



Learning Experiences to Introduce French Language and Culture Grade Two

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1 Background

In August 2008, following extensive consultation, a revised model for French second-language learning in New Brunswick was announced. It was decided that beginning in September 2008, all students would commence their public education journey in English from kindergarten through to the end of grade 2.

During the consultation process, concerns regarding the lack of access to French language at the K-3 level were voiced. It was decided, therefore, to provide an early introduction to French language and culture at these grades as a means to develop students' interest in learning a second language.

Quality Learning in French Second Language in New Brunswick, by Rehorick et al. (2006), suggests the Department of Education “develop a promotion and marketing plan for French as a second language.” This includes encouraging the notion that “there are many reasons to learn French” and that “learning French is fun.” Similarly, Canadian Parents for French (2004) state the need for students to be “positively motivated in French language learning.” The intent of the grade two learning experiences is to develop within students a positive attitude toward learning a second language.

A committee was formed at the Department of Education, including French second language and literacy learning specialists, classroom teachers, a music specialist and a coordinator for the promotion of language and culture. The committee has designed learning opportunities to address the overall goal of the grade two learning experiences: engendering enthusiasm for learning French as a second language.

1.1 Culture and Language Awareness in the Literature

Culture may be defined as “the set of cognitions, emotions, and behaviour that uniquely identifies each of us as individuals, reflects where we live and the web of social relations through which we have lived our lives.” (Handwerker, 2002)

The learning experiences developed for grade two students involve several opportunities for them to be exposed to French language and culture. French folk songs, French dances, French children's books, Francophone guest speakers and the opportunity to interact with Francophone peers are part of the experiences described in this document.

A language awareness project (Young & Helot, 2003) with similar activities has proven successful. Young and Helot noted that having primary children make comparisons between their own and others' cultures was beneficial to learning and appreciating the perspective of others. In the bilingual province of New Brunswick, this encouragement of respect for other cultures is imperative to building positive relationships and understanding.

Similar positive effects are also noted in Met (2004) and Malcolm (2006).

Met suggests “best practices in language education address one additional programmatic feature - cultural interaction. Such interaction provides students with opportunities to gain cultural understanding and skills in knowing how and what to say to whom. This exposure is best achieved through direct contact with native speakers, either face-to-face or through technology.” (Pg.3)

Malcolm (2006) discusses improved cultural awareness through interactions that began with a simple pen pal program. The initial contact led to video exchanges, internet connections, and a student exchange. Similar activities for students are outlined in this document. Experiences that support on-line twinning of Anglophone and Francophone classes provide further opportunities to enrich students’ understanding of cultures other than their own.

1.2 Implementation in New Brunswick Classrooms

The learning experiences described in this document are for implementation in grade two, beginning September 2009. Input has been considered from the Minister’s Advisory Committee on French Second Language and the Provincial Curriculum Advisory Committee. In June 2009, representatives from each school district will receive training on the materials and their instructional integration.

The activities are intended to be embedded in classroom rituals, with the homeroom teacher and school specialists facilitating learning opportunities within daily curriculum experiences. The activities are not intended to be viewed as stand alone “events” but rather a natural exposure to another language within the context of the English classrooms.

Teachers are not expected to complete all activities in the document. The variety of activities provided ensures many choices for relevant learning opportunities based on student interests and learning needs. Each of the activities includes an overview of the focus area and a suggested facilitator. New Brunswick education curriculum outcomes are defined, followed by an explicit procedure for how to facilitate the activity with the students. Required materials are also included in the overview.

As teachers facilitate the learning experiences at the K-2 level, there are several curricular outcomes that address the acceptance and celebration of varying cultures. In the *Learning Experiences to Introduce French Language and Culture*, students will be expected to:

- develop an understanding and respect for diversity (English Language Arts)
- recognize that families have varied traditions, rituals and celebrations (You and Your World)
- demonstrate respect towards others and recognize the uniqueness of individuals (Personal Growth and Development)
- include activities from other cultures (i.e., folk dances, simple games) (Physical Education)
- compare music of various cultures and make connections between culture and music (Music)

In order to determine the effectiveness of the learning experiences, teachers are encouraged to access surveys on the Education portal site and complete three questions on each of the activities they use in their classrooms. The data generated will provide feedback to the development committee concerning future enhancements of the learning experiences.

In addition to print resources, the dedicated portal site has been designed for teachers to easily access core activity resources and additional links for extending activities. An area for teachers to share ideas and materials offers educators further resources to access.

1.3 The Teacher's Role

For some students, this will be their first exposure to French language and culture; therefore, it is important that these learning experiences be positive.

It is expected that a **minimum of thirty minutes per week** be used to implement the activities provided. These minutes may be cumulative or represent extended attention to one of the learning experiences. Many teachers will exceed the minimum instructional time as the activities address other current grade two curricular outcomes and support existing teaching plans.

Many of the suggested activities involve children creating items to demonstrate their response to what they are learning. The teacher may choose one area in the classroom as a site to display student responses. Similarly, schools may also encourage this exposure by having a display in the main halls of the building.

Collaboration and consultation among primary and Intensive French and Immersion teachers is recommended when possible to support implementation of the learning experiences. As students pose questions and exhibit interests in French language and culture beyond the scope of the learning experiences, a collaborative inquiry approach will support both teachers and students as they explore new learning.

Collaboration among K-2 teachers is also encouraged to explore similar learning experiences and common language exposure that is embedded across the grade levels. Opportunities for classes to learn French folk dances together, to share music, stories, and poems, and to engage in enrichment activities will enhance learning for students. For more detail regarding the common elements included the *K-2 Learning Experiences*, see the appendix section.

Contact information is provided on the inside cover of the resource kit in the event teachers have questions or requests.

2 Overview of the Document

The following learning experiences are grouped according to themes. This organization provides students with the opportunity to experience French language and culture through a variety of contexts. This differentiated exposure recognizes a variety of learning styles and interests and provides opportunities for students to experience common language applied in various situations. In the teacher resource kit, a section is designated for each of the themes, as well as necessary materials to facilitate the activities. (In a thematic section, there may be a dance, song, poem and story that all address similar ideas or vocabulary.)

A detailed explanation is included for each learning experience, providing links to curricular areas. Many of the activities will extend beyond one session. Ideally, the activities are built into the daily routines of the class rather than being presented as one time occurrences.

2.1 Getting to Know You

This theme highlights learning experiences about getting to know others, how to greet a friend, and exposure to French language that describes parts of the body in a variety of contexts. Students gain insight about themselves and others as they explore learning through song, dance, poetry, social studies, and simple children's books. Additional learning experiences described include reading buddies [mon ami(e) Français(e)], interest centres, and technology partners through *Knowing Our Neighbour* projects.

2.2 The World Around Us

Students explore learning experiences that consider the world around them. Learning a traditional French folk dance, investigating our need for trees through Francophone culture and engaging in surveying for data inform students about their surroundings. Chiming in on a poem about visiting a market and graphing preferences for favourite foods highlight exposure to common themes and encourage multiple opportunities to delve into numbers and the alphabet.

2.3 Our Animal Friends

Songs, dances and poetry engage students in learning about animals in various contexts. Halloween is explored in this theme as are interesting stories of surprises and animal adventures. Students will learn about basic colours and creatively write and perform a play from the perspective of an animal.

2.4 How's the Weather?

This theme features a traditional French dance that involves following the leader and invites students to explore the elements of the calendar including days of the week and the weather. A simple story about a boy getting dressed introduces common French language for clothing and

how what one wears is influenced by the weather. Poetry and music selections provide teachers with a model for integrating the French calendar into daily routines.

2.5 Resources Directory

Suggested websites are listed, including interactive educational sites, virtual experiences of cultural landmarks and related organizations. Of particular interest to teachers is a highly recommended daily children's program in French. Mini TFO (<http://www.tfo.org/jeux/mini/>) is an engaging and interactive program with French language supported through props and gestures. For those interested in learning games, <http://www.literacycenter.net/> highlights activities that identify French language for colours, numbers, letters, and shapes.

2.6 Appendices

This section includes a letter schools may send to community members to solicit Francophone visitors to classes. The application for Dialogue NB is included, as well as an overview of common language elements that are evident across all three levels of the *Learning Experiences*. A review of this document is highly recommended for K-2 teachers as there are many opportunities for collaboration across grade levels.

3 Activities

3.1 Getting to Know You

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
French Culture through Music: <i>Bonjour Monsieur</i>	Homeroom / Music Teacher

Curriculum Outcome(s):

Students will be expected to:

- explore the music they encounter in the community and the purpose it serves in community life
- explore a variety of rhythmic/melodic concepts and forms to create, make, and present music
- use movement to enhance their music-making

Suggested Activity:

Explain to the students that this is a song about a man who is not feeling well. Have students learn the song and as students learn the song have them touch the body part that the man is complaining about being ill. There is a Powerpoint link on the portal site with lyrics and graphics that students may view as they listen to the song.

Procedure:

If teachers are not confident singing in French, they may use the CD to teach the song, following this process:

- Play the song and listen to the complete recording.
- Return to the beginning of the song.
- Play one short phrase and pause the CD
- Have the children sing that part back.
- Complete each phrase until the end of the song.
- Play a longer section of the song and have the children sing back each part.
- Return to the beginning of the song.
- Play the entire song and have the children sing it back to you.

