Grade Two French Unit Planner

Field of Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Big Idea/ Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Outcomes | Summative Criteria | Formative criteria (select) | Tasks/ Activities (indicators) |
| **Culture** |  |  |  |
| C.1 | Compare family culture elements  | FrancophoneFirst NationMétis |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts | Numbers to 20Common question beginnings Common articles and their placementSingular pronouns use and placement Key thematic vocabulary |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand basic oral messages  | Short concrete sentence Courtesy RequestsInstructionsFamiliar QuestionsSimple requestsAccolades |  |
| CS.2 | Provide personal information (supported by extensive prompting) | Identify actions, activities, people, places, objects Describe weather and basic feelingsExpress basic needs using simple courtesy expressions Respond to simple questions in context Provide a simple statement about a topicIndicate preferences |  |
| CS.3 | Understandkey words in a simple concrete sentence with support of a visual aid  | Locate key words and cognates with supportSort according to criteriaResponds to shared reading (drawings, gestures, matching or English) |  |
| CS.4 | Produce a simple, French sentence from a model | Write a simple sentence by substituting words in a model sentenceLabels pictures and illustrations with a simple sentence |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Use listening/ viewing strategies (highly structured) | Prepare for experiencesParticipate in experiencesIdentify context clues in the oral messageVisualize the content of the oral messageInterpret the oral messageReflect on the experience |  |
| GL.2 | Use speaking strategies (highly structured) | Imitates teacher’s gestures and expressionsPractice phrases with classFind new words in print Gesture to accompany wordReflect on participation |  |
| GL.3 | Use reading strategies for sentences in modeled situations | Prepare for reading Identify context clues to decipher message Identify environmental print to interpret wordsVerify predictionsReflect on reading experience |  |
| GL.4 | Use writing strategies for sentences in modeled situations  | Participate in a modeled writing experienceDepend on concrete reference materials to locate unknown or previously learned wordsUse a writing template toproduce a short text Reflect on writing experience |  |

Enduring Understanding Essential Questions