



***Acti-Vie* Grades 4-6**  
**Ontario Curriculum Correlation**



French As a Second Language



**GAGE EDUCATIONAL PUBLISHING COMPANY**

# Acti-Vie 1

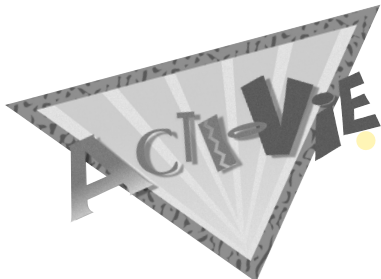
<b>Oral Communication</b> <b>By the end of Grade 4 students will:</b>	<b>Découvrons notre école!</b>	<b>Bonne fête à tous!</b>	<b>Au jeu!</b>	<b>Logos-animaux</b>
<b>Follow and give basic classroom instructions</b>	<ul style="list-style-type: none"> <li>Refer to pages in the Student Book and Workbook</li> <li>Follow directions to make booklets</li> </ul>	<ul style="list-style-type: none"> <li>Refer to pages in the Student Book and Workbook</li> <li>Follow instructions for activities during a class birthday party</li> </ul>	<ul style="list-style-type: none"> <li>Refer to pages in the Student Book and Workbook</li> <li>Follow oral instructions to play a game of <i>Tortillon</i></li> </ul>	<ul style="list-style-type: none"> <li>Refer to pages in the Student Book and Workbook</li> <li>Follow directions to create their class logo</li> </ul>
<b>Ask very simple questions, and ask for repetition to clarify understanding</b>	<ul style="list-style-type: none"> <li>Ask for materials required to make booklets</li> <li>Ask: "<i>Comment dit-on...en français?</i>" while playing a game</li> <li>Ask to go to the areas of the school (e.g., <i>Est-ce que je peux aller à la fontaine?</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>Qui...?</i></li> <li><i>À quelle date...?</i></li> <li><i>Quel âge as-tu?</i></li> <li><i>Pour qui?</i></li> <li><i>De qui?</i></li> <li><i>Est-ce que...?</i></li> </ul>	<ul style="list-style-type: none"> <li>Done systematically throughout all the units</li> </ul>	<ul style="list-style-type: none"> <li><i>Qui...?</i></li> <li><i>Qu'est-ce que c'est?</i></li> <li><i>Comment est + le/la + animal name?</i></li> <li><i>Est-ce que...?</i></li> </ul>
<b>Use visual and verbal cues to understand what they hear, following repetition</b>	<ul style="list-style-type: none"> <li>Use gestures, intonation, illustrations, and familiar French words to understand French greetings</li> <li>Use gestures, visuals, expressions, tone of voice to comprehend a video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Use gestures and illustrations to comprehend a discussion of birthday parties</li> <li>Use illustrations to comprehend a discussion of birthday traditions around the world</li> <li>Use context and personal experience to understand the expression <i>R.S.V.P.</i></li> <li>Use photos and personal experience to comprehend instructions for a party game</li> <li>Use photos to comprehend a discussion of birthday cards</li> </ul>	<ul style="list-style-type: none"> <li>Use photos and other visuals to comprehend a discussion about games</li> <li>Use actions to comprehend a game of Tag</li> <li>Use photos and gestures to understand a relay game</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm logos with animal names</li> <li>Discuss the final task of the unit</li> </ul>
<b>Use some conventions of oral language to speak in rehearsed contexts</b>	<ul style="list-style-type: none"> <li>Use correct pronunciation to introduce oneself to the class</li> <li>Review greetings</li> <li>Participate in a chant</li> <li>Practise asking permission questions using: <i>Est-ce que...?</i></li> <li>Use correct pronunciation when singing a song</li> <li>Adapt song lyrics using learned vocabulary</li> <li>Say numbers from 1 to 31</li> <li>Interview partners about objects in their school bag/desk</li> <li>Play a cooperative vocabulary game</li> <li>Use the structure "<i>C'est un(e) + name of object or location in school</i>"</li> <li>Play a game to reinforce school vocabulary and common expressions</li> <li>Create and sing new verses for a song, using newly-learned vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Say birth dates</li> <li>Play an oral game to practise saying birth dates</li> <li>Play a game to practise the structure: <i>J'ai X ans.</i></li> <li>Play a card game to practise vocabulary from birthday invitations</li> </ul>	<ul style="list-style-type: none"> <li>Play an oral guessing game to practise saying game names</li> <li>Play an oral relay game</li> <li>Ask others in a group about game preferences</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm list of adjectives to describe cats</li> <li>Poll group members about preferences regarding colours, animals, etc.</li> <li>Present a group logo and cheer to the class</li> <li>Repeat descriptive sentences about animals</li> <li>Play an "I Spy" game using colours</li> <li>Discuss students' logo and colour preferences</li> <li>Survey classmates regarding favourite colours</li> </ul>
<b>Respond briefly to oral texts</b>	<ul style="list-style-type: none"> <li>Participate in a chant</li> <li>Confirm predictions based on a video presentation</li> <li>Respond to comprehension questions based on a listening passage</li> <li>Listen for specific words in a song</li> <li>Demonstrate comprehension of vocabulary from a listening passage</li> </ul>	<ul style="list-style-type: none"> <li>Identify birth dates of Canadian celebrities from a listening passage</li> <li>Write names and birth dates of people from a listening passage</li> <li>Identify ages of people from a listening passage</li> <li>Number illustrations according to a partner's description</li> <li>Identify instructions that are common to two party games</li> <li>Play a game of <i>Simon dit!</i></li> </ul>	<ul style="list-style-type: none"> <li>Sing a song about body parts and perform actions</li> <li>Identify rhyming words in a listening passage</li> <li>Demonstrate comprehension of game instructions by playing the game</li> <li>Match aural game instructions by playing the game</li> <li>Match aural game instructions with illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Describe animals based on a listening passage</li> <li>Identify descriptive words from a listening passage</li> <li>Distinguish between masculine and feminine adjectives based on a listening passage</li> <li>Verify chants in a listening passage</li> <li>Complete sentences based on a listening passage</li> </ul>
<b>Give an oral presentation of up to five sentences in length</b>	<ul style="list-style-type: none"> <li>Participate in a song</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a song</li> </ul>	<ul style="list-style-type: none"> <li>Present game adaptations to the class in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Present a group cheer to the class</li> <li>Create chants</li> <li>Present a group logo and cheer to the class</li> </ul>
<b>Make simple revisions to oral language in form and content, using feedback from teacher</b>	<ul style="list-style-type: none"> <li>Correct use of definite and indefinite article with school objects and locations in a school</li> <li>Correct use of subject pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of subject pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of subject pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of gender for adjectives</li> <li>Correct use of definite and indefinite article</li> </ul>

