COVID 19 stuff for French

1. Working on their stories – This is continued from before the break

They have a package that consists of 10 block panels. They are to write a story that is 10 panels long. Each panel will consist of an image along with a single sentence that is represented by the image. If they choose, they may do a power point presentation that is 10 panels long with a single French sentence that represents each panel. Some of you may be done. If so, head onto the next assignment.

1. Reading comprehension- This new after the break

You will find the French version of “Little Red Riding Hood” in a file. Please read

through it. From the story please pull out 25 words that are new to you. Find out what they mean and make a collage with them. That is make a simple poster with either drawings, magazine pictures or downloaded pictures that represent the 25 words that you have chosen. If you wish, you simply draw them (with the word on the back) and place your drawings in a binder, folder, envelope or shoe box.

You will find 6 short stories with multiple choice questions at the end of each story. Take your time reading the and match up the words in the questions with the words in the stories to help you out.

You will also find some word searches. These will help with learning new vocabulary.

1. Oral Practice – This is year long

The kids have done a small research on a favorite person. They have asked and answered some questions. They must learn these by heart so that upon my return I can ask them any question in any order and they should be able to answer, in French, glancing only at their sheets here and there.

1. Oral assignment – Project 1 – This is continued from before the break

For this next assignment, the kids will be working on asking and answering the following questions :

 Quel est le nom de ton père ?

 What is your father’s name ?

 Le nom de mon père est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 The name of my dad is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Quel est le nom de ta mère?

 What is your mother’s name ?

 Le nom de ma mère est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 The name of my mom is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Est-ce que tu as un frère ou une soeur?

 Do you have a brother or a sister ?

 If yes, answer as follows:

 Oui, j’ai un frère. Son nom est \_\_\_\_\_\_\_\_\_\_\_\_\_.

 Yes, I have a brother and his name is \_\_\_\_\_\_\_\_\_\_\_\_.

 Or

 Oui, j’ai des frères. Leurs noms sont \_\_\_\_\_\_\_\_\_\_\_\_\_.

 Yes, I have many brothers and their names are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Oui, j’ai une soeur. Son nom est \_\_\_\_\_\_\_\_\_\_\_\_\_.

 Yes, I have a sister and her name is \_\_\_\_\_\_\_\_\_\_\_\_.

 Or

 Oui, j’ai des soeurs. Leurs noms sont \_\_\_\_\_\_\_\_\_\_\_\_\_.

 Yes, I have many sisters and their names are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Or

 Non, je n’ai pas de frère.

 No, I do not have a brother.

 Or

 Non, je n’ai pas de soeur.

 No, I do not have a sister.

 Or

 Non, je n’ai pas de frère ou soeur.

 No, I do not have a brother or a sister.

If you have a step father or a step mother, use the following terms:

 Beau père ou belle mère.

Same goes for step brother and step sister, use the terms beau and belle in front of frère and sœur.

They are to write all of these questions down on a single sheet and practice asking and answering the questions with a partner.

1. French Speaking countries research paper – Project 2 – This is continued from before the break. This is a big deal.

The kids must pick a country where a large population speaks French.

You can write on the board the following countries as possibilities:

 **Andorra**

 **Belgium**

 **Cameroon**

 **Central African Republic**

 **Congo**

 **Côte d’Ivoire**

 **Djibouti**

 **Gabon**

 **Haiti**

 **Luxembourg**

 **Mauritius**

 **Monaco**

 **Morocco**

 **Senegal**

 **Seychelles**

 **Switzerland**

 **Togo**

 **Vanuatu**

For this project, they are to make a poster. On the poster they must have the following

and it must be all in French. They may use the computers to help with their translations.

They will have to answer the following questions:

1. Où se trouve ce pays? Where is this country found ?

 **Ce pays ce trouve** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ find a picture of the globe and colour in where on the map the country is located

1. Quelle est la fleur de ce pays? What is the national flower of the country ?

**La fleur est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .** Name the flower and include a picture of it.

1. Quel est le blason de cet pays? What is the cote of arms of that country ?

**Le blason est** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Include a picture of the cote of arms.

1. Quel est l’animal national de ce pays? What is that country’s national animal ?

**L’animal national est** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Include a pic of the animal.

1. Quelle nourriture est-ce que cet pays est connu pour ? What food is that country known for ? **Ce pays est connu pour** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This country is known for (what food). Include a picture of that food.
2. Quel est leur produit national? What product is that country known for?

**Leur produit national est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** You must include a picture of the product that they are know for.

Everything that is in bold must be written on the posters with the appropriate pictures. They should be able to answer any of the above questions when I ask them. They may refer to their posters for help so I recommend that they write out their answers big enough. They may embellish their posters with other interesting facts about the country that they have chosen.

1. Listening.

Please check out the following sites and simply watch and listen the different videos and try to figure out what is being said and if you could summarize each video by what you hear and see. The first 2 deal with regular conversations. The last 2 will go over the vocabulary for the house and food both orally and visually.

1. 1 hour of daily conversation. This video has English subtitles for everything that is being said. Take your time. It is a simple conversation with lots of repetition. Listen. Practice. Repeat.

 <https://www.youtube.com/watch?v=W0fKLzddask>

1. This video is similar to the above.

 <https://www.youtube.com/watch?v=YmLCs_e2j7g>

1. This video is about the different parts of your house. Please watch and listen.

<https://www.youtube.com/watch?v=bHo5CUbTYu4>

1. This video is about food. Please watch and listen.

<https://www.youtube.com/watch?v=lodXbEIPM7A>

In this package you will also find some sheets to help you out when it comes to how to properly pronounce words as well as how to ask various questions.

If you have any questions please feel free to contact me at this email address. I will be checking it regularly. Daniel.bisson@yesnet.yk.ca

Possible timeline for the work and expectations

|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Time allotment | Due date | Completed check mark |
| Short Stories | 1 week  | April 20th |  |
| Reading comprehension - Story | 3 weeks | May 6th |  |
| Multiple choice stories x 6 | 1 day each | Any time before May 20th |  |
| Word searches x 4 | 1 day each | Any time before |  |
| Family question oral assignment | 5 weeks | Should be done by May 22nd |  |
| French Country Project |  | Due for the May 29th |  |
| Listening | Please check out various French you tube videos for simple conversational French daily if you have the internet. 5 minutes a day if not more would be great. |

**Please note that these time guidelines are flexible. Some assignments can be completed more quickly and some may take a little longer. The end of May is the target.**

As far as handing in work, there are a few possibilities.

1. You can do all the work digitally and email it in.
2. You can do the work digitally, save it on a thumb drive and bring it into the school on a specific date and time.
3. You can do the work by hand, take a pic with a phone and email it to me at Daniel.bisson@yesnet.yk.ca
4. You can do it by hand, put it in an envelope and bring it into the school on a specific date and time.

Assessments

I will be using rubrics to assess the work that has been done and handed in by the students.

Curricular competencies to be covered

The goal of this package to cover the following curricular competencies:

1. Comprehend key information and supporting details in texts.
2. Narrate simple stories.
3. Explore and share information about Francophone communities around the world.
4. Explore ways in which Francophone cultures are expressed through creative works.

If you have any questions please feel free to email me at Daniel.bisson@yesnet.yk.ca

Stay safe,

Sincerely,

Daniel Bisson