**Magie Sur Glace**

**French kit on basics, sports & family**

**Unit Learning Goal**

* Students can identify letters of the alphabet and phonemes in French
* Students can use common questions, and have familiarity with sports and family vocabulary
* Students can tell which sports they play (jouer), use verbs to be (être) and to play (jouer) in sentences

**Day 1 (45 min):** **Alphabet and vocabulary focus**

Greeting: *Bonjour/ Salut, Comment ça va? Comment t’appelles-tu?*

* Play Bonjour song (Alain le lait) <https://youtu.be/atNkI6QFZ50>

 Pronunciation – sorting new vocabulary (les sports (sports) and la famille (family)

* Alphabet & pronunciation of vowels (go through letters of the alphabet together with the class (Can play embedded Alain le Lait “l’alphabet en français - )
* Hangman: Letters of the alphabet practice (review letters en français) – students use these phrases to guess the word

Est-ce qu’il y a un …? (Is there a D? Is there an I?)

Est-ce que c’est? (Est-ce que c’est un DISQUE? Is it a puck?)

SMART Board games –

* Les Salutations (Students match up the French to English greeting and encourage students to say the greeting aloud)

Sports vocabulary – have students guess English words and then share the rest – drag the puck into the net to reveal the correct words

 SMART Board games -

* Match French sport word to image (click on blue rectangle to expand picture) and have students say the word as they complete the pairs
* *Exit ticket: Have students answer the question: Qu’est-ce que tu joues?*
* *…or game of charades : Qu’est-ce qu’il joue? (le hockey, le soccer) – put words into a container to pull; students act sport for others to guess*

**Day 2 (45 min): Le Verbe Jouer**

* 2 min demo intro: Model actions and have students guess what’s happening (eating, drinking, dancing, singing) – explain that verbs are action words and are critical in communication and sentence structure.
* Present pages on Les Verbes - “jouer” and different articles used for sports (jouer au/ à la…) vs those used for instruments (jouer du/ de la…)
* Practice conjugating “jouer”:
	+ SMART Board game – Conjugate Jouer (option for students to get a device and click on « device icon » to project code for students to enter [www.hellosmart.com](http://www.hellosmart.com) and practice game separately or at device stations). Students drag the pronoun to match the verb conjugation and say the pair together
	+ Making sentences – student rolls die on SMART Board and conjugate “Jouer” and create a sentence (e.g., Nous jouons au soccer.)
	+ SMART Board game –Students sort the words to the sports category or instruments category. Students can then make a sentence using a proper conjugation of jouer (e.g., Je joue **au hockey**)
* Model how to ask the question “Est-ce que tu joues au golf?” and volunteer answers, « Oui, je joue au golf » or « Non, je ne joue pas au golf ». Students in partners work through the hand-out « Le Sport 1 ». Students can then change partners and ask questions of another partner.
* Conversation activity prompts: “La recreation 1” or “À la plage” – in partners, students can practice one or the other script as a conversation.

**Day 3 (45 min): Les Verbe Être & Family**

* Present page on le verbe - “être” and play song (<https://youtu.be/z2IrJ0DB0Xg>)
* Practice conjugating “être”:
	+ SMART Board game – Conjugate Être (option for students to get a device and click on « device icon » to project code for students to enter [www.hellosmart.com](http://www.hellosmart.com) and practice game separately or at device stations). Students drag the pronoun to match the verb conjugation and say the pair together
	+ Making sentences – student rolls die on SMART Board and conjugate “être” and create a sentence (e.g., Elle est magicienne.) Point out that extra “**e**” or **double consonant e** need to be added for feminine adjectives. Plural adjectives need an “**s”** added to the end of the word.
* Bucket filling activity – model how to give a complement to a student (“Tu es magnifique!”). Explain that partnered students will give each other compliments. This activity can be organized as inner and outer circle. Outer circle rotates every 2 minutes to allow for a “compliment exchange” to happen.
* Explain how adjectives typically come after the noun in French. There are a few adjectives that precede the noun (“BAGS adjectives” – about 14 in total). Adjectives need to be in agreement with gender and plural forms of nouns. See <https://lovelearninglanguages.com/2020/07/09/placement-of-french-adjectives-bags-adjectives/> for more information
	+ SMART Board game on dragging the adjective to the right location!
* Show family vocabulary pages and introduce vocabulary and play song (<https://youtu.be/MFk9YmJv-jc>)
	+ SMART Board game on family – match picture with family word. Students can answer “C’est un/ une…”
* Conversation activities – choice of “Presenter la famille” or “Être” for students to have a conversation with a partner based on the script
* Exit ticket – family crossword activity

**Day 4 (45 min): Story**

Story read-aloud: Magie sur glace!