<b>Souvenirs de ma famille</b>	<b>Et maintenant... la météo</b>	<b>Les aventures d' A-V</b>	<b>Bonne collation, bonne nutrition!</b>
<ul style="list-style-type: none"> <li>• Refer to pages in the Student Book and Workbook</li> <li>• Follow directions to make a family photo album</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to pages in the Student Book and Workbook</li> <li>• Follow instructions to make a weather advice poster to post around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to pages in the Student Book and Workbook</li> <li>• Follow directions to create their comic strip</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to pages in the Student Book and Workbook</li> <li>• Play a guessing game</li> <li>• Follow directions to create a snack poster in a cooperative group</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Qui...?</i></li> <li>• <i>Qu'est-ce que c'est?</i></li> <li>• <i>Est-ce que...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quel temps fait-il?</i></li> <li>• <i>Qu'est-ce que tu portes?</i></li> <li>• <i>Est-ce que...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Où est...?</i></li> <li>• <i>Qui...?</i></li> <li>• <i>Qu'est-ce que c'est?</i></li> <li>• <i>Comment t'appelles-tu?</i></li> <li>• <i>Comment s'appelle-t-il/-elle?</i></li> <li>• <i>Est-ce que...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Qui...?</i></li> <li>• <i>Qu'est-ce que tu/il/elle préfère(s)?</i></li> <li>• <i>Comment est + le/la + food name?</i></li> <li>• <i>Est-ce que...?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Use visuals to understand the presentation of a family</li> <li>• Use photos and diagrams to comprehend a discussion about families</li> <li>• Use illustrations to comprehend a discussion of family activities</li> <li>• Use visuals and photos to comprehend a discussion of extended families</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss seasons</li> <li>• Listen for familiar French words</li> <li>• Look at illustrations</li> <li>• Use past experience to comprehend a video</li> </ul>	<ul style="list-style-type: none"> <li>• Use visuals and gestures to comprehend a discussion of comic books/strips</li> <li>• Use gestures, familiar French words, cognates, and key words to comprehend an authentic interview with a cartoonist</li> </ul>	<ul style="list-style-type: none"> <li>• Use gestures and Language Boards to understand a demonstration</li> <li>• Use pronunciation and gestures to understand recipe instructions</li> <li>• Look at illustrations, using familiar vocabulary, to understand snack recipes</li> <li>• Use Language Boards to understand the theme and final task of the unit</li> <li>• Use tone of voice and familiar language when listening to an interview</li> </ul>
<ul style="list-style-type: none"> <li>• Play an oral game to practise family vocabulary</li> <li>• Use new vocabulary to describe family relationships</li> <li>• Play an oral game using family vocabulary</li> <li>• Conduct a class survey about family activity preferences</li> <li>• Review vocabulary for family members, activities, and celebrations</li> <li>• Share family scrapbooks with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Complete lines of a song with the appropriate word</li> <li>• Sing a song about the weather</li> <li>• Participate in a chant about appropriate seasonal weather clothing</li> <li>• Conduct a peer interview about dressing for the weather</li> <li>• Participate in a cooperative game to consolidate learning about the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Survey classmates about comic strip characters</li> <li>• Play a miming game to practise using action sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct pronunciation and intonation when playing an oral game about snack preferences</li> <li>• Use correct pronunciation when taking an informal survey</li> <li>• Use correct pronunciation and intonation when asking a partner about snack preferences</li> </ul>
<ul style="list-style-type: none"> <li>• Identify names of family members from a cassette passage</li> <li>• Match conversations on a cassette with appropriate illustrations</li> <li>• Identify activities at a Powwow from a listening passage</li> <li>• Sequence activities at a Powwow based on a listening passage</li> <li>• Identify family activities in a song</li> </ul>	<ul style="list-style-type: none"> <li>• Display illustrations of weather conditions at the appropriate time while listening to a song</li> <li>• Identify types of information heard in a weather report</li> <li>• Match weather reports heard on cassette with illustrations</li> <li>• Match weather advice with illustrations based on a listening passage</li> </ul>	<ul style="list-style-type: none"> <li>• Verify predictions about comic strip elements based on a listening passage</li> <li>• Identify elements of a comic strip in a listening passage</li> <li>• Act out the words of a song about body parts</li> <li>• Fill in missing song lyrics</li> <li>• Identify comic strip characters and adjectives in a listening passage</li> <li>• Verify predictions about interview questions after viewing an interview on video</li> </ul>	<ul style="list-style-type: none"> <li>• Create a human graph to indicate whether or not students like the class snack</li> <li>• Answer questions about snack preferences</li> <li>• Classify snacks according to their nutritional value</li> <li>• Identify adaptations to basic snack recipes made in a video presentation</li> <li>• Answer questions after listening to a song</li> </ul>
<ul style="list-style-type: none"> <li>• Present their family scrapbook to a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Present a weather report</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce group's comic strip characters to the class</li> <li>• Share survey results with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Present a snack poster</li> <li>• Sing a song verse about their snack</li> <li>• Present a snack recipe to a small group</li> </ul>
<ul style="list-style-type: none"> <li>• Correct use of gender for possessive adjectives</li> <li>• Correct use of definite and indefinite articles with family members</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of subject pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of gender for adjectives</li> <li>• Correct use of definite and indefinite articles for body parts</li> <li>• Correct use of subject pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of gender for adjectives</li> <li>• Correct use of definite and indefinite article</li> <li>• Correct use of subject pronoun</li> </ul>

