



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



French As a Second Language



GAGE EDUCATIONAL PUBLISHING COMPANY

Acti-Vie 3

Oral Communication

By the end of Grade 6 students will:

Ask and answer simple questions using complete sentences

Use appropriate pronunciation, liaison, intonation and language in familiar contexts

Respond to oral texts

Give an oral presentation of 10 to 15 sentences in length

Make revisions to oral language in form, content, and organization using appropriate resources and feedback from the teacher and their peers

L'environnement et moi

- Discuss how to reduce lunch litter
- Discuss the usefulness of models when writing
- Discuss information contained in an environment jingle
- Identify elements of the environment
- Classify elements of the environment
- Discuss classification of dangers to the environment
- Discuss the results of an experiment
- Discuss the usefulness of a graphic organizer
- Discuss the relevance of the scientific method

- Identify and discuss elements of a mural
- Discuss dangers to the environment with a partner
- Play a chain game to name dangers to the environment
- Construct sentences about protecting the environment
- Sing an environment jingle
- Play a game to practise rhyming
- Practising singing environment jingles in groups of four
- Sing an environment jingle or present an environment awareness session

- Indicate comprehension of a listening passage
- Circle the appropriate illustration
- Play a Lotto game about instructions
- Identify rhyming words in a listening passage
- Make suggestions for raising awareness of environment issues after listening to a reading passage
- Use expression during a presentation

- Present an animal from the "expert group" to other students in the "home group"
- Present a graphic organizer to the class
- An environment jingle or an environment awareness session

Explorons l'univers!

- Respond to questions about the solar system
- Discuss students' prior knowledge of planets
- Discuss different types of research projects
- Discuss the role of astronauts
- Play a game of *Qui suis-je?*
- Discuss halls of fame

- Practise roleplaying a project presentation with a partner
- Identify numbers orally from 100 to 999
- Sing a song about the moon
- Present a research project with a partner

- Identify space words while listening to a song
- Answer oral questions about the solar system
- Listen to a research presentation on cassette and fill in missing words
- Put sentences in sequence to recreate the dialogue on a video

- The dialogue for a presentation
- Role play of a research presentation
- Present a research project with a partner

Fêtons l'hiver!

- Discuss activities on video
- Discuss outdoor winter activities
- Participate in a group survey of festival activity preferences
- Discuss sentences and slogans to be used on publicity posters

- Express opinions on various masks
- Give race or relay instructions to other students in a game situation
- Discuss student preferences regarding *crêpes* and regular pancakes
- Play an oral relay game
- Give instructions for festival activities
- Use presentation skills, such as speaking loudly and clearly, varying tone of voice and expression

- Listen to a Quebec Winter Carnival song for specific words
- Match illustrations with stanzas of a carnival song
- Identify activities mentioned in a carnival song
- Identify various masks from an oral description
- Identify preferences of characters based on a listening passage
- Verify predictions after viewing a promotional video for the Québec Winter Carnival
- Use pictures to understand presentations

- Participate in a song
- Instructions for student-created race or relay

Voyageons dans le temps...

- Share personal information
- Discuss clothing and clothing catalogues
- Discuss how individual and group history is preserved
- Discuss the final task of the unit
- Brainstorm criteria for time capsule contents
- Discuss how we learn about important events today
- Discuss students' entertainment preferences

- Brainstorm components of a clothing catalogue page
- Discuss presentation and storage location of a class capsule
- Rehearse presentation using oral presentation skills

- Listen to a song about a time capsule and identify familiar words
- Complete missing information based on a listening passage
- Put steps of a presentation in order
- Complete a *vrai ou faux* activity based on a listening passage
- Identify known vocabulary in a listening passage
- Identify important events of the 20th century from a listening passage
- Identify the year in which important events took place from a listening passage

- Pairs of students presenting summaries of important information in entertainment documents
- Present a personal letter orally to the class
- A description of an object in a time capsule
- Present the contents of their group's time capsule

Done systematically during all oral



Au secours!

Soyons branchés!