The following are suggested actions for Bonjour Monsieur

Bonjour Monsieur comment ça va? – shake hands with a partner

Ça va bien? – shake head up and down to indicate **yes**

O non, mon vieux - place hands on hips
ça va tres mal, - shake head left to right to indicate **no**

Verse 1:

J'ai mal au nez, - touch your nose
J'ai mal aux pieds, - touch your feet
J'ai mal aux oreilles, - touch your ears
J'ai mal aux orteils, - touch your toes
J'ai mal au front, - touch your forehead
J'ai mal au menton, - touch your chin
J'ai mal partout! – right hand rubs left shoulder while left hand rubs right shoulder

Bonjour Monsieur comment ça va? – shake hands with a partner
Ça va bien? – shake head up and down to indicate **yes**
O non, mon vieux - place hands on hips
ça va tres mal, - shake head left to right to indicate **no**

Verse 2 :

J'ai mal aux joues, - touch your cheeks
J'ai mal aux genoux, - touch your knees
J'ai mal au cou, - touch your neck
J'ai mal aux coudes, - touch your elbows
J'ai mal aux yeux, - touch your eyes
J'ai mal aux cheveux, - touch your hair
J'ai mal partout! - right hand rubs left shoulder while left hand rubs right shoulder

Verse 3 :

J'ai mal aux dos, - touch your back
J'ai mal aux épaules, - touch your shoulders
J'ai mal aux cils, - touch your eyelashes
J'ai mal aux sourcils, - touch your eyebrows
J'ai mal aux doigts, - touch your fingers
J'ai mal aux bras, - touch your arms
J'ai mal partout! - right hand rubs left shoulder while left hand rubs right shoulder

Bonjour Monsieur comment ça va? – shake hands with a partner
Ça va bien? – shake head up and down to indicate **yes**
O non, mon vieux - place hands on hips
ça va tres mal, - shake head left to right to indicate **no**

Source Material(s):

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- “Let’s Sing and Learn in French” by Matt Maxwell. Pg. 32, CD Track #8. English translation Pg.60. Accompanying Powerpoint available on the portal.
 - CD player.

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
French Language Through Children’s Books: <i>Un Clown Rigolo</i>	Homeroom Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to

- describe, share, and discuss thoughts, feelings, and experiences and consider others’ ideas
- express and explain opinions and respond to the questions and reactions of others
- participate in conversation, small-group and whole-group discussion;
- describe their own reading and viewing processes and strategies

Cross-Curricular link(s): You and Your World

Students will be expected to

- demonstrate an understanding of themselves as unique and special
- describe their own physical changes and unique characteristics

Cross-Curricular links(s): Personal Development

Students will be expected to

- describe positive characteristics about self
- identify unique characteristics of others

Suggested Activity #1: Book Walk followed by group listening activity

Un Clown Rigolo (Funny Clown) by Louise Tondreau-Levert

Read the following translation before introducing to students.

Un clown rigolo (Funny clown)

- Page 3: The clown is funny.
- Page 4: The clown pulls on his nose.
- Page 5: The clown pulls on his ears.
- Page 6: The clown makes a funny face.

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Page 7:	The clown laughs.
Page 8:	The clown hops on one foot.
Page 9:	The clown walks on his hands.
Page 10:	The clown falls.
Page 11:	The clown laughs.
Page 12:	The clown moves his head.
Page 13:	The clown moves his arms.
Page 14:	The clown dances.
Page 15:	The clown laughs.
Page 16:	The clown is happy. The clown is in love.

-Present the book to students in the same way you would an English story by doing a book walk.

-Draw students' attention to the cover of the book and explain that the book being presented to them is written in French. According to the students, what do you they believe this book will be about? What were their clues? Have them describe the character depicted on the front. They may describe the character as a clown. Do they notice the word clown on the front?

- Point out the location of the names of the authors and illustrator. Are students able to determine which word is the title and which is the author's name? Do they notice they are in a similar location to English books they have read?

-Explain to the students that they will listen to how the title, author(s) and illustrator sound in the French language. Press play on the first part of the CD where the title, authors and illustrator are read. Replay if they would like to hear it again.

-Do a picture walk through the pages of the book. What do they notice about the pictures? Look at pages four and five- do they see the clown is touching various body parts? Ask them to look for other body parts the clown may highlight through the book.

-Play the audio version of the book. There will be a reminder when it is time to turn the page. Listen to the story while turning the pages.

-What did they learn about the clown? Did they hear or see any words they recognized?

-Listen though the book again, and have students mimic the movements of the clown.

Page 3:	The clown is funny.
Page 4:	The clown pulls on his nose.
Page 5:	The clown pulls on his ears.
Page 6:	The clown makes a funny face.
Page 7:	The clown laughs.
Page 8:	The clown hops on one foot.
Page 9:	The clown walks on his hands.
Page 10:	The clown falls.
Page 11:	The clown laughs.
Page 12:	The clown moves his head.
Page 13:	The clown moves his arms.

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Page 14: The clown dances.
Page 15: The clown laughs.
Page 16: The clown is happy.
The clown is in love.

After students have done all of the actions, ask them if they recall the names of any of the body parts they learned.

-Listen to track *Mon Corps* (on portal). Did students hear similar body parts in the song? What new ones did they learn?

-Do a quick review of various text features in books that highlight key information (e.g., captions, speech bubbles, text boxes, labels).

-Students may illustrate themselves or their own clown creation and choose their favourite text feature to identify the part(s) of the body they have learned (i.e. *Voici un nez (Here is a nose)*, *Voici les oreilles (Here are the ears)*, *Voici un pied (Here is the foot)*, *Voici les mains (Here are the hands)*, *Voici un tête (Here is a head)*, *Voici les bras (Here are the arms)*)

Suggested Extension Activities:

-Discuss with students how the clown is unique (clothing, hair)? Share with students what might make each individual unique (the teacher will model by sharing a unique characteristic).

-Look again on page 9. What is the clown doing here? Is this something that everyone can do? Emphasize again that we all have unique talents and abilities, like the clown walking on his hands. Ask students to share a special talent they have.

-Partner students (either with reading buddies or classmates) to share their unique characteristic. Students will be responsible to share their partner's unique ability with the class.

-Have a mini talent showcase for students to share their various talents.

Source Material(s)

Un Clown Rigolo by Louise Tondreau-Levert with audio support CD
Track 8 *Bonjour Monsieur* from *Let's Sing and Learn in French* by Matt Maxwell
Songs *Mon corps* (My Body) and *C'est le cirque* (It's the circus) on the portal.

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
English Language Arts through <i>Reading Buddies</i> [<i>Mon ami(e) Français(e)</i>]	Homeroom & IF teacher or FI teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- sustain one-to-one conversations and contribute to small-and large-group interactions
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play

Cross-Curricular link(s): Personal Development (Guidance)

Students will be expected to:

- understand that expectations vary according to settings, and develop strategies to meet these varied suggestions

Suggested Activity: Reading Buddies [*Mon ami(e) Français(e)*]

Once a week, where available, older students in Intensive French or French Immersion will practice reading a French book to a grade two student.

Please note: IF or FI teachers should model for the older students how to do a read aloud with younger readers prior to this activity.

Procedure:

- Older students should prepare appropriate questions ahead of time to solicit an opinion from the young listener (e.g., Did you like the book? What did you like about the book? Did you like the illustrations? What was your favourite part? Why?)
- Explain to students that sometimes books are translated so that people can read them in French or English. Other times, authors may write in only French or only English.
- Students may discover that the illustrators of the books they listened to may illustrate English books as well.

Once a book has been read aloud, it may be placed in the interest or listening centre for students to enjoy. If audio support is not available for the selected text, the IF or FI teacher may wish to

do a project with their students that would require them to record short stories for younger students.

Suggested Extension Activities:

- *Bonjour!* is an icebreaker activity for pairs to get to know one another. This may be done in small groups to familiarize each other with names.
- Students from both classes stand in a circle and an older student holds a ball and says, “*Bonjour, Je m’appelle Geoff*” (*Hello, My name is Geoff*) and tosses the ball across the circle to a student from another class.
- The student who receives the ball says “*Bonjour Geoff, Je m’appelle Alia.*”
- The student throws the ball to a different student who responds “*Bonjour Alia, je m’appelle Annika.*”
- The game continues until all students have had a chance to say *bonjour* to their new friends!

Source Material(s):

The following books are available in the teachers’ resource kit:

L’Astronaute

Un Clown Rigolo

Oups! Attrape-moi!

S.O.S. Vétérinaire

Grouille-toi Max!

Nous Faisons des Diagrammes (Big Book)

On A Besoin Des Arbres (Big Book)

Other suitable books may be found in the school or public library, other grade level *Learning Experiences* or in IF and immersion classrooms. Simple, engaging stories, supported with rich illustrations are recommended for reading buddies.

On-line access to New Brunswick libraries: <http://www.gnb.ca/0003/index-e.asp>

French Language and Culture Activities: Grade Two
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Focus Area(s): Cultural Awareness	Suggested Facilitator
<i>Getting to Know a Francophone Leader: Julie Payette</i>	Classroom Teacher

Curriculum Outcome(s): Social Studies (K-2 *You and Your World*)

Students will be expected to:

- predict ways their community might change in the future and how they might contribute to that future (Note: This curricular outcome relates to “Continuity and Change” which is a Benchmark of *Historical Thinking*.)