# ORAL

# Acti-Vie 1

<b>Reading</b> <b>By the end of Grade 4 students will:</b>	<b>Découvrons notre école!</b>	<b>Bonne fête à tous!</b>	<b>Au jeu!</b>	<b>Logos-animaux</b>
<b>Read aloud familiar material, using correct pronunciation and intonation</b>	<ul style="list-style-type: none"> <li>• Read their booklet aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Read instructions for party games</li> </ul>	<ul style="list-style-type: none"> <li>• Read game instructions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Sing along with a song about animals</li> <li>• Read original animal alphabet stories to the class</li> </ul>
<b>Read at least six simple passages or stories (50-100 words long)</b>	<ul style="list-style-type: none"> <li>• Read greetings in French, English, and other international languages</li> <li>• Read along with song lyrics while listening to a cassette</li> <li>• <i>Où sont les élèves?</i> (pp. 6-7; 38 words)</li> <li>• <i>Dans mon école!</i> (pp. 8-9; 66 words)</li> <li>• <i>Faisons un livre!</i> (pp. 10-11; 28 words)</li> <li>• <i>Jouons en groupes!</i> (pp. 12-13; 57 words)</li> <li>• <i>À l'école!</i> (pp. 14-15; 45 words)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Des fêtes pour tout le monde</i> (p. 6; 38 words)</li> <li>• <i>Chansons d'anniversaire</i> (pp. 8-9; 56 words)</li> <li>• <i>Quelques traditions d'anniversaire</i> (pp. 10-11; 40 words)</li> <li>• <i>Vous êtes invités</i> (pp. 12-13; 56 words)</li> <li>• <i>Passez le cadeau</i> (p. 15; 22 words)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Les jeux d'action!</i> (pp. 2-3; 21 words)</li> <li>• <i>Tortillon</i> (p. 10; 43 words)</li> <li>• <i>La queue du chat (chanson)</i> (p. 11; 30 words)</li> <li>• <i>Le jeu de relais</i> (pp. 14-15; 36 words)</li> <li>• Instructions for a game of Tag</li> <li>• Read game instructions for <i>Tortillon</i></li> <li>• Read lyrics for a <i>comptine</i></li> <li>• Read instructions for a relay game</li> <li>• Read information about variations of Tag from different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Read about personality traits</li> <li>• Read an alphabet story about a cat (p. 17; 48 words)</li> <li>• Read original animal alphabet stories to the class</li> <li>• Read about animal preferences to students at another school (pp. 4-5; 41 words)</li> <li>• Read song lyrics (pp. 6-7; 115 words)</li> <li>• <i>Des logos de toutes les couleurs</i> (pp. 10-11; 14 words)</li> </ul>
<b>Read and respond briefly to written materials</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of some key words from the video</li> <li>• Identify various rooms in the school with a label</li> <li>• Match a permission question with an illustration</li> <li>• Draw classroom objects according to labels</li> <li>• Match vocabulary with illustrations</li> <li>• Match sentences with an illustration</li> <li>• Answer questions on game cards</li> </ul>	<ul style="list-style-type: none"> <li>• Match sentences about planning a birthday party with illustrations</li> <li>• Read song lyrics and sing along with a French birthday song</li> <li>• Put the steps of a party game in order</li> <li>• Match imperative sentences with illustrations</li> <li>• Create commands using imperative verbs and objects</li> <li>• Read and follow instructions for party games in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Identify action games based on game names in a photo</li> <li>• Select rules for Tag</li> <li>• Match written instructions for Tag with illustrations</li> <li>• Play a concentration game matching game instructions with illustrations</li> <li>• Match names of body parts to illustrations</li> <li>• Sequence steps for giving a demonstration of a game</li> <li>• Identify differences in a game adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Read descriptions of animals and match them to illustrations</li> <li>• Choose appropriate logos for products</li> <li>• Match animal logos with products</li> <li>• Identify animal pictures and the animal preferences of the class</li> <li>• Assemble phrases with illustrations to create chants</li> <li>• Assemble phrases to create an alphabet story</li> </ul>
<b>Use all available cues to determine meaning</b>	<ul style="list-style-type: none"> <li>• Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>• Look at illustrations to determine meaning</li> <li>• Use strategy boards for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>• Use personal experience to deduce how to play familiar games</li> </ul>	<ul style="list-style-type: none"> <li>• Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> </ul>	<ul style="list-style-type: none"> <li>• Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> </ul>