Fini les conflits!

Le mystère du trophée de basket-ball

<ul style="list-style-type: none"> • Discuss the importance of first-aid kits • Discuss personal experiences with first-aid situations • Discuss the steps of assessing a first-aid situation 	<ul style="list-style-type: none"> • Anticipate questions that will be answered in an article • Interview school staff members • Discuss high-technology media use in school • Discuss preferences regarding television, radio, etc. • Conduct an interview with a classmate • Discuss student experiences with software and Web sites • Discuss features of a published magazine, i.e., front and back covers, title page, table of contents page 	<ul style="list-style-type: none"> • Discuss examples of cooperation and conflict • Discuss conflict resolution strategies • Take a class poll using the question: <i>Quand est-ce que tu utilises la stratégie_____?</i> • Discuss evaluation criteria for a poster 	<ul style="list-style-type: none"> • Identify fingerprints in an illustration • Identify who took the trophy • Identify new information in story endings • <i>Quelle est ton histoire à suspense préférée?</i> • Identify information on a crime poster
<ul style="list-style-type: none"> • Play a card game in a small group to practise the structure <i>Il faut + infinitive verb</i> and <i>Il ne faut pas + infinitive verb</i> • Plan the decoration of a class first-aid kit • Use oral presentation strategies to convey meaning in a game of charades 	<ul style="list-style-type: none"> • Share research information with other members of their production team 	<ul style="list-style-type: none"> • Report classroom rules to the class • Describe conflict resolution strategies seen in photos • Use the structure: <i>Est-ce que je peux utiliser_____, s'il te plaît?</i> • Participate in a class poll about conflict resolution strategies • Practise role plays in small groups • Use presentation skills, such as speaking loudly and clearly 	<ul style="list-style-type: none"> • Discuss descriptions of people • Discuss clues and solutions to the mystery
<ul style="list-style-type: none"> • Verify the accuracy of the hypotheses regarding the treatment of a minor burn after listening to a dialogue on cassette • Identify steps for treating a minor cut from a listening passage • Identify accidents in a song • Complete peer evaluations for other groups' role plays • Answer questions based on a video • Match dialogues in a listening passage to the appropriate assessment step • Identify questions about assessing a first-aid situation in a listening passage 	<ul style="list-style-type: none"> • Verify the order of steps in the publishing process from a listening passage • Complete a true/false activity from a listening passage • Identify differences between a recorded interview and a transcription • Identify different types of word games based on a listening passage • Use illustrations, familiar French words, and cognates to understand a listening passage 	<ul style="list-style-type: none"> • Answer true or false questions about a listening passage • Choose the appropriate conflict resolution strategy based on a listening passage • Identify the verbs <i>pouvoir</i> and <i>vouloir</i> in a listening passage • Use a concept attainment strategy to understand the differences between character strengths and weaknesses • Use illustrations to understand a reading passage • Use photos to aid in comprehension of a listening passage 	<ul style="list-style-type: none"> • Identify possessive adjectives in a song • Complete missing words to a song • Verify predictions after hearing a mystery story read aloud • Answer questions based on a listening passage • Match an oral description of a mystery with a poster • Match witness accounts with illustrations • Provide oral descriptions of suspects • Use illustrations to understand an oral text
<ul style="list-style-type: none"> • A role play about treating a sprain • A role play about a minor cut • A role play about a first-aid situation in a cooperative group 	<ul style="list-style-type: none"> • Participate in a song 	<ul style="list-style-type: none"> • A role play of a conflict resolution strategy 	<ul style="list-style-type: none"> • Group presentation of results of discussion regarding guilty suspects

ORAL

activities and throughout all units



Acti-Vie 3

Reading

By the end of Grade 6 students will:

Read at least nine simple passages or stories

Participate in a variety of reading situations, such as guided, shared and choral reading, using expression, correct pronunciation and intonation

Read and produce simple, structured responses that convey understanding of written text

Identify the main idea and a few supporting details

Use various reading strategies to determine meaning

L'environnement et moi

Explorons l'univers!

