuesday you could add that to the snack again. Have students ask for their snack, using good manners !	
Circle Up 15-20 minutes	Teach: Song about <i>la tortue (Jamais on n’a vu, jamais on ne verra...)</i> If students need to move around, assign different roles from the song to the students. La Boîte Magique: <i>Un serpent et une grenouille</i> Using images or stuffed animals tell the story to the students. <i>C’est une fable ou une conte malgache. Une conte de Madagascar! Les grenouilles de Madagascar ont beaucoup de couleurs! Regarder les images de grenouilles de Madagascar! Il y a toute une variété de grenouilles. Les tailles divers, les couleurs diverses.</i>	http://www.youtube.com/watch?v=k72S8XYqi0c Stuffed animals or images to use of a frog and a snake. Fiche: <i>La fable malgache du serpent et de la grenouille.</i> Fiche: <i>Les images des grenouilles de Madagascar.</i>
Ensemble ou en petits groupes 15 minutes	Regardez: <i>Le Plus Beau des Trésors – C’est un film court d’un garçon qui cherche un trésor, et il trouve des amis.</i> Talk about “ <i>l’amitié</i> ” and how they found it.	A short animated film that has an African feel to it within the context of the adventure. http://www.youtube.com/watch?v=IRknayjuoVc&list=SP11CBE1CF06754974
Activité 1 Ensemble 15 minutes	Jeu: Face Painting Look at images of face painting in Madagascar. Explain that Malgasy people traditionally painted their faces with yellow paint that was made from the bark of a specific tree, and it had healthful qualities for the skin, as well as natural bug repellency. Paint childrens faces with designs that are similar to the ones in the pictures. Older children might like to do the painting. Take pictures for an album of activities!	Face paints and images of Malgasy children with their faces painted. This is a short music clip of traditional music and the women have their faces painted. http://www.youtube.com/watch?v=m0cVwky066Y

Activité 2 15 minutes	Coloriage After children have their faces painted, have them sit and take a coloring page of a frog and “design” their own frog. Have images of some of the frogs in Madagascar available for them to look at.	Images of frogs, coloring pages, crayons, colored pencils, etc.
Enrichment Activité 3 Dehors 15 minutes	Qu’est-ce que les enfants de Madagascar aiment jouer? Children in Madagascar like to play tag (au chat)– the person who is “it” has to tap another child on the head. Ils sautent à la corde: review jump rope rhymes that they learned from the section on Haiti. Go outside and play.	<i>Fiche:</i> Image of Katy Perry jumping rope with some children in Madagascar.
Circle up	If time,work on the poem that you started: Springtime. Have students create movements to go with the lines in the poem. Review the 1 st 2 verses and learn the third verse together. Have students name their 3 new words for the day. Check in on behavior and listen to Monter Sur Un Éléphant. Learn if time, sing and do motions together . (Could also change it to <i>Sauter comme une grenouille, très haut, très haut...</i>)	Michael Parent CD: Chantons ensemble
Enrichment	Invite a community member from Madagascar to come in to the classroom. Have them teach a short song, a children’s game, read a story from the country or just talk a little about living in Madagascar. What the houses are like, what the weather is like, etc. Be sure to talk with them in advance about speaking in French, speaking slowly keeping it simple. If they have pictures of their family, that would be a great time to review family members, etc.	

Chantons, Lisons, Jouons en Français Let’s Sing, Read, Play in French
Week 8 / Lesson 16 / Day 2 Duration: 1:30 to 2:00 hrs.