## Souvenirs de ma famille

## Et maintenant... la météo

## Les aventures d' A-V

## Bonne collation, bonne nutrition!

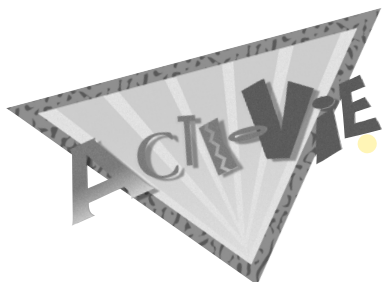
<ul style="list-style-type: none"> <li>•Read the family poem based on the model</li> </ul>	<ul style="list-style-type: none"> <li>•Read aloud the picture story about the Inuit boy</li> </ul>	<ul style="list-style-type: none"> <li>•Read student-created comic strips aloud to the class</li> </ul>	<ul style="list-style-type: none"> <li>•Sing along with a song about nutritious snacks</li> <li>•Read a snack recipe</li> </ul>
<ul style="list-style-type: none"> <li>•Read a story about an adopted child</li> <li>•Read a story about a new family pet</li> <li>•<i>Des albums</i> (pp. 2-3; 73 words)</li> <li>•<i>Une bonne nouvelle!</i> (pp. 4-5; 65 words)</li> <li>•<i>On fête en famille! (poème/chanson)</i> (p. 7; 39 words)</li> <li>•<i>En famille</i> (pp. 8-9; 34 words)</li> <li>•<i>Quelques célébrations</i> (pp. 18-19; 16 words)</li> <li>•<i>J'aime ma famille (poème)</i> (p. 20; 58 words)</li> </ul>	<ul style="list-style-type: none"> <li>•Read song lyrics</li> <li>•Read instructions for using weather instruments</li> <li>•Read a picture story about an Inuit boy</li> <li>•Read a short story about a girl adapting her activity to suit the weather</li> <li>•Read poster slogans with weather advice</li> <li>•<i>Quel temps fait-il?</i> (pp. 4-5; 60 words)</li> <li>•<i>La météorologue au travail</i> (pp. 6-7; 54 words)</li> <li>•<i>Jeunes météorologues au travail</i> (pp. 8-9; 140 words)</li> <li>•<i>Bonjour d'Igloolik!</i> (pp. 12-13; 135 words)</li> <li>•<i>Jeunes scientifiques au travail</i> (pp. 14-15; 130 words)</li> </ul>	<ul style="list-style-type: none"> <li>•Read a comic strip</li> <li>•<i>A-V le superhéros</i> (pp. 2-3; 54 words)</li> <li>•<i>Les parties du corps</i> (pp. 4-5; 100 words)</li> <li>•<i>Les personnages préférés</i> (pp. 6-7; 31 words)</li> <li>•<i>A-V sur la planète Mars</i> (pp. 8-9; 83 words)</li> <li>•<i>Lisons des bandes dessinées!</i> (pp. 14-15; 50 words)</li> <li>•<i>Une entrevue avec un dessinateur</i> (pp. 16-17; 125 words)</li> <li>•<i>Nos bandes dessinées</i> (pp. 18-19; 35 words)</li> <li>•<i>Chanson : Dessinons!</i> (p. 20; 40 words)</li> </ul>	<ul style="list-style-type: none"> <li>•Read the lyrics to a song</li> <li>•Read lyrics and sing a song about nutritious snacks</li> <li>•Read a snack recipe</li> <li>•<i>Quand est-ce que Sylvie mange...?</i> (pp. 2-3; 51 words)</li> <li>•<i>Quelle collation est-ce qu'on préfère?</i> (pp. 4-5; 65 words)</li> <li>•<i>Une entrevue avec une diététiste</i> (pp. 6-7; 70 words)</li> <li>•<i>Le guide alimentaire</i> (pp. 8-9; over 100 words)</li> <li>•<i>Ma collation</i> (p. 11; 100 words)</li> <li>•<i>Recettes pour des collations</i> (pp. 12-13; 4 recipes of 30 to 40 words each)</li> <li>•<i>Des collations du monde entier</i> (pp. 14-15; 200 words)</li> <li>•<i>On crée des collations!</i> (pp. 16-17; 95 words)</li> </ul>
<ul style="list-style-type: none"> <li>•Select items that would be appropriate to include in a family album</li> <li>•Anticipate and verify comprehension questions about a story</li> <li>•Indicate preferences for family activities</li> <li>•Anticipate content of a listening passage</li> <li>•Identify events celebrated in families</li> <li>•Identify activities at family celebrations</li> <li>•Match sentences with illustrations about family celebrations</li> <li>•Identify specific vocabulary in a poem</li> <li>•Match sentences with illustrations about family activities</li> </ul>	<ul style="list-style-type: none"> <li>•Identify activities of a meteorologist</li> <li>•Sequence directions for using weather instruments</li> <li>•Confirm the predicted content of a story</li> <li>•Sequence events in a story</li> <li>•Answer comprehension questions based on a short story</li> </ul>	<ul style="list-style-type: none"> <li>•Identify words that describe the setting of a comic strip</li> <li>•Answer comprehension questions based on reading comic strips</li> <li>•Identify the sound <i>on</i> in song lyrics</li> <li>•Identify elements of a comic strip</li> <li>•Select adjectives to describe a comic strip character</li> <li>•Complete a graphic organizer based on a comic strip</li> </ul>	<ul style="list-style-type: none"> <li>•Analyse the information in a bar graph</li> <li>•Use Canada's Food Guide to classify snacks</li> <li>•Fill in missing words in snack recipes</li> <li>•Identify elements of a poster</li> <li>•Identify snack ingredients and snack instructions</li> </ul>