Cross-Curricular Links: Art

Students will be expected to:

- create images from experiences, ideas and imagination.

Suggested Activity:

Getting to Know a Francophone Leader: Julie Payette and how we may change the future.

Procedure:

Introduce students to French Canadian astronaut Julie Payette by showing her photo and explaining to students that she is contributing to changing our future as space exploration can lead to changes in technology. For example, past interest in space exploration led to the launching of the first satellite in 1957. Satellites are launched into space and then orbit the Earth. Today we use satellites for many reasons including communication: satellites bounce messages from one part of the Earth to another, messages include phone calls, television pictures, and internet connections.

Discuss Payette’s background briefly (interesting facts can be found on these web sites):

<http://www.asc-csa.gc.ca/eng/astronauts/biopayette.asp> and

<http://www.magazine.utoronto.ca/09winter/julie-payette-profile.asp>

Playing the French audio recording of the story “L’astronaute” (as the story pages are displayed for students) will act as a springboard for discussion of how space-exploration may change our

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community in the future (students will speculate after learning about French Canadian astronaut Julie Payette).

L'astronaute (The astronaut)

- Page 2: *The astronaut is wearing a spacesuit.*
- Page 3: *The astronaut is wearing boots.*
- Page 4: *The astronaut is wearing gloves.*
- Page 5: *The astronaut is wearing a helmet.*
- Page 6: *The astronaut is ready to leave.*
- Page 7: *Five-Four-Three-Two-One.*
- Page 8: *Blast off!*

Students will be interested in the training and the work of astronauts. Use these CSA (Canadian Space Agency) web links to find information:

<http://www.asc-csa.gc.ca/images/recherche/photo.aspx?id=650&l=eng&search=payette>

e.g.: Astronaut Julie Payette is immersed in the spacewalk training tank at a NASA lab.





Astronaut Julie Payette and another astronaut, train in a full-scale trainer (space vehicle mockup) at NASA's Johnson Space Center.



Astronaut Julie Payette, in a training shuttle launch and entry suit, trains at the NASA Johnson Space Center.

<http://www.asc-csa.gc.ca/eng/missions/sts-096/> Julie Payette Mission (1999) information (including her responsibilities, training, and flight journal etc. [even her music list!]) Payette took mementoes into space with her on this mission, including a club crest (logo) of her hometown hockey team the Montreal Canadiens.

<http://www.asc-csa.gc.ca/eng/multimedia/> Multimedia (includes podcasts, videos etc). Information related to various Canadian astronauts can be used to show the types of activities Payette and other astronauts are involved in e.g. Dave Williams’ podcast about training for spacewalks.

Extension Activity: *Imagining the Future*

Have students create an image of what their community may look like in the future. Note: The importance of the arts and Julie Payette are both featured in an article found on this web site:

<http://search.ccl-cca.ca/CCL/Newsroom/Profiles/PILJuliePayette.htm>

In the article Payette talks about the importance of the arts and about being a well rounded person with a variety of interests (the need to be “balanced”). Teachers may want to paraphrase this message in grade two friendly language.

Source Material(s):

“L’astronaute” by Karen Hoenecke (+ audio recording available on portal site)

Materials provided by the CSA (Canadian Space Agency).

<http://www.asc-csa.gc.ca/eng/default.asp> Canadian Space Agency (see specific links in the learning experience procedure section)

<http://www.asc-csa.gc.ca/eng/missions/sts-096/resources.asp> CSA Teacher Resources

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator(s)
You and Your World: Getting to Know More About French Language and Culture	Homeroom teacher

Curriculum Outcome(s): You and Your World

Students will be expected to

- identify ways individuals and groups have contributed to change

Cross-Curricular link(s): English Language Arts

Students will be expected to

- select independently, and with teacher assistance, texts appropriate to their interests and learning needs
- develop an understanding and respect for diversity

Suggested Activity: Create a Class Interest Centre

- Create a French “interest centre” in the classroom available for students to explore (whether as part of a lesson or in their free time [before, after class; at lunch]).
- Materials that have been previously introduced to the class may be placed here. For example, books with CDs may be part of a listening station at the centre.
- The interactive websites listed in “Additional Resources” may be available on a dedicated computer in the classroom (where available).
- A CD player with headphones will provide students with a spot to listen to French language CDs if they choose.
- Activities that students have completed in response to their French language and culture activities may be placed here as reminders of their new learning.

If there are French visitors or guest speakers to your class, their pictures and/or materials should be included in the centre.

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator(s)
Knowing Our Neighbour: Sharing Photostories from our classrooms French culture through technology	Homeroom teacher/technology mentor <i>*If you wish to exchange Photostories with a French speaking classroom, please contact your district technology mentor for more information</i>

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- express opinions and give simple explanations for some of their opinions (I like ... because)
- listen to others' ideas and opinions
- engage in informal oral presentations and respond to a variety of oral presentations and other texts

Suggested Activity: Bonjour! Qu'est-ce que vous aimez? (Hello- What do you like?)

- Grade two students from Anglophone classes will exchange simple Photostories with Grade Two students from Francophone classes (or Immersion/IF classes). The content of the Photostory may be designed by the teachers involved in the exchange, however, one suggested description is included below.

Procedure:

- Teachers will take digital photos of each student and record each saying his/her name in his/her first language: "Hello, my name is..." and "Bonjour, je m'appelle..." This will provide initial introductions of classes to each other.
- Students in each class will point out things they like, for example, a favourite toy, book, or other item. (*Bonjour, je m'appelle Brian, et j'aime les pommes// Hello, my name is Brian and I like apples*). Students will use many visual prompts and props to support the words they are using.
- Collaborating teachers will agree on a time to share their Photostories over the internet.
- Digital photostories may be saved and added to the French language interest centre. Teachers may also choose to upload the videos to the portal site to share with those schools not participating in the project. Note: This will require permission slips from parents/guardians.

- Other potential activities may incorporate *Bridgit* software to hold live introductions and share student Photostories in real-time by sharing their desktops.

Source Material(s):

Digital camera

Photostory Software, available at:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

This is a free download from Microsoft. If teachers do not have administration rights, District technology support will assist with the installation.

French Language and Culture Activities: Grade Two

Focus Area(s):	Suggested Facilitator(s)
Enrichment: <i>Getting to Know More About French Language and Culture</i>	Homeroom teacher/other teachers as available

Curriculum Outcome(s): English Language Arts

Students will be expected to

- interact with sensitivity and respect, considering the situation, audience and purpose
- communicate information and ideas effectively and clearly, and to respond personally and critically
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

Curriculum Outcome(s): You and Your World

- identify ways individuals and groups have contributed to change

Curriculum Outcome(s): Visual Arts

- create images that reflect their interpretation of or feelings about a piece of music, story or poem

Suggested Activity: Renzulli and Beecher Model: Type I Enrichment

Students will explore cultural activities at their interest and ability levels. A wide variety of interesting experiences will immerse them in an overview of French culture.

Procedure:

- Ask the students what they already know about French Culture and record on a large wall-size web. (Pre-assessment) This will be displayed throughout the project.
- Ask the students what they would like to know about French Culture.
- As a whole class or small groups have students work on French cultural projects in their area of interest.
- The French culture web is updated as new information is collected.
- An information letter is sent to parents requesting resources they may be able to contribute to the project.
- Collected items are added to the interest centre in the classroom.
- A sample activity might include students cooking an Acadian recipe. A model could be built or drawn of a cooking apparatus in the Acadian era. The student writes about the model describes it verbally.
- The students present the end result of their project to their parents or other classmates as a celebration. (Assessment)

Source Material(s):

Arrange for a series of local guest speakers who are enthusiastic about the topic such as:

Storytellers – a Francophone parent or community member.

Local artists – parents or community members that could help with painting, sculpting, crafts, etc.

Dancers – dance students from local studios or their instructors/ members of the community

Chefs - restaurant owners/employees

Musicians from the community demonstrating French entertainment

French authors in the community or on-line

Athletes – physical education teacher with Francophone background who could help with a sport activity that is popular in the French community.

3.2 The World Around Us

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
French Dance: <i>Branle à Six</i>	Homeroom / Physical Education Teacher / Music Teacher

Curriculum Outcome(s): Physical Education

Students will be expected to

- perform basic dance steps
- plan and perform movement sequences in different patterns using motor (e.g., moving sideways, forward and backwards) and non-locomotor movements (e.g. balance)
- work willingly with others of varying abilities, interests and cultural backgrounds
- attempt to include activities from other cultures (i.e. folk dances, simple games).

Cross-Curricular link(s): Music

Students will be expected to

- compare music of various cultures
- explore and make connections between culture and music

Suggested Activity:

Students will be exposed to basic French vocabulary including some body parts (les mains, les bras), counting (un-deux-trois-quatre-cinq-six-sept-huit) and action words (frappe, tourne ta partenaire, avance et recuile, à droit, à gauche)

Procedure:

This dance was popular in the region of Bresse in the northwest of France. It is from a classical collection.

It is a simple dance that has students in groups of three turning and changing places.

Below are the actions and teacher cues which can be used throughout the song. Teachers may choose to read some or all of the cues in French.

