Grade Three French Unit Planner

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes | Summative Criteria | Formative criteria (select) | Tasks/ Activities (indicators) |
| **Culture** |  |  |  |
| C.1 | Compare family cultures and community elements | Francophone  First Nation  Métis |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts | Numbers to 50  Various questions, instructions, commands  Possessive pronouns for personal items  Avoir - possession  Etre - Adjectives (self and others)  Key thematic vocabulary |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand oral messages | Limited statements  Courtesy Requests  Instructions  Limited Questions  Accolades |  |
| CS.2 | Provide basic information (supported by a range of prompting) | Describe (weather, objects, people, actions, animals)  Respond to courtesy with basic courtesy expressions  Respond to question with a simple sentence  Provide a simple instruction  Provide a simple statement about a topic  Express wishes, feelings, preferences, non-preferences |  |
| CS.3 | Understanding of key words and content | Locate key words and cognates in simple, repetitive sentences  Match key words and cognates to illustrations or photos  Sort according to criteria  Responds to questions (actions, gestures, French or English) |  |
| CS.4 | Produce a written, simple, repetitive text, in French –based on a model | Write a new sentence by substituting a word in a model sentence  Expository text  Procedural text |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Use listening/ viewing strategies (structured) | Activate and use prior knowledge  Participate in experiences  Locate context clues in the oral message  Decipher the oral message  Visualize the content of the oral message  Interpret the oral message  Reflect on the experience |  |
| GL.2 | Use speaking strategies (structured) | Plan oral conversation  Use reference materials  Practice requests and expressions  Attempt new words or phrases  Gesture to accompany sentences  Reflect on participation |  |
| GL.3 | Use reading strategies (short, repetitive texts, highly structured) | Predict content  Activate and use prior knowledge  Identify context clues to decipher message  Identify and use key words and cognates  Use reference materials  Visualize content in written message  Interpret written message    Reflect on reading experience |  |
| GL.4 | Follow modeled steps of shortened writing process (highly structured) | Observe a modeled writing experience  Use reference materials to locate unknown or previously learned words  Develop ideas with teacher or peer  Produce a short text based on a model  Reflect on writing experience |  |

Enduring Understanding Essential Questions