<ul style="list-style-type: none"> <li>•Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>•Use personal experience to deduce family relationships in a well-known movie family</li> <li>•Use key words to understand the gist of a poem</li> </ul>	<ul style="list-style-type: none"> <li>•Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>•Use illustrations to comprehend directions for using weather instruments</li> <li>•Use illustrations to comprehend the steps in conducting a scientific experiment</li> <li>•Use Strategy Boards for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>•Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>•Use illustrations, cognates, and key words to understand the text of comic strips</li> </ul>	<ul style="list-style-type: none"> <li>•Done systematically throughout all units (e.g., visual cues, knowledge of basic sounds, and context)</li> <li>•Look at illustrations to determine meaning</li> </ul>

# READING



# Acti-Vie 1

<b>Writing</b> <b>By the end of Grade 4 students will:</b>	<b>Découvrons notre école!</b>	<b>Bonne fête à tous!</b>	<b>Au jeu!</b>	<b>Logos-animaux</b>
<p><b>Copy and write simple words, phrases, short sentences and questions, using basic vocabulary and very simple language structures</b></p>	<ul style="list-style-type: none"> <li>• Make labels for classroom objects</li> <li>• Create a booklet of classroom vocabulary with words and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Write months of the year on a diagram</li> <li>• Write questions from birthday invitations with the appropriate illustration</li> <li>• Create an invitation to the class birthday party</li> <li>• Unscramble information in a birthday invitation</li> <li>• Write instructions for a game of <i>Simon dit!</i> using imperative verbs</li> <li>• Create birthday cards for classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Express game preferences</li> <li>• Label illustrations of body parts</li> <li>• Note game preferences of group members</li> <li>• Complete missing information to adapt games</li> </ul>	<ul style="list-style-type: none"> <li>• Write vocabulary for personality traits in a crossword</li> <li>• Record group members' responses to questions</li> <li>• Compose a class cheer based on a logo</li> <li>• Identify animal logos</li> <li>• Label animal pictures</li> <li>• Write descriptive sentences for animal pictures</li> <li>• Record colour preferences for oneself and for the class</li> <li>• Identify colour in popular logos</li> <li>• Fill in missing words in an animal story</li> </ul>
<p><b>Write, using a model, a first draft and corrected version in guided and cooperative writing tasks</b></p>	<ul style="list-style-type: none"> <li>• Make labels for classroom objects</li> <li>• Create a booklet of classroom vocabulary and/or numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Write an invitation and a birthday card based on a model</li> </ul>		<ul style="list-style-type: none"> <li>• Write animal alphabet stories based on a model</li> </ul>
<p><b>Write responses to very simple questions</b></p>	<ul style="list-style-type: none"> <li>• Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> </ul>	<ul style="list-style-type: none"> <li>• Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> </ul>	<ul style="list-style-type: none"> <li>• Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> <li>• Use Workbook and supplementary activity sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> </ul>
<p><b>Use and spell the vocabulary appropriate for this grade level</b></p>	<p>Done systematically during all writing</p>			