Dance Movement	Teacher Cue:
1. Students are placed in groups of three, placed side by side, facing another group of three. (The middle student has the most responsibility)	Choisi une groupe de trois. (Un-deux-trois)
2. Students take three steps forward and touch hands with the opposite person on the fourth beat.	Un- deux-trois- les mains.
3. Return back to place with three steps and on the fourth beat clap their own hands. Repeat for a total of four times.	Recuile et frappe tes mains.
4. Each centre person does a series of arm turns Person on the right by the right arm, eight beats. Students may count to eight.	Tourne à la bras droite. Un-deux-trois-quatre-cinq-six-sept-huit
5. Person on the left by the left arm, eight beats. Students may count to eight.	Tourne à la bras gauche. Un-deux-trois-quatre-cinq-six-sept-huit
6. Person across from the left hand person by the right arm, eight beats. Students may count to eight.	Tourne à la bras droite. Un-deux-trois-quatre-cinq-six-sept-huit
7. Person on the left, again, by the left arm, eight beats. Students may count to eight.	Tourne à la bras gauche. Un-deux-trois-quatre-cinq-six-sept-huit
8. At the end of all these turns, the centre takes up a new position between the person on the left and the one across from that person (i.e, the last two people they turned). These three now become a new set of three and face the other new set of three.	
Repeat from the beginning Note: Refer to <i>Dansez en Français</i> for supporting diagrams.	Récommence

Source Material(s):

1. Dansez en Français by Marian Rose, demonstration video on portal site.
2. CD Player

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
English Language Arts Through Poems;- <i>Autour du Marché</i>	Homeroom Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- describe, share, and discuss thoughts, feelings, and experiences and consider others’ ideas
- express and explain opinions and respond to the questions and reactions of others
- participate in conversation, small-group and whole-group discussion

Cross-Curricular link(s): Music

Students will be expected to:

- demonstrate an awareness of rhythmic/melodic concepts, form, and texture in music

Suggested Activity:

Students will be introduced to a simple children’s poem with accompanying audio support. Translation of the poem is on P. 20.

Procedure:

- Teacher asks the question “What is a market?”
- The teacher will start the lesson by showing the pictures that accompany the poem on p. 10 & 11 and have a compare and contrast discussion.
- Listen to the English introduction of the poem “*Autour du Marché*” followed by a further discussion on the Market.
- The students will listen to the actual poem. What do the students notice about the poem? Do they notice the words rhyme? Encourage the students to listen to the words that they recognize from the poem on the CD. They will then share their words with the class and the teacher may point to the items on the pages of the book or possibly bring in visual aids to accompany some of the words on the page.
- The students may listen to the poem a second time and be encouraged to recite at their comfort level the poem with the CD.
- Students may view a video on-line that shows an authentic French market on the *Geobeats* website at www.geobeats.com Note: Under the heading “See the Destination

... Before You See It!” there is a “Destination” drop down menu. Choose “Paris, France” and click the “Let’s Go!” button.

Source Material(s):

- Un Deux Trois; First French Rhymes By Opal Dunn P. 10 & 11
CD included in book
- Related Material: Song “*Ma mere m’envoie-t-au Marché*” from “Let’s Sing and Learn in French”; Matt Maxwell Music Notes p. 35, CD track 9 with English translation on p. 61.

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
French Language Through Picture Books: <i>Nous Faisons des Diagrammes</i>	Classroom Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- express and explain opinions and respond to questions
- listen critically to other's ideas and opinions
- participate in conversation, small group and whole group discussions, understand when to speak and when to listen

Cross-Curricular Links: Math (Data Management)

Students will be expected to:

- conduct simple surveys and record data (F1).
- create and interpret pictographs and symbolic bar graphs (F2).

Cross Curricular Links: You and Your World (Health)

Explain the effect of poor nutrition on teeth and the importance of regular brushing and visits to the dentist.

Suggested Activity: Language Arts

Pre book activity:

Discuss and create a class graph on favorite snacks.

Procedure: Language Arts

Present the book to the class as you would the same way in English by doing a book walk.

Draw attention to the cover. Discuss how English and French books are similar/ different.

Where is the title? Note the way the words look. Ask students if the title of the book is laid out similarly to English books.

Where were the author and illustrator names represented?

Explain that some authors and illustrators sometimes write in more than one language.

Listen to the story through the audio on the portal.

Return to the beginning of book. Go page by page and invite children to listen for any words that sound similar to English words. (ie. animaux, fruits...).

Discuss if the pictographs help the reader understand the information being presented even though they are in French. Are some easier to understand than others? Why?
Supported by illustrations, can they be interpreted by using the vocabulary that is similar to English vocabulary?

Procedure: Math

Each day have children create, as a class, different types of graphs. (e.g., transportation to school, number of people in the family, favorite sports, birth month, etc.)

Procedure: You and Your World

Collect students’ records of their dental care for one week and assess brushing and nutrition habits. Provide feedback to students. Ask students to graph their results.

Source Material(s):

Book: *Nous faisons des diagrammes*

Audio support on portal

Related Resources: To encourage further exploration of the alphabet and numbers, refer to the table below.

ALPHABET	NUMBERS
Book: <i>Nous Faisons des Diagrammes</i> , pg 5	Book: <i>Nous Faisons des Diagrammes</i> , pg 5
Music: ABC et 1,2,3 La Chanson de l’Alphabet, ABC pour danser, Connaissez-vous les lettres, Le son des lettres, A quoi servent les lettres, Les voyelles, Les syllabes	Music: ABC et 1,2,3 Les petits moutons tout blancs Cinq petits canards, Un Lapin, Deux lapins (Les animaux) Une souris verte, Une aile, dues ailes, trios ailes, Un, deux, trios, Violette, Un kilomètre a pied, Compter par dix, Ma petite vache, Une grenouille en vacances
Music: Chansons Éducatives La Marche du soldat	Music: Chansons Éducatives La Marche du soldat
Chansons: L’alphabet	Chansons: Ô Canada, Les numéros, Dix petits dindons
Interactive Websites http://www.hello-world.com/French/children/alphabet.php (Alphabet) http://www.literacycenter.net/ (Alphabet)	Interactive Websites http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html (Numbers 0-20) http://www.literacycenter.net/ (Numbers)

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
Social Studies: Trees Around Us	Classroom Teacher

Curriculum Outcome(s): Social Studies (K-2 *You and Your World*)

Students will be expected to

- describe how people’s interactions with the environment have changed over time

Cross-Curricular Links: Music

Students will be expected to

- explore and use tone colour to express thoughts, experiences, and feelings

Suggested Activity:

“People and the environment: We need trees!”

Procedure:

Book Translation:

- Page 2: *We need trees to climb.*
Page 3: *We need trees for shade.*
Page 4: *We need trees to get fruit.*
Page 5: *We need trees to get wood.*
Page 6: *We need trees to get maple syrup.*
Page 7: *We need trees to build houses.*
Page 8: *We need trees.*

“Nous avons besoin des arbres”: Playing the French audio recording of this story (as the story pages are displayed for students) will act as a springboard for discussion of how people have used trees over time. Discussion related to *why we need trees* will likely lead to answers such as a) for shelter; b) for art; c) for paper; etc. Ask students if trees are still used for the same reasons as they were in the past. Point out that while some uses are the same: food (fruits, nuts), wood (construction), paper, sap, medicines (made from the bark), and jobs (loggers, tree planters), that our understanding of trees has changed over time.

Scientists know that our air, soil, and water depend upon trees. For example: Trees clean the air we breathe by taking in carbon dioxide through the leaves and then giving off oxygen we need to breathe. While people have always considered trees to be important, our scientific understanding of them has changed over time. (Note: Keep this scientific discussion simple).

The example of sap (page 6 of the story) will allow for exposure to French Culture in NB. Trees are a source of sap which is used to create maple syrup. French settlers learned about maple syrup from First Nations people. Show students the Historica Minute “Syrup” which shows French settlers learning about maple syrup from Aboriginal people. [Note: *Aboriginal* is used for this reference as this occurred in Quebec as well as East. A specific reference to the NB area would require the use of *First Nations peoples* or *Maliseet and Mi’kmaq*.] The Historica web site provides further information:

Section: **Synopsis:** *“By watching the native peoples, Canada's early settlers learned how to tap maple trees and boil the sap down to make syrup. They experimented with native methods and improved upon them. Instead of gashing the bark, settlers drilled holes in the tree, pushing wooden spouts, or spiles, into the holes. They hung buckets from nails below the spiles to protect the buckets from strong winds or animals. They also used iron pots over open fires to evaporate the water.*

You will still find this traditional bucket collection in many parts of rural Canada, although it is largely being replaced by a labour-saving system of plastic tubing connected to vacuum pumps for storage of the sap. Even so, the short season of "maple moon" is still a sweet reminder of the hopefulness of spring.” <http://www.histori.ca/minutes/minute.do?id=10128>

Explain to students that maple syrup production is important. Canada produces over 80% of the world’s supply. Quebec produces almost 92% of Canada’s supply of maple syrup, Ontario 4% and the Atlantic Provinces (together) 4%. For many French Canadians in Quebec and in NB the production of maple syrup is a tradition.

End with the song “Le printemps”. Maple sap runs from trees in the Spring so this song is a good way to conclude. The song is taken from “Let’s Sing and Learn in French” by Matt Maxwell (page 20, CD Track #5). The English lyrics (translation) are on page 58. After listening to the music, ask students what feelings are evoked – does it sound like spring? When you think of spring what do you think of? New growth? Happiness? Does the tone of the music fit this mood? Discuss.