* **Pre-reading:** Ask students what the story might be about based on front cover and the climax-building page (page 5). Students need to attend to any clues that they see!
	+ *Qu’est-ce que tu observes?* (What do you see/ notice?)
	+ *Qu’est-ce qui se passe?* (What’s happening?)
	+ *Qu’est-ce qui va se passer après ça? (*What’s will happen next?)
* **Reading:** Project the story from <https://aquilaonlinebooks.com/> (Sign in with Username: **12296** Password: **xr27w2** and go to “My Videos” and scroll down to Aquila Bandes-Dessinées “Salut Alfred!” Click the play button and choose “Lexique” to enable French-English dictionary for the read-aloud text. Students watch the video or follow along with the student anthologies. Click cog for slower speed (0.75x) pause/ repeat as needed.
* Print “Lexique sheets” for students to look over vocabulary

Exit ticket (SMART Board shout it out activity- option for students to get a device and click on « device icon » to project code for students to enter [www.hellosmart.com](http://www.hellosmart.com) and students type their answers individually or as groups)

*Qu’est-ce que tu joues?* Students answer*: Je joue … or Je ne joue pas …*

**Day 5 (45 min) : Story comprehension**

 Replay story as a review of the story. Students use the student booklets as a review of the information and refer to the glossary at the end of the story. Pass out BLM Activities/ worksheets: *Magie sur Glace!* To be completed as a review of the unit.

**Day 6 (45 min): Presentations & Assessment** *(\* for more focused, preparation and presentation quality, more lessons may be needed for students to rehearse and prepare for the presentation)*

Warm up: have students practice first script as a conversation

Students in partners build an introduction of another student. Option for students to introduce themselves or others in front of the class.

Model how to speak clearly and loudly and with gestures.

Presentation (with clear voice)

Self-assessments: Choice of rubric or single point rubrics on:

1. Introducing self/others and participation
2. Pronunciation and participation

JOUER = to play

|  |  |
| --- | --- |
| Je | joue |
| Tu | joues |
| Il (elle) | joue |
| Nous | jouons |
| Vous | jouez |
| Ils (elles) | jouent |

Qu’est-ce qu’il joue?

Il joue du soccer.

ÊTRE = to be

|  |  |
| --- | --- |
| Je | suis |
| Tu | es |
| Il (elle) | est |
| Nous | sommes |
| Vous | êtes |
| Ils (elles) | sont |

*Qui es-tu?*

*Je suis un garçon. Je suis canadien. Je suis intelligent.*

…or…

*Je suis une fille. Je suis canadienne. Je suis intelligente.*

**Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French speaking rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing**  | **Proficient** | **Extending** |
| **Support needed** | The student pronounces only with constant teacher support, in highly structured situations. | The student pronounces with frequent teacher support, in structured situations. | The student pronounces with occasional teacher support, in structured and open-ended situations. | The student pronounces with little or no teacher support, in structured and open-ended situations. |
| **Range of vocabulary** | The student pronounces using a few basic forms, structures and vocabulary. | The student pronounces using some basic forms, structures and vocabulary. | The student pronounces using most basic forms, structures and vocabulary. | The student pronounces using all or almost all basic forms, structures and vocabulary. |
| *Je peux parler en français!* I can speak French! * I can say all letters of the French alphabet.
* I can introduce myself or someone else.
* I can share hobbies and topics of interest.
* I can describe myself with simple sentences in French.
* I can describe people and things.
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**Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French speaking rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**French Conversation and Basic Vocabulary**

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| --- | --- | --- |
| **I continue to practice and grow** | **Criteria** | **I  take my learning beyond** |
|  | * I can introduce myself or another student in front of others
* I can comprehend and communicate my understanding using good vocabulary and sentences of:
	+ Emotions/ wellness (eg. I am great, I am ok)
	+ Simple descriptions (e.g., *tu es brave*)
	+ Basic info about selves & others (e.g., family)
	+ Sharing interests & hobbies
	+ *Qu’est-ce que tu joues?*
* With some teacher support, I can pronounce words and phrases in French.
 |  |