Fêtons l'hiver!

Voyageons dans le temps...

<ul style="list-style-type: none"> •Billboard messages •The procedure for a scientific experiment •An authentic brochure from the World Wildlife Fund •<i>Le club écolo</i> (pp. 4-5; 95 words) •<i>Les dangers...</i> (pp. 6-7; 89 words) •<i>Une expérience...</i> (pp. 8-9; 132 words) •<i>Les espèces canadiennes en péril</i> (pp. 10-11; 283 words) •<i>Les animaux en danger...</i> (pp. 12-13; 232 words) •<i>Pour un lunch...</i> (pp. 14-15; 120 words) •<i>On peut protéger l'environnement! (Chanson)</i> (p. 20; 95 words) 	<ul style="list-style-type: none"> •Lyrics of a song about space •Descriptions of planets •Biographies of Canadian astronauts •Read about students' written research projects •<i>Un modèle du système solaire</i> (pp. 4-5; 125 words) •<i>Des images de l'espace</i> (pp. 6-7; 125 words) •<i>Des informations...</i> (pp. 8-9; 100 words) •<i>Une démonstration des phases de la Lune</i> (pp. 12-13; 90 words) •<i>Une expérience...</i> (pp. 14-15; 51 words) •<i>Quatre astronautes canadiens</i> (pp. 16-17; 150 words) •<i>Quatre centres des sciences au Canada</i> (pp. 18-19; 167 words) •<i>À l'observatoire (chanson)</i> (pp. 20; 94 words) 	<ul style="list-style-type: none"> •Lyrics of a Quebec Winter Carnival song •Read about a winter festival in Japan •Read directions for making ice sculptures •Description of masks from around the world •Descriptions of races and relays at a winter carnival •Diagrams of races and relays •Recipes for <i>crêpes and tire</i> •An authentic publicity poster for a winter festival •<i>Le Canada fête l'hiver!</i> (pp. 2-3; 400 words) •<i>Vive le carnaval de Québec!</i> (pp. 4-5; 100 words) •<i>Rions, chantons...!</i> (pp. 6-7; 100 words) •<i>Comment faire des sculptures sur glace</i> (pp. 10-11; 102 words) •<i>Tout le monde porte un masque!</i> (pp. 12-13; 260 words) •<i>On s'amuse en hiver!</i> (pp. 14-15; 195 words) •<i>On peut manger au Carnaval!</i> (pp. 18-19; 220 words) 	<ul style="list-style-type: none"> •A biography of Tutankhamen •A description of the discovery of Tutankhamen's tomb (pp. 4-5; 61 words) •Descriptions of important events of the 20th century (pp. 8-9; 334 words) •Personal letters written by Francophone students from across Canada (pp. 12-13; 212 words) •Clothing catalogue pages (pp. 14-15; 183 words) •<i>Voici des capsules historiques!</i> (pp. 6-7; 244 words) •<i>Trois capsules historiques célèbres</i> (pp. 16-17; 170 words) •<i>Notre capsule historique!</i> (pp. 18-19; 209 words) •Personal letter
<ul style="list-style-type: none"> •Read messages to the class 	<ul style="list-style-type: none"> •Read from student text in small groups •Roleplay a project presentation with a partner •Roleplay the dialogue for a demonstration •Roleplay an experiment with a partner 		<ul style="list-style-type: none"> •Read a biography of Tutankhamen with the teacher •Read about other time capsules •Listen to a reading by the teacher of a description of time capsules
<ul style="list-style-type: none"> •Classify elements of the environment •Connect illustrations with sentences •Complete a chart after reading about Canadian endangered species •Materials for a scientific experiment •Observations during the experiment 	<ul style="list-style-type: none"> •Complete definitions of objects in space •Put steps for preparation of class space exhibition in order •Identify the content of a presentation on the solar system •Fill in missing words based on reading of a research project about Jupiter •Write sentences under corresponding photos •Connect sentences with the appropriate illustration based on a reading passage •Indicate information contained in biographies of Canadian astronauts 	<ul style="list-style-type: none"> •Put illustrations in order •Answer comprehension questions based on a reading passage •Distinguish between instructions for ice sculpture-making, and racing 	<ul style="list-style-type: none"> •Choose the appropriate description of objects in Tutankhamen's tomb •List important information from an entertainment document •Write a description from a catalogue illustration •Classify objects in a time capsule
<ul style="list-style-type: none"> •Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> •Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> •Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> •Done systematically throughout all reading activities in the unit
<ul style="list-style-type: none"> •Use visual cues to understand an illustration •Look at illustrations •Identify important words 	<ul style="list-style-type: none"> •Use visual cues to comprehend a research presentation •Use a chart to find information 	<ul style="list-style-type: none"> •Use cognates to comprehend recipe instructions 	<ul style="list-style-type: none"> •Use knowledge of cognates and important words to understand entertainment documents •Look at illustrations, cognates, important works and the type of document



