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 | Francophone  First Nation  Métis |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts | Numbers to 20  Common question beginnings  Common articles and their placement  Singular pronouns use and placement  Key thematic vocabulary |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand basic oral messages | Short concrete sentence  Courtesy Requests  Instructions  Familiar Questions  Simple requests  Accolades |  |
| CS.2 | Provide personal information (supported by extensive prompting) | Identify actions, activities, people, places, objects  Describe weather and basic feelings  Express basic needs using simple courtesy expressions  Respond to simple questions in context  Provide a simple statement about a topic  Indicate preferences |  |
| CS.3 | Understand  key words in a simple concrete sentence with support of a visual aid | Locate key words and cognates with support  Sort according to criteria  Responds 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 sentence  Labels pictures and illustrations with a simple sentence |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Use listening/ viewing strategies (highly structured) | Prepare for experiences  Participate in experiences  Identify context clues in the oral message  Visualize the content of the oral message  Interpret the oral message  Reflect on the experience |  |
| GL.2 | Use speaking strategies (highly structured) | Imitates teacher’s gestures and expressions  Practice phrases with class  Find new words in print  Gesture to accompany word  Reflect 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 words  Verify predictions  Reflect on reading experience |  |
| GL.4 | Use writing strategies for sentences in modeled situations | Participate in a modeled writing experience  Depend on concrete reference materials to locate unknown or previously learned words  Use a writing template to  produce a short text  Reflect on writing experience |  |

Enduring Understanding Essential Questions