Source Material(s):

<http://www.tourismnewbrunswick.ca/Home/AboutNewBrunswick/WeatherSeasons/Spring/MapleSyrup.aspx> Sweet Treats of Spring, 2009, Province of New Brunswick

<http://www.histori.ca/minutes/minute.do?id=10128> Historica Minute: Syrup (Showing French settlers learning about maple syrup from Aboriginal people).

Learning Experiences to Introduce French Language and Culture – Grade Two

Nous avons besoin des arbres story book (+ audio recording)

“*Le printemps*” Let’s Sing and Learn in French by Matt Maxwell. (CD and booklet)

3.3 Our Animal Friends

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
French Culture through Music: <i>C'est l'Halloween</i>	Homeroom / Music Teacher

Curriculum Outcome(s): Music

Students will be expected to:

- explore expressing thoughts, experiences and feeling through music.
- compare music of various cultures
- demonstrate an awareness of patterns (same/different) in music
- explore and make connections between culture and music

Curriculum Outcome(s): You and your world

Students will be expected to:

- understand, develop and maintain a healthy lifestyle.
- appreciate the need for safety and self protection in the home, school and in the community.

Suggested Activity:

Listen to this Halloween song and have students reflect on how the Music evokes feelings associated with Halloween. After initial listening, have students note the similarities and differences within the music discovering that the form of the music is verse and chorus. Have students learn the chorus of the song to sing along with the recording. Draw attention to the fact that other languages/cultures have similar celebrations of their own. A dance to accompany this song is described as the next learning experience.

Procedure:

Introduce that students will be listening to a recording of a French song. As they listen, they will need to think about how the music is making them feel. Listen to the recording. After the initial listening, have them share their thoughts by giving examples.

Learning Experiences to Introduce French Language and Culture – Grade Two

Listen to the selection a second time, asking students if they notice any patterns in the music. Discuss that there are patterns, some of the music is the same and some is different. Label the music that is the same and repeating as the chorus of the song.

Listen to the recording again, having the students signal when they hear the chorus (thumbs up, stand up from seated position, etc.).

Continue on by teaching the students the chorus of the song.

If teachers are not confident singing in French, they may use the CD to teach the song, following this process:

- Play the song and listen to the complete recording.
- Return to the beginning of the song.
- Play the song again and pause the CD as you arrive at the chorus.
- Play one short phrase and pause the CD
- Have the children sing that part back.
- Complete each phrase until the end of the chorus.
- Return to the beginning of the song.
- Play the entire song and have the children join in singing during the chorus.

Source Material(s):

- “*Let’s Sing and Learn in French*” by Matt Maxwell. Pg. 10, CD Track #2. English translation Pg.55.
- CD player.

French Language and Culture Activities: Grade Two
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Focus Area(s)	Suggested Facilitator
French Culture through Dance: <i>C'est L'Halloween</i>	Classroom Teacher

Curriculum Outcomes: Physical Education

Students will be expected to:

- perform basic dance steps
- plan and perform movement sequences in different patterns using motor (e.g., moving sideways, forward and backwards) and non-locomotor movements (e.g. balance)
- work willingly with others of varying abilities, interests and cultural backgrounds
- attempt to include activities from other cultures (i.e. folk dances, simple games).

Curriculum Outcome(s): Music

Students will be expected to:

- combine movement with music making
- explore cultural influences in their community
- internalize language
- keep a steady beat
- pattern (follow directions to the dance)

Suggested Activity:

- *C'est L'Halloween* Song and Dance, “*Let’s Sing and Learn in French*” by Matt Maxwell. Pg. 10, CD Track #2. English translation Pg.55.

Version #1 (Individual)

Procedure:

Lyrics	Direction	Teacher Cue
Verse 1: Ooh! The witches are coming out tonight The ghost are coming out too The sky is all dark . .	Walk like a witch casting a spell (16 beats)	Arms cast a spell low to the right Arms cast a spell low to the left Arms cast a spell high to the right Arms cast a spell high to the left
The clouds are gray Are you afraid of nasty spirits? Oh, Sir, yes, yes, yes	Walk like a ghost (16 beats)	Crouch while standing and place left elbow over your mouth walking for 16 beats
Refrain Two options: either do in individual space or make a circle as a class and do together A) It's Halloween B) It's Halloween C) Hey, It's Halloween D) It's Halloween	<ul style="list-style-type: none"> • A) Walk forward 4 steps (clap hands together on the fourth step) • B) Walk backward 4 steps (clap hands together on the fourth step and say "Hey") • C) Walk forward 4 steps (clap hands together on the fourth step) • D) Walk backwards 4 steps (clap hands together on the fourth step and say "Hey") 	Teacher does the actions with their students – listed in the column previous
Verse 2: At Halloween, You can be what you want to be A ferocious tiger	Walking like a tiger (16 beats)	Students crouch and walk like a sneaky tiger
Or a blue snake It's getting late. Are you going back home? Oh, Ma'am, no, no, no	Hissing like a snake (16 beats)	Students hold one arm up creating a snake figure and they continue to hiss like a snake.

Learning Experiences to Introduce French Language and Culture – Grade Two

Refrain: continue, see directions from previous section on refrain		
Instrumental	Students choose their favourite creature in the song and pretend to be this for ~22 beats	Possible creatures: Witch, ghost, tiger, blue snake, owl, bat, or a Halloween creature of their choice
Verse 3: The moon is full The owl is screeching Bats are hanging	Fly like a owl (16 beats)	Flapping arms up and down, ‘flying’ like an owl
From every branch Are you afraid of this night? Oh, Ma’am, yes, yes, yes!	Glide like a bat (16 beats)	Glide around the room without flapping arms, like a bat soaring through the air
Refrain: Continue from the previous directions		

Suggested Activity:

Version #2 Group Dance

Procedure:

Lyrics	Direction	Teacher Cue
	Form a large circle with all participants. Number each participant while alternating between one or two	
Verse 1: Ooh! The witches are coming out tonight The ghost are coming out too The sky is all dark . .	Walk like a witch casting a spell (16 beats) to the left	Arms cast a spell low to the right Arms cast a spell low to the left Arms cast a spell high to the right Arms cast a spell high to the left
The clouds are gray Are you afraid of nasty spirits? Oh, Sir, yes, yes, yes	Turn and walk like a ghost (16 beats) to the right.	Crouch while standing and place left elbow over your mouth walking for 16 beats
Refrain	Stop and face the middle of	Teacher does the actions

Learning Experiences to Introduce French Language and Culture – Grade Two

<p>Two options: either do in individual space or make a circle as a class and do together</p> <p>A) It's Halloween B) It's Halloween C) Hey, It's Halloween D) It's Halloween</p>	<p>circle.</p> <p>Number One's:</p> <ul style="list-style-type: none"> • A) Walk forward 4 steps (clap hands together on the fourth step) • B) Walk backward 4 steps (clap hands together on the fourth step and say "Hey") <p>Number Two's walk on spot and clap to the beat.</p> <p>Number Two's:</p> <ul style="list-style-type: none"> • C) Walk forward 4 steps (clap hands together on the fourth step) • D) Walk backwards 4 steps (clap hands together on the fourth step) <p>Number Two's walk on spot and clap to the beat.</p>	<p>with their students – listed in the column previous</p>
<p>Verse 2: At Halloween, You can be what you want to be A ferocious tiger</p>	<p>Walking like a tiger for 16 beats to the left</p>	<p>Students crouch and walk like a sneaky tiger</p>
<p>Or a blue snake It's getting late. Are you going back home? Oh, Ma'am, no, no, no</p>	<p>Hissing like a snake for 16 beats to the right</p>	<p>Students hold one arm up creating a snake figure and they continue to hiss like a snake.</p>
<p>Refrain: continue, see directions from previous section on refrain</p>		
<p>Instrumental</p>	<p>Students choose their favourite creature in the song and pretend to be this for ~22 beats in open space</p>	<p>Possible creatures: Witch, ghost, tiger, blue snake, owl, bat, or a Halloween creature of their choice</p>
<p>Verse 3:</p>	<p>Return to form a large circle</p>	<p>Flapping arms up and</p>

Learning Experiences to Introduce French Language and Culture – Grade Two

The moon is full The owl is screeching Bats are hanging	and Fly like a owl for 16 beats to the left	down, 'flying' like an owl
From every branch Are you afraid of this night? Oh, Ma'am, yes, yes, yes!	Glide like a bat for 16 beats to the right	Glide around the room without flapping arms, like a bat soaring through the air
Refrain: Continue from the previous directions		

Source Material(s):

- “*C’est l’Halloween*” by Matt Maxwell “*Let’s Sing and Learn in French*” by Matt Maxwell. Pg. 10, CD Track #2. English translation Pg.55.
- CD player.