Au secours!

Soyons branchés!

Fini les conflits!

Le mystère du trophée de basket-ball

<ul style="list-style-type: none"> • Information about when to call 911 (pp. 4-5; 86 words) • Information about St. John's Ambulance • A description of how to treat sprains • An article about treating frostbite • A display of items in a first-aid kit • <i>Un appel 911</i> (pp. 2-3; 31 words) • <i>Quoi faire...?</i> (pp. 6-7; 107 words) • <i>Les gelures</i> (pp. 8-9; 160 words) • <i>Derek s'est brûlé!</i> (pp. 10-11; 87 words) • <i>Une trousse...</i> (pp. 12-13; 38 words) • <i>Une situation...</i> (pp. 14-15; 75 words) • <i>Le graphique des premiers soins</i> (pp. 18-19; 156 words) • <i>Les accidents de Clément (chanson)</i> (p. 20; 193 words) 	<ul style="list-style-type: none"> • An article • Sample key-pal ads • Review of software and Web sites • A comic strip • A class magazine • <i>Une équipe de production branchée!</i> (pp. 2-3; 75 words) • <i>La technologie à l'école!</i> (pp. 4-5; 119 words) • <i>Entrevues : télévision...</i> (pp. 6-7; 201 words) • <i>Les correspondants...</i> (pp. 8-9; 98 words) • <i>Coin des critiques : sites Web...</i> (pp. 12-13; 106 words) • <i>Bouche-trous : les bandes...</i> (pp. 14-15; 43 words) • <i>Pour créer des revues</i> (pp. 18-19; 215 words) • <i>Chanson des internautes</i> (p. 20; 138 words) 	<ul style="list-style-type: none"> • A cooperation/conflict situation • Advice letters • Scenario cards for role plays • Sample posters about conflict resolution strategies • <i>Ah! les amis!</i> (pp. 2-3; 50 words) • <i>Les conflits et la coopération</i> (pp. 4-5; 92 words) • <i>Des stratégies...</i> (pp. 6-7; 68 words) • <i>De bons conseils</i> (pp. 8-9; 110 words) • <i>Pour la paix!</i> (pp. 10-11; 147 words) • <i>Chère Aline</i> (pp. 12-13; 250 words) • <i>Les jeux de rôle</i> (pp. 14-15; 102 words) • <i>C'est à l'affiche!</i> (pp. 16-17; 66 words) • <i>C'est comme ça qu'on...</i> (pp. 18-19; 248 words) 	<ul style="list-style-type: none"> • Alibi reports and detective's notes • Review mystery story and other pieces of written information throughout the unit • Possible endings to a mystery story • <i>Le mystère...</i> (pp. 2-3; 273 words) • <i>Le mystère...</i> (pp. 4-5; 236 words) • <i>Des indices</i> (pp. 6-7; 75 words) • <i>Descriptions des suspects</i> (pp. 10-11; 90 words) • <i>Les rapports des témoins</i> (pp. 12-13; 150 words) • <i>Des alibis</i> (pp. 14-15; 135 words) • <i>Trois conclusions possibles...</i> (pp. 18-20; 317 words)
	<ul style="list-style-type: none"> • Read descriptions of key-pals to a partner • Read and sing song lyrics 	<ul style="list-style-type: none"> • Listen to reading passage about famous peacemakers • Read advice letters aloud in a small group • Read from a scenario card in small groups 	<ul style="list-style-type: none"> • Read possible endings aloud in groups
<ul style="list-style-type: none"> • Read about and classify emergency situations • Read about the steps taken in an emergency situation • Indicate advice given by a doctor in an article 	<ul style="list-style-type: none"> • Put steps in the publishing process in order • Find answers to specific questions based on reading an article • Make corrections in an article using editing symbols • Read and identify descriptions of how to prepare various word games • Find specific information in software and Web site reviews • Connect expressions with comic strip illustrations 	<ul style="list-style-type: none"> • Complete a self-evaluation using adverbs • Classify strengths and weaknesses from a reading passage • Fill in missing words • Reflect on feelings in conflict situations • Choose statements that represent typical conflict situations among adolescents 	<ul style="list-style-type: none"> • Arrange the events of a mystery story in proper sequence • Identify the location of clues in a diagram • Connect illustrations with written descriptions • Arrange sentences in order to recreate witness testimonies • Identify authors of sentences
<ul style="list-style-type: none"> • Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> • Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> • Done systematically throughout all reading activities in the unit 	<ul style="list-style-type: none"> • Identify new information presented in endings
<ul style="list-style-type: none"> • Use knowledge of vocabulary and of cognates to comprehend a reading passage 			<ul style="list-style-type: none"> • Look at picture and use vocabulary and cognates to comprehend a mystery