<p>Titre : Review : Madagascar – le marché dehors</p> <p>Cultural Goal: Students will learn about different types of money –les ariarys and learn a tale from Madagascar.</p> <p>Communicative objective :</p> <ol style="list-style-type: none"> 1. Students will be able to communicate their needs in the marketplace. <p>Linguistic objective: Learnin how to make questions : using « où ».</p> <p><u>Grammaire :</u> Inversion – <i>Es-tu là ? , Veux-tu.... ?</i></p> <p><u>Verbe :</u> être - <i>c’est...</i></p> <p><u>Lexique :</u> <i>un danseur, Tais-toi !, les bananiers, un kilo, peser, danser, chanter, rouler</i></p> <p>Les activités :</p> <ol style="list-style-type: none"> 1. Eat some tropical fruits that could be grown in Madagascar 2. Have a treasure hunt for vocabulary items 3. Tell a story – folklore – Tsingory le Danseur. 4. Marketplace game
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<p>Circle Up</p> <p>10-15 minutes</p>	<p>Introductory song –</p> <p>Reviser les grenouilles: regarder des images que les étudiants ont créés et discuter les couleurs, etc.</p> <p>Review what the students remember about Madagascar.</p>	
<p>La Collation</p> <p>15 minutes</p>	<p>Review the snack items for the day. Bring in a papaya and a mango to introduce and share as fruits grown in Madagascar. Voulez-vous goûter les fruits de Madagascar ? Have students line up to ask for their snack items and ask them if they would like to taste some of the fruits.</p>	<p>Purchase a Papaya, Mangos to share at snack.</p>
<p>Circle Up</p> <p>15 minutes</p>	<p>La Boîte magique.... Une assiette et une cuillère.</p> <p>In villages in Madagascar families eat together sitting on the floor. They typically eat from a plate with a spoon and no other utensils. They do not drink anything with their meal and they often have some kind of dessert featuring fruit and vanilla at the end of the meal. Show images of the market in Madagascar. The unit of currency in Madagascar is the Ariary. Introduce money from Madagascar – ariary. About 2000 ariary = \$1!</p>	
<p>Activité 1</p> <p>Ensemble</p> <p>20 minutes</p>	<p>La Chasse au Trésor: (Place items from the vocabulary list around the room or outside for students to find.) Divide students in to 2 or 3 groups and give each group a list of items to find.</p>	<p>Fiche: WIKI List of items and ideas for how to have a Treasure Hunt.</p>
<p>Activité 2</p> <p>15 minutes</p>	<p>Lecture: The story of Tsingory</p> <p>Chant to teach before telling the story (conte, conte, légende, légende, je raconte, vous écoutez)</p> <p>Look at the story of Tsingory : This website tells the story, but it could be told in much simpler language with a stuffed animal bird and a puppet or 2. Props such as a drum could be used to create some rhythms, and this would be an opportunity to get students up, dancing and moving around during the story.</p>	<p>http://www.utopiksloustiks.com/article-les-loustiks-interpretent-un-conte-celebre-de-madagascar-tsingory-le-danseur-et-l-oiseau-du-roi-115076034.html</p> <p>or Fiche: WIKI</p>
<p>Activité 3</p> <p>15 minutes</p>	<p>Currency of Madagascar</p> <p>Review the currency of Madagascar and give students a few ariaries to spend in the market place. Set out images of fruits and vegetables on a table. Having one teaching adult as the <i>marchand</i>, have students pretend that they are at an outdoor market in Madagascar. “<i>Je voudrais un kilo de tomates, s’il vous plaît!</i>” Pretend to weigh their purchase and tell them how much. To get fancy, put a sign on each item to let them know how much it is per kilo, etc.</p>	
<p>Circle up</p>	<p>Continue working on the poem Springtime – creating movements. Have students name their 3 new words for the day. Check in on behavior and listen to <i>Monter Sur Un Éléphant</i>. Learn if time, sing and do motions together ,</p>	

Chantons, Lisons, Jouons en Français
Week 9 / Lesson 17 / Day 1

Let's Sing, Read, Play in French
Duration: 1:30 to 2:00 hrs.

<p>Titre : La Louisiane –La musique, La légende des écrevisses Cultural Goal: Review the deportation of the Acadians and the settling of many Acadians in Louisiana. Communicative objective : 1. Students will learn to describe opposites.</p> <p>Linguistic objective: Review how to ask a question : Est-ce que..., more familiarity with reading. Verbes : être, aller Lexique : le homard, l'écrevisse, gros(se), maigre, mince, jeune, vieux/lle, grand (e), petit(e)</p> <p>Les activités : 1. Sing "La Famille Tortue" 2. Read "La Légende des Écrevisses" 3. Play a game of dominos 4. Play a game of "Go Fish"</p>		
<p>Circle Up 10-15 minutes</p>	<p>Introductory song – Let students pick a song that they want to review.</p> <p>Review the items that were on the list of La Chasse au Trésor: <i>Une assiette, une cuillère, une grenouille, une carte, les ariarys, les gourdes, une écharpe, un oiseau, un serpent, une corde à sauter, une pierre, un domino, un ballon, une balle, etc.</i></p>	<p>Listen to some music from la Louisiane as Students come in: Alligator Stomp</p>
<p>La Collation 15 minutes</p>	<p>Introduce snack items – <i>Ah, ah, comme c'est bon, c'est _____ pour la collation!</i></p>	
<p>Circle Up 15 minutes</p>	<p>Revoir: <i>la chanson de la Famille Tortue</i></p> <p>La Boîte magique.... <i>La Carte d'Acadie et des États-Unis, un petit bateau en plastique. Un homard (l'image ou une marionette). Talk about the homard du Maine qui ressemble à une grande écrevisse. On Louisiane on pêche beaucoup.</i></p>	<p>Resources: Map of Acadia and of the US. Images of , or stuffed animal or puppet of lobster or crayfish. Small plastic boat.</p>
<p>Activité 1 Ensemble 15 minutes</p>	<p>La légende des écrevisses: <i>Qu'est-ce que c'est qu'une écrevisse? C'est un petit homard! Les écrevisse sont des homards de la Louisiane! Pass out compies of "la Légende des Écrevisses." Lire ensemble et raconter l'histoire des écrevisses.</i></p>	<p>Small booklet that is on the WIKI: <i>La Légende des Écrevisses</i></p>
<p>Activité 2 15 minutes</p>	<p>On joue aux dominos: <i>Réviser les chiffres, et les règles du jeu. (From section on Haiti.)</i></p>	
<p>Activité 3 15 minutes</p>	<p>Jeu de cartes- "Va pêcher"! : <i>Quand il fait trop chaud en Louisiane on joue aux cartes. La pêche est une grande industrie en Louisiane. On va jouer "Va pêcher"! Réviser la question: "Est-ce que tu as _____?" et "Non, va pêcher!"</i> Divide students into groups of 2 or 3 to play "Go Fish"</p>	<p>2 decks of cards. Could play with vocab cards too.</p>
<p>Circle up</p>	<p>Finish work on the poem: Springtime. Have students name their 3 new words for the day. Sing: <i>Bonsoir, Mes Amis</i></p>	