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
Language Arts through Reading: <i>Oups! Attrape-moi!</i>	Homeroom/ Art Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- express and explain opinions and respond to the questions and reactions of others
- participate in conversation, small-group and whole-group discussion; make personal connections to texts and describe, share, and discuss their reactions and emotions

Suggested Activity: Book Talk

Oups! Attrape-moi! / Oh ! Catch Me by Brigitte Marleau (Translation)

Page 3:	The elf catches a bell.
Page 4:	Oups! It's the fairy's bell.
Page 5:	The fairy catches a stick.
Page 6:	Oups! It's the witch's broom.
Page 7:	The witch catches some paper.
Page 8:	Oups! It's the mummy's clothes.
Page 9:	The mummy catches a blanket.
Page 10:	Oups! It's the vampire's cape.
Page 11:	The vampire catches a branch.
Page 12:	Oups! It's the ogre's toothpick.
Page 13:	The ogre gets angry.
Page 14:	The ogre takes out a handkerchief.
Page 15:	Oups! It's the elf's handkerchief.
Page 16:	Achoo! The ogre is getting a cold.

Learning Experiences to Introduce French Language and Culture – Grade Two

Before you present and listen to the audio CD, ask the children what they think the book may be about by looking at the front cover.

Next, do a picture walk through the entire book. Ask the children what might be happening in this story.

Listen to the audio CD while presenting the book.

Ask the children what they think the book is about after hearing the story. What was happening to each of the characters?

Draw attention to Page 5. What did the fairy catch? Next, look at Page 7. What did the witch catch? Lastly look at Page 13. The ogre does not seem pleased. What do you think he caught? What were your clues?

Writing Activity:

Write about a time when you had a cold. Be sure to describe how you felt. What did you do? Did you take any medication? Go to the doctor? Eat any special foods, etc.? Students share their experiences with a partner or small group.

Extension Activity:

How else may students demonstrate their feelings about having a cold? Invite them to share a short poem, song, or movement that represents their feelings.

Source Material(s):

- Book: *Oups! Attrape-moi!*
- Audio CD
- CD Player

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
English Language Arts through Poetry: <i>À la Ferme</i>	Homeroom, IF, FI teacher and Reading Buddies.

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays.)

Cross-Curricular link(s): You and Your World

Students will be expected to:

- describe how people depended on their environment to survive and to build communities
- describe how their local environment has changed over time as people’s needs and wants have changed

Suggested Activity: Introducing a Poem

Students will be introduced to the poem *À la Ferme*, which continues to build on more opportunities to explore our animal friends.

Procedure:

- Teacher will have a pre-read class discussion on what the children observe on pages 6 & 7 of “*À la Ferme*”.
- The students will be asked to recognize any words they hear that relate to the pictures while listening to the audio.
- Teacher will ask for the student’s responses to the words or sounds from the poem.
- Discuss what the students know about farming.
- Why do individuals farm? How does this help others?

Source Material(s):

Un Deux Trois: First French Rhymes by Opal Dunn

CD Player

Related Resources:

- The CD *Les Animaux* provides several songs about animals.
- ABC et 123 CD has *Une souris verte* and the CD Chansons Éducatives has *Les Petits Moutons Rouge*.
- For more references to colour, refer to the book *Nous Faisons les Diagrammes* and Chansons *Les Couleurs* (a game about students wearing a certain colour come forward) and *Les Feuilles Tombent (The Leaves Fall)*.
- <http://www.literacycenter.net/> provides an interactive game that reinforces colours in French

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
Language Arts: <i>S.O.S. Vétérinaire</i>	Homeroom / Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- ask and respond to questions
- participate in small and large group discussions, understand when to speak and when to listen

Suggested Activity: Book Talk

S.O.S. Vétérinaire (Veterinary Emergency)

Page 3:	<i>Where are the farm animals?</i>
Page 4:	<i>The rooster is not singing.</i>
Page 5:	<i>The pig is hiding.</i>
Page 6:	<i>The pig has a snore snout.</i>
Page 7:	<i>The rabbit is hiding.</i>
Page 8:	<i>The rabbit has sore ears</i>
Page 9:	<i>The cow is hiding.</i>
Page 10:	<i>The cow has a stomach ache.</i>
Page 11:	<i>The horse is hiding.</i>
Page 12:	<i>The horse has a toothache.</i>
Page 13:	<i>The duck is hiding.</i>
Page 14:	<i>The duck has sore feet.</i>
Page 15:	<i>Where is the farmer?</i>
Page 16:	<i>The farmer is in bed. The farmer hurts all over.</i>

Book Talk

Before you present and listen to the audio tape, ask the students what they think the book may be about by looking at the front cover.

Next, do a picture walk through the entire book.

Ask the children what they think the book is about now.

Present the book with the audio CD

Several animals in the book are hiding. Students make predictions about what has happened to each of the animals. What were their clues for these predictions?

Compare students' predictions to the book outcomes.

Discuss the title and how it relates to what happens in the book.

Get the children to discuss a time when they were sick. Did they ever have a pet that was sick?

Suggested Writing Activities

Invite students to draw and write from the perspective of their favourite animal character in the story. What do they believe has happened to the animal?

Have the students write a journal entry by their animal, relaying the events that lead to their current state. The title may include the French word and introduction for their chosen animal. An example would be *Bonjour, je suis le cochon* or *Bonjour, je suis le canard*, followed by their creative explanation for the animal's predicament (written in English). Students gather in small groups and share their writing.

Did anyone write something similar to you? What were the similarities?

Extension Activity

Based on the animals the students have selected, invite them to create a puppet show, bringing their writing to life. Have a class theatre day where students present their dramatic interpretations to their classmates.

For ideas how to create a simple animal puppet, go to www.enchantedlearning.com/crafts.

Source Materials:

Book: *S.O.S Vétérinaire*

Audio CD

CD player

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
French Culture through Music and Physical Education: Dance <i>Pour Voir Les Animaux</i> .	Classroom Teacher

Curriculum Outcome(s): Music

Students will be expected to:

- combining movement with music making
- explore cultural influences in their community
- internalize language
- keep a steady beat

Curriculum Outcome(s): Physical Education

Students will be expected to:

- demonstrate space and body awareness
- move through personal and general space, changing direction and maintaining control
- cooperatively link movement and rhythmical patterns
- use creative ideas and apply to movement
- follow simple directions
- share space with others

Suggested Activity:

Students will explore French language and culture through the song and dance for *Pour Voir Les Animaux*

Procedure:

Lyrics	Direction	Teacher Cue
Je suis alle dans la foret Pour faire une promenade	Walking or skipping in open space (8 beats)	Strolling through the woods
J'ai apporte mon dejeuner	Move one hand to your mouth (Eating)	Eating your Lunch
Et un peu de limonade	Move other hand to the mouth (Drinking)	Drinking motion
Refrain Tu peux me croire bête	Individual circle to the left 4 beats	Student's arms and hands at shoulder height with palm open wave
Tu peux me croire soj	Individual circle to the right 4 beats	Student's arms and hands at shoulder height with palm open wave

Learning Experiences to Introduce French Language and Culture – Grade Two

Mais Je te jure	Place one hand under opposite elbow and point with finger	Student's make a motion as if they are telling something to another student
Que J'y suis alle pour voir	Form small circles with your hands and place over eyes	Student's make a motion as if they a looking at something (Goggles/Glasses)
Les animaux	Animal Movement on the spot 4 beats	Pick an animal (Bird, Chicken, Bear etc.)
J'ai vu deux grands loups Qui couraient un peu partout	Wolf Movement using hands and feet (8 beats)	Student's run like a wolf through the woods.
J'ai vu de beaux hibous Qui disaient 'ou-ou-ou'	Owl Movement using arms in up and down motion	Student's Fly like an Owl
Refrain		
J'ai vu un écureuil	Squirrel Movement using hands	Student's place their hands with fingers curled on either side of mouth
Assis sur une feuille	Sit on a leaf	Student's crouch in a sitting position
Qui disait 'salut a une sauterelle	Wave and Say "Hi"	Student's wave their hands saying "Hi/Salut"
Qui était tres, tres belle	Grasshopper Movement jumping up and down	Student's crouch down and jump up and down
Refrain		
J'ai vu un grand ours blanc	Bear Movement using hands and feet	Student's hold their hands up and roar
Chantant une chanson	Singing	Student's pretend they are singing but still hold their "Bear" position
Et une douzaine de pingouins	Penguin Movement	Hands place tightly next to body and take small steps with feet
Chantaient le refrain	Singing	Student's pretend they are singing but still hold their "Penguin" position.
Refrain		

Source Material(s):

Let's Sing and Learn in French by Matt Maxwell, Pg. 17, CD Track #4. English translation Pg.57

3.4 How's The Weather?

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
French Dance: <i>La Farandole</i>	Homeroom / Physical Education Teacher / Music Teacher

Curriculum Outcome(s): Physical Education

Students will be expected to

- perform basic dance steps
- plan and perform movement sequences in different patterns using motor (e.g., moving sideways, forward and backwards) and non-locomotor movements (e.g. balance)
- work willingly with others of varying abilities, interests and cultural backgrounds
- attempt to include activities from other cultures (i.e. folk dances, simple games).

Cross-Curricular link(s): Music

Students will be expected to

- compare music of various cultures
- explore and make connections between culture and music

Suggested Activity:

Students will be exposed to basic French vocabulary including le chapeau (a hat), les mitaines (mittens), un chandail (a sweater), le chef (the leader), counting to eight (un-deux-trois-quatre-cinq-six-sept-huit), and follow the leader (suivre le chef) while performing a traditional French folk dance.

Procedure:

The farandole is a grand musical game of follow the leader. Many sources consider it to be an ancient French dance, probably descended from Greek Labyrinth dances, including spiraling and winding figures found in many dances from other cultures.

