Grade Three 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 cultures and community elements  | FrancophoneFirst NationMétis |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts | Numbers to 50Various questions, instructions, commands Possessive pronouns for personal itemsAvoir - possessionEtre - Adjectives (self and others)Key thematic vocabulary |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand oral messages  | Limited statements Courtesy RequestsInstructionsLimited QuestionsAccolades |  |
| 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 sentenceProvide a simple instructionProvide a simple statement about a topicExpress wishes, feelings, preferences, non-preferences  |  |
| CS.3 | Understanding of key words and content  | Locate key words and cognates in simple, repetitive sentencesMatch key words and cognates to illustrations or photosSort according to criteriaResponds 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 sentenceExpository text Procedural text |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Use listening/ viewing strategies (structured) | Activate and use prior knowledgeParticipate in experiencesLocate context clues in the oral messageDecipher the oral messageVisualize the content of the oral messageInterpret the oral messageReflect on the experience |  |
| GL.2 | Use speaking strategies (structured) | Plan oral conversationUse reference materials Practice requests and expressionsAttempt new words or phrases Gesture to accompany sentencesReflect on participation |  |
| GL.3 | Use reading strategies (short, repetitive texts, highly structured) | Predict contentActivate and use prior knowledgeIdentify context clues to decipher message Identify and use key words and cognatesUse reference materialsVisualize content in written messageInterpret written message Reflect on reading experience |  |
| GL.4 | Follow modeled steps of shortened writing process (highly structured) | Observe a modeled writing experienceUse reference materials to locate unknown or previously learned wordsDevelop ideas with teacher or peerProduce a short text based on a modelReflect on writing experience |  |

Enduring Understanding Essential Questions