Chantons, Lisons, Jouons en Français Let's Sing, Read, Play in French
Week 9 / Lesson 18 / Day 2 Duration: 1:30 to 2:00 hrs.

<p>Titre : Les Franco-Américains : Le conte de Petit Jean et Colette</p> <p>Cultural Goal: Students will learn that speaking different languages and variants of languages can be very helpful!</p> <p>Communicative objective :</p> <ol style="list-style-type: none"> 1. Students will review asking questions. 2. Students will listen for different sounds. <p>Linguistic objective: Listening for different sounds and words within a story.</p> <p><u>Grammaire :</u> Le présent</p> <p><u>Verbes :</u> faire, se cacher, se reposer</p> <p><u>Lexique :</u> un étang, formidable, travailler, un rôcher, l'ombre, bi-lingue, le secours, sauver, une vache, un chat, un chien, un coq, le canard</p> <p>Les activités :</p> <ol style="list-style-type: none"> 1. Learn "La Danse des Canards" 2. Read "Petit Jean et Colette" 3. Play a game of Duck, Duck, Goose 4. Play a game of sounding out the animals 		
<p>Circle Up 10-15 minutes</p>	<p>Introductory song – Have students pick a song from previous songs that they would like to sing.</p> <p>Review : <i>La Légende des Écrevisses – les homards, les écrevisses, gros, mince, and some other opposites such as tranquille/bryant, triste/content(e)</i></p>	<p>Listen to some music from Louisiane of a Franco-American gigue as students come in or "La Danse des Canards."</p>
<p>La Collation 15 minutes</p>	<p>Review the snack items for the day. Have 3-4 students offer the snacks around the tables. For example, « Veux-tu du lait ? » or <i>Est-ce que tu veux du lait ? « Oui , s'il vous plaît » ou « Non, merci. »</i> Review how to ask the questions before letting students go to snack.</p>	
<p>Circle Up 20 minutes</p>	<p>La Boîte magique.... Une ou deux grenouilles, des autres animaux dans le livre de Petit Jean et Colette. Revoir ce que les animaux disent! Finalement, un canard. Les Franco-Américains font "La danse des canards" pour les célébrations! On fait la danse des canards pour célébrer les fêtes, les mariages, etc.</p> <p>On va lire un petit conte Franco-Américain ensemble et apprendre La Danse des Canards.</p>	<p>Play the video:</p> <p>http://www.youtube.com/watch?v=D7MZadudWDw</p>
<p>Activité 1 Ensemble 15 minutes</p>	<p>Lecture: Petit Jean et Colette:</p> <p>Have students make the sounds of the animals as they are brought up in the story.</p>	<p>Book: <i>Petit Jean et Colette</i></p> <p>Link: https://docs.google.com/a/maine.edu/viewer?url=http://francoamerican.org/ar</p>

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Activité 2 15 minutes	Jeu: Play a game of Duck, duck, goose outside. All students will be sitting down on the ground and one will stand up and tap the others lightly on the head saying <i>Canard, canard, canard...grenouille</i> (to review our main animals for the day). When the person tapping says <i>grenouille</i> , the person who was tapped gets up and runs around the circle trying to catch him. If s/he does, they are put in the middle. If not, that person is the new person to go around the circle tapping the others.	
Activité 3 15 minutes	Jeu: Les sons d'animaux Play a game of sound out the animal and have the other students guess what animal they are. Have students name some animals that live on " <i>une ferme</i> ", some animals that live " <i>dans la forêt</i> ", etc.	
Circle up	Do the <i>Danse des Canards</i> together again. Sing : <i>Bonsoir Mes Amis</i> <i>Bonne vacances d'été!</i>	