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The leader is often distinguished in some way- wearing a hat (un chapeau) or other distinguishing items (a sweater/ un chandail or mittens/les mitaines).

Below are the actions and teacher cues which can be used throughout the song. Teachers may choose to read some or all of the cues in French or simply count (un-deux-trois-quatre-cinq-six-sept-huit) to the beat.

Dance Movement	Teacher Cue:
1. Children join hands in groups that are appropriate for the space.	Trouve une groupe.
The teacher chooses a leader and the student is presented with a special hat to wear. This may be alternated with special mittens or a special sweater.	Choisi un chef et donne le chef le chapeau, les mitaines, ou le chandail.
2. Using walking or skipping to the beat, children count to eight in French, following the leader who creates a pattern that may include spiralling. (Note: Refer to <i>Dansez en Français</i> for suggested patterns) Change the leader often so many children have a chance to be “le chef.”	Marche et compte en train de suivre le chef (<i>un-deux-trois-quatre-cinq-six-sept-huit</i>)

Source Material(s):

1. *Dansez en Français* by Marian Rose
2. CD Player
3. Demonstration video on portal site

Interactive website: <http://www.hello-world.com//French/learn/clothes.php> (Clothes)

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
French Language Through Children’s Books: <i>Grouille-toi, Max!</i>	Homeroom Teacher

Cross-Curricular link(s): English Language Arts

Students will be expected to

- respond personally to a range of text and recognize the various voice needs to be adjusted according to the situation.
- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Curriculum Link: You and Your World

The curricular link is not to an outcome, but instead links to the “Setting the Stage” introductory lesson intended to introduce the grade 2 component of *You and Your World*:

Students may wish to consider changes such as ... *changes in their lives between summer and winter.*

Suggested Activity: Read Aloud and Discussion Activity: *Grouille-toi Max!*

Page 3: *Max goes to school.*

Page 4: *Max puts on his sweater.*

Page 5: *Quickly! Says mama*

Page 6: *Max puts on his coat.*

Page 7: *Quickly! Says mama*

Page 8: *Max puts on his hat.*

Page 9: *Quickly! Says mama*

Page 10: *Max puts on his mittens.*

Page 11: *Quickly! Says mama*

Page 12: *Max leaves the house.*

Page 13: *Max has cold feet.*

Page 14: *Hurray up Max! Says mama*

Page 15: *I have cold feet says Max.*

Page 16: *Max got dressed too quickly. Max forgot to put on his boots.*

The teacher will lead a pre-read by having the students look at the cover of the book and consider questions such as: “What season is this?” “How old do you think this child is?” “Who might be the main character?” Ensure students provide explanations for their choices.

Play the audio recording of “*Grouille-toi, Max!*” Suggestion: Have students raise their hand when they hear one of the key words as introduced in the “Lexique” at the back of the book.

A discussion will follow the playing of the audio recording. Ask students to consider the changes Max will make, in terms of clothing, when the season changes from winter to summer. A general discussion of changes that occur between seasons may follow.

What did students think of the book? Have they had similar experiences? Describe with a partner or small group.

Extension Activity

Students may have a favourite hat (chapeau), mittens (mitaines), or sweater (chandail) they like to wear when it is cold. Have students illustrate and colour their favourite winter item. They may add a caption such as:

- C'est mon chapeau rouge (insert appropriate colour).
- Ce sont mes mitaines oranges (insert appropriate colour).
- C'est mon chandail brun (insert appropriate colour).

Source Material(s)

Audio recording of *Grouille-toi, Max!*

Chansons: *La pluie (the rain)*, *Quel temps fait-il? (What's the weather?)* *La neige (The snow)*, *Si tu aimes le soleil (If you like the sun)*, *Oh, regarde sous la table (oh, look under the table)*, and *Il met (He puts on...)*

CD player

Interactive website: <http://www.hello-world.com//French/learn/clothes.php> (Clothes)

French Language and Culture Activities: Grade Two

Focus Area(s)	Suggested Facilitator
French Language Through Poetry: <i>Au Café</i>	Classroom Teacher

Curriculum Outcome(s): English Language Arts

Students will be expected to

- use literature with repeated syntactic patterns (such as pattern books and poetry) and encourage students to write with these patterns.
- become familiar with various genres and their conventions such as fiction, fairy tales, poetry, letters, or posters.
- immerse students in poetry. Make abundant opportunities for them to read and listen to poetry.

Cross-Curricular link(s): Music

Students will be expected to

- demonstrate an awareness of rhythmic/melodic concepts, form, and texture in music

Suggested Activity:

Shared reading of poem “*Au Café*” p. 12 & 13 – Translated version – p. 20

Procedure:

- Students will review the days of the week and discuss that the French language uses different words to name the days of the week.
- Ask the questions “What is a Café?”
“Have you been at a Café?”
- Have the students look at the pictures of “*Au Café*” on pages 12 & 13 and discuss its content.
- Play the English introduction of the audio to familiarize the students with the poem.
- Prior to playing the actual audio of the poem, explain to the students that they will listen for any numbers, days of the week, or parts of the body they may recognize.
- Have a class discussion on the recognized words and/or their meaning. ie: nez

Source Material(s):

- *Un Deux Trois First French Rhymes* By Opal Dunn, pg, 12-13. Songs “*Ma mere m’envoie-t-au marche* “ Let’s Sing and Learn in French”; Matt Maxwell Music Notes. p. 35, CD track 9 with English translation on p. 61.

French Language and Culture Activities: Grade Two

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- ask and respond to questions
- participate in small and large group discussions, understand when to speak and when to listen

Suggested Activity: Daily Calendar Chart

Students will participate in keeping track of the daily calendar in French as a complementary activity as they work through their English calendar.

Days of the Week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

Dates/Numbers

1	one	un
2	two	deux
3	three	trois
4	four	quatre
5	five	cinq
6	six	six
7	seven	sept
8	eight	huit
9	nine	neuf
10	ten	dix
11	eleven	onze
12	twelve	douze
13	thirteen	treize
14	fourteen	quatorze
15	fifteen	quinze
16	sixteen	seize
17	seventeen	dix-sept
18	eighteen	dix-huit
19	nineteen	dix-neuf
20	twenty	vingt
21	twenty-one	vingt et un
22	twenty-two	vingt et deux
23	twenty-three	vingt et trois
24	twenty-four	vingt et quatre
25	twenty-five	vingt et cinq
26	twenty-six	vingt et six
27	twenty-seven	vingt et sept
28	twenty-eight	vingt et huit
29	twenty-nine	vingt et neuf
30	thirty	trente
31	thirty-one	trente et un

Months of the Year

January	janvier
February	février
March	mars
April	avril
May	mai
June	juin
July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre

Source Material:

A French calendar will be provided for any teacher who is interested in this activity. Please refer to your district contact if you wish to acquire this chart.

A weather poster will accompany this chart, if teachers decide to include this aspect of the calendar, the translation is as follows:

Quel temps fait-il?	What's the weather?
Il fait froid.	It's cold.
Il y a du brouillard.	There's a storm.
Il neige.	It's snowing.
Il fait chaud.	It's hot.
Il fait du vent.	It's windy.
Il fait beau.	It's beautiful.
Il fait sombre.	It's cloudy.
Il pleut.	It's raining.

Refer to the portal for the *How's the Weather* link to hear a model for using the calendar in the classroom.

Chansons: *La pluie (the rain)*, *Quel temps fait-il? (What's the weather?)*, *La neige (The snow)*, and *Si tu aimes le soleil (If you like the sun)*, are available on the portal.

The poem *Au Café* has a section that refers to each of the days of the week in “*Un Deux Trois First French Rhymes*” By Opal Dunn, pg, 12-13

4 Resources Directory

4.1 Interactive Educational Websites

<http://www.tfo.org/jeux/mini/> Mini TFO

This site offers daily programming, including French sing alongs, stories, and reinforcement for colours, numbers and the alphabet.

<http://www.literacycenter.net/>

This site offers interactive games that highlight colours, numbers, letters, and shapes.

<http://www.gnb.ca/0000/fsl/Schools-e.asp>

This government of New Brunswick website offers various links for parents to explore French language and Culture with their parents. Information includes several interactive websites, descriptions of activities occurring in schools, recipes for traditional French dishes, cultural activities that can be attended by families, and a description for resources at K-2 level with links if parents wish to see the resources we are using in schools.

<http://www.dialoguenb.org/>

Dialogue New Brunswick: “Dialogue New Brunswick promotes understanding, respect and appreciation between English-speaking and French-Speaking New Brunswickers.

[Aims/objectives:]

- New Brunswick’s English-speaking and French-speaking citizens share their needs, aspirations and concerns through the process of dialogue.
- English-speaking and French-speaking New Brunswickers meets, interact and collaborate.
- Linguistic equality is valued and appreciated by both official language communities of New Brunswick (Dialogue NB, 2008, section: Mission & Objectives).

Dialogue NB is an exchange of material (of various types: letters; video; art) between Francophone and Anglophone students from all over New Brunswick. There is an opportunity to arrange a face to face meeting between students with Dialogue NB support, however not all applicants can be accommodated (apply early).