### Souvenirs de ma famille

### Et maintenant... la météo

### Les aventures d' A-V

### Bonne collation, bonne nutrition!

<ul style="list-style-type: none"> <li>•Write sentences about family members with appropriate illustrations</li> <li>•Label family pictograms with appropriate family vocabulary</li> <li>•Complete sentences using possessive adjectives</li> <li>•Complete sentences to match illustrations</li> <li>•Write sentences describing family activities</li> <li>•Create a labelled diagram of one's extended family</li> <li>•Write sentences to name extended family members</li> <li>•Write sentences about family celebrations</li> <li>•Complete sentences describing favourite family celebrations</li> <li>•Complete a poem using vocabulary from the unit</li> </ul>	<ul style="list-style-type: none"> <li>•Record the date and describe the day's weather</li> <li>•Record observations from weather instruments</li> <li>•Write a weather report</li> <li>•Record observations and conclusions from a scientific experiment about clothing</li> <li>•Write weather advice in a graphic organizer format</li> <li>•Write slogans and create weather posters</li> </ul>	<ul style="list-style-type: none"> <li>•Label and introduce comic strip characters in cooperative groups</li> <li>•Label body parts on a diagram</li> <li>•Record results of an oral survey about comic strip characters</li> <li>•Write descriptive dialogue in speech bubbles of comic strip characters</li> <li>•Write speech bubbles</li> <li>•Write appropriate dialogue in speech bubbles for an illustration</li> </ul>	<ul style="list-style-type: none"> <li>•Record adaptations made to basic snack recipes identifying recipe instructions</li> <li>•Classify snacks according to their nutritional value</li> <li>•Classify foods using a graphic organizer, i.e. a Spidermap</li> <li>•Complete a Venn diagram to compare recipe ingredients from other countries</li> <li>•Evaluate peers' snack creations</li> </ul>
<ul style="list-style-type: none"> <li>•Write a family poem based on a model</li> </ul>	<ul style="list-style-type: none"> <li>•Write slogans for weather posters in cooperative groups</li> <li>•Peer editing of poster slogans</li> </ul>	<ul style="list-style-type: none"> <li>•Describe the setting of comic strip scenes</li> <li>•Create comic strips</li> </ul>	<ul style="list-style-type: none"> <li>•Write a snack recipe adaptation</li> <li>•Create a snack poster with a name, ingredients and instructions in a cooperative group</li> </ul>
<ul style="list-style-type: none"> <li>•Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> </ul>	<ul style="list-style-type: none"> <li>•Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> <li>•Use Workbook and supplementary activity sheets</li> </ul>	<ul style="list-style-type: none"> <li>•Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> </ul>	<ul style="list-style-type: none"> <li>•Through Workbook activities and through supplementary activities provided in Teacher Resource Book</li> <li>•Identify ingredients in various snack recipes</li> <li>•Take a survey</li> <li>•Create a bar graph</li> </ul>

activities and throughout all units

WRITING



# Acti-Vie 1

## Grammar, Language Conventions and Vocabulary

By the end of Grade 4 students will:

### Nouns and Pronouns

- Subject pronouns *je, tu*
- *C'est* + name of room or object
- *Voici*
- *il y a*

### Bonne fête à tous!

- *C'est le+ date*

### Au jeu!

- Pronoun subjects (e.g., *je, tu*)

### Logos-animaux

- Subject pronoun *on* (*On est* + adj.)
- \*preparation for future years
- *C'est* and *ce sont* + animal names.
- Subject pronouns *je, tu, il* and *elle*
- Agreement of definite articles (*le/la*) and indefinite articles (*un/une*) with animal names

### Verbs

- *Pouvoir* only with the expression *Est-ce que je peux...?*
- *Avoir* only with the expression *Est-ce qu'il a un + objets dans ton sac?*

- Present tense of *avoir* (e.g., *J'ai dix ans.*)
- Present tense of *être* with *la date*
- Imperative of *passer, arrêter, mettre, and continuer* in giving instructions for birthday games
- \*preparation for grade 6

- Singular and plural imperative forms of known verbs (e.g., *Courez!; Crie!; Touche!*)
- \*preparation for grade 6
- Present tense of some regular -er verbs with singular and plural pronoun or noun subject (e.g., *Je préfère...; Nous préférons...*)

