

Le calendrier - Séquence de leçons - Français de base

<p><i>Students will</i></p> <ul style="list-style-type: none"> •answer basic calendar questions •identify numbers & number patterns to 20 	<ol style="list-style-type: none"> 1. Introduce calendar questions (day, date, weather, counting, clothing - Qui porte...?) 2. Count in patterns; have groups practise (1-10 or 1-20; actions, etc.) 3. Practise simple addition - oral quiz. 	<p>Calendar</p> <p>Calendar CD# 14</p>	<ul style="list-style-type: none"> •asks and answers simple questions •produces simple messages
<p><i>Students will</i></p> <ul style="list-style-type: none"> •identify and mime classroom verbs •extract & record information about name, birthplace, age 	<ol style="list-style-type: none"> 1. Calendar warm-up 2. Introduce basic classroom verbs - chant with CD 3. Listen to francophone students introducing themselves en français 4. Students record on graphic organizer where born/age/name-share answers aloud. 	<p>Calendar</p> <p>Calendar CD#6 Calendar CD#10</p> <p>World map</p>	<ul style="list-style-type: none"> •asks and answers simple questions •listens and participates in language practice activities •uses language frames to support oral communication
<p><i>Students will</i></p> <ul style="list-style-type: none"> •ask and answer questions about birthplace, age •record and share information about name, birthplace, age 	<ol style="list-style-type: none"> 1. Calendar warm-up - review classroom actions (add new ones) 2. Ask about francophone students; then ask about where students from, age, etc. Intro necessary questions. Model on chart. 3. Students circulate to fill in a graphic organizer about classmates 4. Record and share results. 	<p>Calendar</p> <p>World map</p> <p>Chart paper</p>	<ul style="list-style-type: none"> •produces simple messages •uses language frames to support oral communication •conveys information orally and visually
<p><i>Students will</i></p> <ul style="list-style-type: none"> •sing a salutary song •identify continents (•read a passage about franco-phones: optional) •write in more detail about where family members are from 	<ol style="list-style-type: none"> 1. Calendar warm-up - review questions about students 2. Intro "Bonjour, salut!" song (or chant the lyrics). Use instrumental version to substitute info about students, e.g., "<i>Bonjour, salut. Je m'appelle ..., Bonjour, salut. J'ai __ ans. Bonjour, salut, Je suis de ____</i>" 3. Intro continent names w/map. Explore family origins, using yourself as a model. <i>Ma mère vient de l'Asie, mon père vient de l'Europe...</i> Oral/written 	<p>Calendar</p> <p>Calendar CD#9 Lyrics on word strips World map</p> <p>Reading passage if possible as a springboard for classroom connections</p>	<ul style="list-style-type: none"> •produces simple messages •uses language frames to support oral communication •uses visual and context cues to assist comprehension •conveys information orally and visually