Other:

<http://www.bbc.co.uk/schools/primaryfrench/> (French Videos for beginners)

<http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html> (Numbers 0-20)

<http://www.kameleo.com/french/PDP-Menu.html> (Images of Paris)

http://www.literacycenter.net/lessonview_fr.htm# (Numbers 1-10)

Learning Experiences to Introduce French Language and Culture – Grade Two

<http://www.hello-world.com/French/children/alphabet.php> (Alphabet)

<http://www.hello-world.com/French/learn/color.php> (Colours)

<http://www.hello-world.com/French/learn/clothes.php> (Clothes)

<http://www.hello-world.com/French/song/au-claire.php> (Sing Along)

<http://www.halifaxpubliclibraries.ca/kids/tumblebooks.html> (On-line animated books)

4.2 Virtual Experiences:

<http://www.gnb.ca/0131/heritage-e.asp>

Wellness, Culture and Sport. NB government website highlighting two sections: the Heritage Branch and Virtual Exhibitions. Note: The Heritage Branch section contains various links including a bank of downloadable NB images. Within the “Virtual Exhibitions” section, there exists a link: New Brunswick: Our Stories, Our People. This site is searchable and contains links to student projects.

<http://www.villagehistoriqueacadien.com/main.htm>

Village Historique Acadien: This is an information site related to Acadian history which includes a link to a virtual museum: Acadia – Lifestyle in the days of our ancestors. This virtual tour takes students to an historic Acadian village and explores traditions and culture of Acadia past.

<http://www.sagouine.com/>

Le Pays de la Sagouine : An Acadian village based on the stories, music and artifacts of Acadia. Theater productions include a play depicting the Acadian’s return to their homeland (one generation after the Deportation).

4.3 Organizations:

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6_e.cfm

Canadian Heritage: This site includes information regarding programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians. Links to the Francophonie are included on the site.

<http://www.international.gc.ca/franco/index.aspx?lang=en>

Foreign Affairs and International Trade Canada's website highlighting Canada's participation in La **Francophonie**.

<http://www.tourismnewbrunswick.ca/PlacesToGo/Regions/AcadianCoastalDrive.aspx>

Maritime Magnifique! Official Tourism Website of the Province of New Brunswick, Canada. This webpage highlights the Acadian Coastal Drive.

<http://www.gnb.ca/0003/index-e.asp>

The New Brunswick Public Library Service site offers an on-line search for resources, access to ordering a library card and includes links to activities and upcoming events.

5 References

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6 Appendices

Learning Experiences to Introduce French Language and Culture – Grade Two

(insert school heading)

(date)

Dear Parents/Guardians:

Recently we have begun a new program to introduce children to French Language and Culture at the Kindergarten to grade two level. The program will include French music, French dances, French children’s books and guest speakers, to name but a few sources.

We would like to invite the community to support us in this learning. Perhaps you or someone you know is of French heritage and would like to come to our school to lead an activity with students. Activities may include: reading a simple story in French, sharing or playing favorite French music, or discussing customs and cultural activities. The possibilities are endless!

If you or your contact is able to help us with this initiative, please complete the form below and return it to the school.

Thanking you in advance,

(teacher’s name)

Name: _____

Phone Number: _____

Area of interest you would like to share:

Most convenient time you are available:

We look forward to having you join our learning community!

New!



Dear Sir/Madam:

Dialogue New Brunswick is pleased to announce that the *My Friend - Mon ami(e)* program is expanding in 2009-2010. The program is now being offered to students from **grade one to nine.**

As you know, this program involves matching classes from the Anglophone and Francophone sectors with one another. Dialogue New Brunswick carries out the twinning process and provides all necessary materials. Students exchange letters, drawings and other correspondence as well as a class project called *Our School, Our Community*. Teams interested in taking part in the optional field trip called *Friends Meeting Friends!* will be invited to apply.

More than 75,000 pairings have been possible since the launch of this program in 1991. It is our belief that these types of activities help to foster greater mutual understanding and respect between our province's French and English-speaking communities.

I would be most grateful if you would encourage teachers to take part in this program. The registration form can be found on our website at www.dialoguenb.org and should be submitted by **September 25, 2009**. The twinning of classes will take place the second week of October.

If you have any questions or need additional information, please feel free to contact us at 506-455-0088, 1-866-224-4040 (toll-free) or dialogue@nbnet.nb.ca.

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Gauthier". The signature is written in a cursive style with a large initial "G" and a horizontal line extending from the end.

Common Language Exposure Across the Learning Experiences K-2

Language Exposure/Theme	Kindergarten	Grade One	Grade Two
<p>Counting/Numbers <i>The World Around Us</i></p>	<p>- Dance: <i>Kinderpolka, Seven Jumps , Sasha</i> -Poem: <i>Mes p'tites mains</i> -Book: <i>Au Zoo</i></p>	<p>-Music: Une souris verte, Une aile, dues ailes, trios ailes, Un, deux, trios, Violette, Un kilometre a pied, Compter par dix, Ma petite vache, Une grenouile en vacances, (ABC et 123) -La Marche du soldat (Chansons Educatives) -Dance: <i>La Bastringue, Les Saluts</i> - Poem: <i>Un et un, deux</i></p>	<p>-Music: Les petits moutons tout blancs Cinq petits canards, Un Lapin, Deux lapins (Les animaux) Une souris verte, Une aile, dues ailes, trios ailes, Un, deux, trios, Violette, Un kilometre a pied, Compter par dix, Ma petite vache, Une grenouile en vacances, (ABC et 123) -La Marche du soldat (Chansons Educatives) -Poem: <i>Au Café</i> -Book: <i>Nous faisons des diagrammes</i></p>
<p>Alphabet <i>The World Around Us</i></p>	<p>-Poem: <i>A é i o u</i> -Interactive Web sites http://www.tfo.org/jeux/mini/ http://www.literacycenter.net/</p>	<p>-Music: La Chanson de l'Alphabet, ABC pour danser, Connaissez-vous les lettres, Le son des lettres, A quois servent les lettres, Les voyelles, Les syllables (ABC et 123) -Interactive Web sites</p>	<p>-Music: La Chanson de l'Alphabet, ABC pour danser, Connaissez-vous les lettres, Le son des lettres, A quois servent les lettres, Les voyelles, Les syllables (ABC et 123) -Book: <i>Nous faisons des diagrammes</i> -Interactive Web sites</p>
<p>Colours <i>Our Animal Friends</i></p>	<p>-Music: L'Autobus jaune -Books: <i>Les Camions, Les Couleurs de ma ville, Les pommes</i> -Mini TFO: <i>La</i></p>	<p>-Music: Une souris verte (ABC et 123), Les petits moutons blancs (Chansons Educatives) -Book: <i>Les chapeaux de</i></p>	<p>-Book: <i>Nous faisons des diagrammes</i> -Music: Une souris verte (ABC et 123), Les petits moutons blancs (Chansons Educatives)</p>

Learning Experiences to Introduce French Language and Culture – Grade Two

	<i>couleur rouge</i>	<i>madam Caron</i>	
Parts of the Body <i>Getting to Know You</i>	- Poem: <i>Mes p'tites mains</i> - Interactive Web sites Dances: <i>Kinderpolka, Seven Jumps and Sasha</i> - Book: <i>Je suis tout rouge</i>	- Music: <i>Vive la Compagnie</i> - Dance: <i>Les Saluts</i>	Poem: <i>Au Café</i> Music: <i>Bonjour Monsieur</i> Book: <i>Un clown rigolo</i>
Days of the week /months/weather <i>How's the Weather?</i>	- Book: <i>Qu'est-ce qu'on mange?</i>	- Music: <i>Les Jours de la Semaine (Chansons Educatives)</i>	- Poem: <i>Au Café</i> - Book: <i>Grouille-toi, Max!</i>
Animals <i>Our Animal Friends</i>	- Poem: <i>Un petit cheval</i> - Books: <i>Les Squelettes, Au Zoo</i>	- Music: <i>ABC et 123 (5 songs)</i> - Music: <i>Comptons les animaux, Les petits moutons blanc (Chansons Educatives)</i> - Books: <i>Qui a Peur? Tchou! Tchou! Tchou!</i>	- Music: <i>Les Animaux (10 songs)</i> - Dances: <i>C'est L'Halloween Pour voir les animaux</i> - Poem: <i>A la ferme</i> - Books: <i>Nous faisons des diagrammes Oups! Attrape-moi! S.O.S. Veterinaire</i>
Basic Greetings <i>Getting to Know You</i>	- Photostory greetings (Bonjour Mes Amis)	- Music: <i>Je t'aime, S'il vous plait, merci (Chansons Educatives)</i> - Knowing our Neighbour (C'est ma classe)	Dialogue NB (J'aime...) Music: <i>Bonjour Monsieur</i> Game: <i>Bonjour!</i>
Clothing <i>How's the Weather?</i>	Interactive Website: http://www.hello-world.com/French/learn/clothes.php	- Book: <i>Casimir le maladroit</i> - Interactive Website	- Book: <i>Grouille-toi, Max!</i> - Interactive Website
Food <i>The World Around Us</i>	Menu for a French café Books: <i>Qu'est-ce qu'on mange? Les pommes</i>	Music: <i>La Soupe aux Patates, Au Marche (Chansons Educatives)</i> Book: <i>Hourra! Tout un Plat!</i>	Poem: <i>Autour du marche</i> Music: <i>"Ma mere m'envoie-t-au Marche</i> - Book: <i>Nous faisons des diagrammes</i>