- Present tense of *être* with *ce*
- Present tense of *préférer*
- Present tense of *aimer*
- Present tense of *porter*
- All with singular pronouns

### Adjectives

- Possessive adjectives *mon/ma* and *ton/ta* with *anniversaire* and *tour* for the games
- \*preparation for grade 6

- Simple, regular adjectives with animal names
- Addition of *e* to form the feminine (e.g., *fort/forte, grand/grande, petit/petite*)

### Prepositions

- *au/à la/à l'* in the expression *Est-ce que je peux aller ... + rooms in the school*
- \*preparation for future years
- *dans* in the expression *Dans mon sac, il y a*

- *à* in the expressions *À quelle date?/À quelle heure?*

### Interrogative Constructions

- *Est-ce que, comment, qu'est-ce que, qui*
- Questions with rising intonation
- *Comment t'appelles-tu?*
- *Comment ça va?*
- Questions with *Est-ce que*
- *Où est?*
- *Qui a?*
- *Comment dit-on \_\_\_\_\_ en français?*

- *À quelle date?/À quelle heure?*
- *Quel âge as-tu?*
- *Où?*
- *Pour qui?*
- *Qui a?*
- *De qui?*
- Questions with rising intonation

- *Est-ce que?*
- *Comment?*
- *Qu'est-ce que?*
- *Qui?*
- Questions with rising intonation

### Vocabulary

- School objects
- School rooms
- Numbers from 1-31
- Word bank of identical cognates (e.g., *le gymnase, les toilettes, la fontaine*)

- Words associated with the calendar
- Word bank of identical cognates (e.g., *mai, septembre, octobre, etc.*)
- Numbers 1 to 31
- Vocabulary related to planning and participating in a birthday party

- Vocabulary related to well-known games
- Parts of the body
- *Les couleurs*
- Word banks of identical cognates (e.g., *bleu, orange, violet, continuez, touchez*)

- Colours
- Animals
- Personality and physical characteristics
- Alphabet
- Word bank of identical cognates (e.g., *un animal, une girafe, un lion, etc.*)

### Spelling Rules and Strategies

- Use of a visual dictionary to find school object vocabulary necessary to prepare their booklet
- Use of rhyming words and of basic sounds and their related spelling patterns

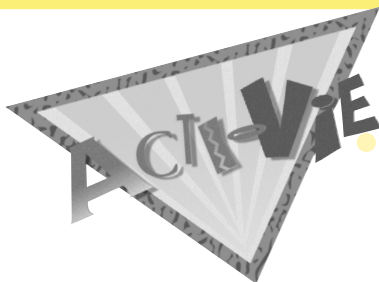
- Use of lower case letters for months of the year and days of the week
- Use of rhyming words and of basic sounds and their related spelling patterns

- Use of rhyming words and of basic sounds and their related spelling patterns

- Use a visual dictionary to find adjectives for a writing activity to confirm spelling

### Negation

- Negative *ne...pas* in simple sentences and contracted if necessary (e.g., *Je n'aime pas les jeux de relais*)