READING

Acti-Vie 3

Writing

By the end of Grade 6 students will:

Write sentences and questions that contain learned vocabulary and familiar language structures

L'environnement et moi

- Identify categories of environmental elements
- Write lists of environmental elements
- Write dangers to the environment
- Complete information charts in "expert groups"
- Write sentences to describe strategies for reducing, reusing and recycling
- Write instructions about protecting the environment
- Write rhyming words
- Classify environment topics using a graphic organizer
- Write lyrics for an environment jingle

Explorons l'univers!

- Complete sentences to confirm understanding of a video
- Fill in missing prepositions
- Complete sentences with the appropriate form of the verb *faire*
- Organize information from biographies in a chart

Fêtons l'hiver!

- Write sentences describing activities at a winter carnival
- Describe illustrations of activities done at a winter carnival
- Identify activities that can be done both at the *Carnaval de Québec* in Quebec City and the *Bal de neige* in Ottawa
- Write instructions for making ice sculptures with the appropriate illustration
- Write adjectives into an assessment chart for ice sculptures
- Write instructions for a relay
- Use verbs in the imperative form to write instructions

Voyageons dans le temps...

- Classify objects found in Tutankhamen's tomb
- Sequence the steps in producing a time capsule
- Complete an information tag for a time capsule object
- Describe an entertainment document to include in a time capsule
- Write missing information based on a listening passage

Write in different forms

- Charts
- Complete a graphic organizer in cooperative groups
- Song lyrics

- Chart
- Collage

- A Venn diagram comparing the Quebec Winter Carnival and a local winter carnival
- Compare recipe instructions using a Venn diagram
- A publicity poster

- Complete a graphic organizer, i.e., a Spidermap, with types of time capsule containers
- Information tag
- Chart
- Complete a graphic organizer, i.e., a Spidermap, in a group
- Script for an oral presentation

Write, using a model, a first draft and corrected version in guided and cooperative writing tasks

- Write billboard messages about dangers to the environment
- Make posters about protecting the environment
- Write lyrics for a jingle

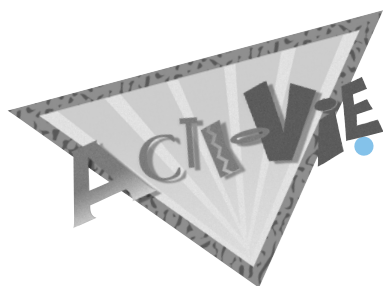
- Write the dialogue for a research presentation with a partner