Souvenirs de ma famille	Et maintenant... la météo	Les aventures d' A-V	Bonne collation, bonne nutrition!
<ul style="list-style-type: none"> <li>• Subject pronoun <i>on</i> (<i>On aime</i> + inf.)</li> <li>*preparation for future years</li> <li>• <i>C'est</i> and <i>ce sont</i> + family members</li> <li>• Subject pronouns <i>je, tu, il</i> and <i>elle</i></li> <li>• Agreement of definite articles (<i>le/la/les</i>) and indefinite articles (<i>un/une/des</i>) with family members</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of <i>s</i> to form the plural of nouns (e.g., <i>des bottes, des mitaines</i>)</li> <li>• Agreement of indefinite articles with nouns (e.g., <i>un/une/des</i> + clothing)</li> </ul>	<ul style="list-style-type: none"> <li>• Subject pronouns <i>je, tu, il</i> and <i>elle</i></li> <li>• Agreement of definite articles (<i>le/la/les</i>) and indefinite articles (<i>un/une/des</i>)</li> <li>• <i>C'est</i> and <i>ce sont</i> + body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of <i>s</i> to form the plural of nouns (e.g., <i>les biscuits, les craquelins</i>)</li> <li>• Agreement of definite articles (<i>le/la/les</i>) and indefinite articles (<i>un/une/des</i>) + ingredients</li> </ul>
<ul style="list-style-type: none"> <li>• Present tense of <i>aimer</i> + direct infinitive to show preferences</li> <li>• Present tense of <i>aller, allumer, chanter, danser, donner, écouter, faire, jouer, manger</i> and <i>s'amuser</i> with subject pronoun <i>on</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of <i>faire</i> with a singular pronoun or noun subject (e.g., <i>Il fait</i> + weather condition.)</li> <li>*preparation for grade 6</li> <li>• Imperative forms of known verbs (e.g., <i>Portez</i> + clothing)</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of <i>être</i> with <i>ce</i></li> <li>• Present tense of <i>courir, danser, grimper, marcher, nager, sauter, tomber, voler</i></li> <li>• All with singular pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of <i>avoir</i> (e.g., <i>J'ai faim.</i>)</li> <li>• Present tense of <i>préférer</i></li> <li>• Present tense of <i>aimer</i></li> <li>• Present tense of <i>être</i> with <i>ce</i></li> <li>• Present tense of verbs used in recipes (e.g., <i>ajouter, couper, préparer</i>)</li> <li>• All with singular pronouns, <i>préfère</i> + <i>le/la/les</i> + snack</li> </ul>
<ul style="list-style-type: none"> <li>• Possessive adjectives <i>mon/ma</i> and <i>ton/ta</i> with family members</li> <li>*preparation for grade 6</li> </ul>		<ul style="list-style-type: none"> <li>• Simple, regular adjectives to describe comic strip characters</li> <li>• Addition of <i>e</i> to form the feminine (e.g., <i>génial/géniale, super-fort/super-forte</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple regular adjectives (e.g., <i>facile, nutritif, délicieux</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>dans</i> in the expression <i>dans ma famille</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>dans</i> in such expressions as: <i>dans la forêt, dans l'océan, dans les montagnes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>à, après</i> and <i>avant</i> in such expressions as: <i>à la récréation, après l'école, avant de se coucher</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Est-ce que?</i></li> <li>• <i>Combien?</i></li> <li>• <i>Qu'est-ce que?</i></li> <li>• <i>Qui?</i></li> <li>• Questions with rising intonation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quel temps fait-il?</i></li> <li>• Questions with rising intonation (e.g., <i>Tu portes...?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Est-ce que?</i></li> <li>• <i>Comment?</i></li> <li>• <i>Qu'est-ce que?</i></li> <li>• <i>Qui?</i></li> <li>• <i>Où?</i></li> <li>• Questions with rising intonation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Est-ce que, comment, qu'est-ce que, qui</i></li> <li>• Questions with rising intonation</li> </ul>
<ul style="list-style-type: none"> <li>• Family member vocabulary</li> <li>• Family activities vocabulary</li> <li>• Different celebrations</li> <li>• Word bank of identical cognates (e.g., <i>un oncle, la famille</i>, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to weather</li> <li>• Vocabulary related to clothing</li> <li>• Vocabulary related to science experiments (e.g., <i>l'hypothèse, le matériel</i>)</li> <li>• Seasons</li> <li>• Work banks of identical cognates (e.g., <i>la température, la précipitation, l'automne</i>, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Words related to creating a comic strip</li> <li>• Body parts</li> <li>• Personality and physical characteristics</li> <li>• Word bank of identical cognates (e.g., <i>le désert, la forêt, l'océan</i>, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Colour</li> <li>• Quantity</li> <li>• Some country names in French (e.g., <i>la Corée du Sud, la Tanzanie</i>)</li> <li>• Word bank of identical cognates (e.g., <i>les biscuits, la banane, l'orange</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• Use a visual dictionary to find activities for creating your family album to confirm spelling</li> <li>• Use of rhyming words and of basic sounds and their related spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a visual dictionary to find school object vocabulary necessary to prepare their booklet</li> <li>• Use of rhyming words and of basic sounds and their related spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use a visual dictionary to find adjectives for their comic strip to confirm spelling</li> <li>• Use of rhyming words and of basic sounds and their related spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use a visual dictionary to find food vocabulary necessary to prepare their nutritious snack</li> <li>• Use of rhyming words and of basic sounds and their related spelling patterns</li> </ul>
	<ul style="list-style-type: none"> <li>• Negative <i>ne...pas</i> in a simple sentence and contracted if necessary (e.g., <i>Ne restez pas près des fenêtres!</i>)</li> </ul>		<ul style="list-style-type: none"> <li>• Negative <i>ne...pas</i> in a simple sentence and contracted if necessary (e.g., <i>Ce n'est pas nutritif</i>)</li> </ul>

# GRAMMAR



Acti-Vie 1	Acti-Vie 2	Acti-Vie 3
<p>Découvrons notre école!            Bonne fête à tous!            Au jeu!            Logos-animaux            Souvenirs de ma famille            Et maintenant... la météo            Les aventures d'A-V            Bonne collation, bonne nutrition!</p>	<p>Au café            Tous des champions!            Que le spectacle commence!            Une maison pas comme les autres!            Vive l'amitié!            Voici ma collection!            Cric? Crac! Autour du feu de camp            Bienvenue chez nous!</p>	<p>L'environnement et moi            Explorons l'univers!            Fêtons l'hiver!            Voyageons dans le temps...            Au secours!            Soyons branchés!            Fini les conflits!            Le mystère du trophée de basket-ball</p>

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