- Create and write instructions for a race or relay
- A publicity poster for the class winter festival

- Write and peer edit a personal letter
- Write a description of a piece of clothing in cooperative groups
- Write the script for an oral presentation in cooperative groups

Use and spell the vocabulary appropriate for this grade level

Done systematically during all writing



Au secours!**Soyons branchés!****Fini les conflits!****Le mystère du trophée de basket-ball**

<ul style="list-style-type: none"> • Complete information from a listening passage • Classify emergency situations in a graphic organizer • Write the steps for assessing a first-aid situation • Write questions to be used to assess a first-aid situation • Complete a page about the treatment of frostbite for a first-aid manual • Complete sentences using the appropriate form of <i>tu</i> or <i>vous</i> • Complete a page for a first-aid manual • Write steps for treating minor cuts • Write possible locations of first-aid kits • Write descriptions of emergency situations and appropriate treatments 	<ul style="list-style-type: none"> • Create a checklist of items to prepare for the production of a class magazine • Record information from an interview • Write questions and answers for an interview • Write questions and their answers to create an ad for a key-pal • Complete four word games • Complete a software or Web site review • Complete a comprehension activity based on comic strips • Write text for front and back covers, title page, etc. 	<ul style="list-style-type: none"> • Correct false statements based on a listening passage • Write classroom rules in cooperative groups • Describe cooperative and conflict situations using <i>pouvoir</i> and <i>vouloir</i> • Complete speech bubbles with appropriate imperative sentences • Fill in missing imperative verbs • Write appropriate conflict resolution strategies • Create a bar graph to indicate the results of a class poll • Complete sentences with the appropriate form of <i>pouvoir</i> or <i>vouloir</i> • Write scripts for a role play using a model • Write messages for publicity posters about conflict resolution strategies 	<ul style="list-style-type: none"> • Answer written questions pertaining to a mystery story • Write a description of the location of clues • Witness accounts • Witness testimonies • Describe actions of suspects • Write alibis in the third person • Information about suspects • Complete a summary explaining why they think a suspect is guilty
	<ul style="list-style-type: none"> • Article • Interviews • A key-pal ad • Word game • A review 	<ul style="list-style-type: none"> • List of classroom rules • Scripts for a role play 	<ul style="list-style-type: none"> • Posters • Detective reports • Chart to organize information • Alibi reports
<ul style="list-style-type: none"> • Write a script for a role play about how to treat a sprain with a partner • Write and peer-edit a script for a role play 	<ul style="list-style-type: none"> • An article about the use of technology in their school • Interviews • Write a key-pal ad • Word games • Write a software or Web site review 	<ul style="list-style-type: none"> • Write a script for a role play in cooperative groups 	<ul style="list-style-type: none"> • Cooperative production of a rough draft and final version of a crime poster • Summary chart of suspects

activities and throughout all units

WRITING

FSL

Acti-Vie 3

Grammar, Language Conventions and Vocabulary

L'environnement et moi

Explorons l'univers!

Fêtons l'hiver!

Voyageons dans le temps...

By the end of Grade 6 students will:

	L'environnement et moi	Explorons l'univers!	Fêtons l'hiver!	Voyageons dans le temps...
Nouns and Pronouns		<ul style="list-style-type: none"> • Agreement of the partitive article with nouns • Pronoun subjects 	<ul style="list-style-type: none"> • Pronoun subjects (e.g., <i>je, tu, nous</i>) 	<ul style="list-style-type: none"> • Words and expressions used to identify nouns (e.g., <i>ce + noun, cet + noun, cette + noun, ces + noun</i>) **preparation for grade 7
Verbs	<ul style="list-style-type: none"> • Present tense of the irregular verb <i>pouvoir</i>, with singular and plural subjects (e.g., <i>peut, peuvent</i>) **preparation for grade 7 • Double verb construction (e.g., <i>On peut + infinitive verb</i>) **preparation for grade 7 • Imperative forms of known verbs (e.g., <i>arrêtez</i>) 	<ul style="list-style-type: none"> • Present tense of <i>être</i> and <i>avoir</i> with a singular pronoun or noun subject • Present tense of <i>faire</i> with singular pronoun or noun subject • Imperative forms of known verbs, (e.g., <i>laisse _____!; Enlevez _____!</i>) • Present tense of some regular <i>-er</i> and <i>-re</i> verbs, and <i>faire</i>, with singular and plural pronoun or noun subject 	<ul style="list-style-type: none"> • Double verb constructions (e.g., <i>On peut + infinitive verb</i>) **preparation for grade 7 • 1st person plural imperative form of known verbs (e.g., <i>Chantons!</i>) • 2nd person plural imperative form of known verbs (e.g., <i>Ajoutez!; Mettez!</i>) • infinitives used as imperatives **preparation for future years 	<ul style="list-style-type: none"> • <i>Le passé composé</i> of regular <i>-er</i> verbs with the verb <i>avoir</i> in third person singular and plural pronoun and noun subject (e.g., <i>accepter, inventer, marcher, utiliser</i>) **preparation for grade 8
Adjectives		<ul style="list-style-type: none"> • Numeric adjectives • Comparative and superlative forms of adjectives **preparation for grade 8 • Agreement, in gender and number, of regular adjectives with nouns 		<ul style="list-style-type: none"> • Possessive adjectives (e.g., <i>mon, ma, mes</i>)
Conjunctions			<ul style="list-style-type: none"> • <i>J'aime _____ parce qu'il/elle est + adjective</i> 	
Adverbs				
Vocabulary	<ul style="list-style-type: none"> • Vocabulary related to the environment • Expressions for measuring • Numbers from 1 to 60 • Animal, plant and habitat vocabulary • <i>Faire mal à</i> 	<ul style="list-style-type: none"> • Vocabulary related to space • Numbers 100 to 999 **preparation for grade 7 	<ul style="list-style-type: none"> • Vocabulary related to winter carnival activities 	<ul style="list-style-type: none"> • Vocabulary used to describe oneself: <i>Je m'appelle _____; J'ai _____; Je suis _____; J'étudie _____; J'habite _____; etc.)</i> • <i>Les lettres</i> • <i>Les vêtements</i> • <i>Les couleurs</i> • <i>Les différents pays</i> • Vocabulary related to a time capsule • Different types of storage containers
Contractions	<ul style="list-style-type: none"> • The preposition <i>à</i> + the definite article **preparation for grade 7 			
Spelling Rules and Strategies	<ul style="list-style-type: none"> • Use of resources (e.g., dictionary, Student Book) to check spelling • Use of rhyming words and of basic sounds and their related spelling patterns in French (e.g., rhyming animal, plant and habitat vocabulary from the visual dictionary) 	<ul style="list-style-type: none"> • Use of resources (e.g., dictionary, Student Book) to check spelling 	<ul style="list-style-type: none"> • Use of resources (e.g., Student Book, classroom-displayed vocabulary, glossary) to check spelling 	<ul style="list-style-type: none"> • Use of resources (e.g., dictionary, Student Book) to check spelling
Negation			<ul style="list-style-type: none"> • Negative <i>ne...pas</i> in a simple sentence and contracted if necessary (e.g., <i>Je ne veux pas + infinitive verb</i>) **review of grade 5/preparation for grade 7 	
Prepositions	<ul style="list-style-type: none"> • Prepositions of place **review of grade 5 			
Interrogative Constructions			<ul style="list-style-type: none"> • Questions with <i>est-ce que</i> (e.g., <i>Est-ce que tu veux + infinitive</i>) **review of grade 5 	

Au secours!

Soyons branchés!

Fini les conflits!

Le mystère du trophée de basket-ball

<ul style="list-style-type: none"> •Appropriate use of <i>tu</i> and <i>vous</i> (<i>la politesse</i>) in different social situations 		<ul style="list-style-type: none"> •Appropriate use of <i>tu</i> and <i>vous</i> (<i>la politesse</i>) in different social situations 	
<ul style="list-style-type: none"> •Imperative forms of known verbs •Double verb constructions (e.g., <i>Il faut + infinitive verb.</i>) **preparation for grade 7 •<i>Aller</i> plus an infinitive to form <i>le futur proche</i> **preparation for grade 7 	<ul style="list-style-type: none"> •Present tense of some regular <i>-er</i> verbs with singular and plural pronoun or noun subject (e.g., <i>Il/Elle utilise_____</i>; <i>Ils/Elles utilisent_____.</i>) •Present tense of the irregular verb <i>vouloir</i> with a singular subject **preparation for grade 7 	<ul style="list-style-type: none"> •Present tense of irregular verbs <i>vouloir</i> and <i>pouvoir</i> with singular and plural subject **preparation for grade 7 •Imperative forms of verbs (e.g., <i>Attendons_____!</i>; <i>Choisissons_____!</i>) 	<ul style="list-style-type: none"> •Present tense of some regular <i>-er</i> and <i>-re</i> verbs with singular pronoun or noun subjects (e.g., <i>Il/Elle entend</i>)
	<ul style="list-style-type: none"> •Agreement, in gender and number, of regular adjectives with nouns 	<ul style="list-style-type: none"> •Possessive adjectives (e.g., <i>son/sa/ses; ton/ta/tes</i>) 	<ul style="list-style-type: none"> •Agreement, in gender and number, or regular adjectives with nouns •Position of adjectives **preparation for grade 7 •Possessive adjectives (e.g., <i>son/sa/ses</i>)
		<ul style="list-style-type: none"> •Common adverbs (e.g., <i>rarement, quelquefois, souvent, toujours</i>) •Formation of adverbs with adjectives **preparation for grade 8 	<ul style="list-style-type: none"> •Formation of adverbs with adjectives **preparation for grade 8 •Common adverbs (e.g., adverbs of numerical order)
<ul style="list-style-type: none"> •Vocabulary for body parts •Vocabulary related to first aid 	<ul style="list-style-type: none"> •Vocabulary pertaining to all types of media 	<ul style="list-style-type: none"> •Vocabulary related to conflict resolution •Expression: <i>Mon ami(e) est + adjective.</i> 	<ul style="list-style-type: none"> •Vocabulary associated with a mystery story •Vocabulary to describe a person
<ul style="list-style-type: none"> •The preposition <i>à</i> + the definite article **preparation for grade 7 			
<ul style="list-style-type: none"> •Use of resources (e.g., Student Book, classroom-displayed vocabulary, glossary) to check spelling 	<ul style="list-style-type: none"> •Use of resources (e.g., Student Book, classroom-displayed vocabulary, glossary) to check spelling 	<ul style="list-style-type: none"> •Use of resources (e.g., Student Book, classroom-displayed vocabulary, glossary) to check spelling 	<ul style="list-style-type: none"> •Use of resources (e.g., Student Book, classroom-displayed vocabulary, glossary) to check spelling
<ul style="list-style-type: none"> •Negative <i>ne...pas</i> in a simple sentence and contracted if necessary (e.g., <i>Il ne faut pas + infinitive verb</i>) **review of grade 5 		<ul style="list-style-type: none"> •Negative <i>ne...pas</i> in a simple sentence and contracted if necessary (e.g., <i>Ce n'est pas juste</i>) **review of grade 5 	
			<ul style="list-style-type: none"> •Prepositions of place **review of grade 5
	<ul style="list-style-type: none"> •<i>Où?</i> •<i>Pourquoi?</i> •<i>Qui?</i> •<i>Quoi?</i> •<i>Quel/Quelle?</i> •<i>Est-ce que?</i> •Questions with rising intonation **review of grade 5 •Subject-verb inversions (e.g. <i>Je veux + infinitive</i>) **preparation for grade 7 		

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>

Nous tenons à remercier tout particulièrement une enseignante du District Scolaire de Durham #13 et la conseillère.

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