

Saskatchewan Curriculum Guides FRENCH IMMERSION

CORE FRENCH: A RESOURCE BOOK FOR GRADES K - 3

1987

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SASKATCHEWAN CURRICULUM GUIDES

CORE FRENCH

Core French : a resource book for grades k-3
(1987)

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Core French

A Resource Book for Grades K-3

September 1987



A Resource Book

Grades K - 3

Core French

Saskatchewan Department of Education
Official Minority Language Office

September 1987

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The Board of Education for the City of Scarborough, "Les cantiques de Noël, 1981.

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D.C. Heath Canada Ltd., "Le Français en Action", Book 1 by Kenney & Fiddes, 1985

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V. L. Tétreault

Victor L. Tétreault, Director
Curriculum and Instructional
Resources Development Branch

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INTRODUCTION

This resource book for teachers of Core French classes, grades K - 3, is intended to accompany the K - 3 Core French Curriculum Guide published in September 1987. In the Curriculum Guide, themes, structures and vocabulary items are suggested. The activities presented in the corresponding themes of this resource book will ensure the meaningful practice and use of the structures and vocabulary taught.

While it is expected that students will touch on all of the themes between grades K - 3, the sequence in which the themes are presented should be determined by teachers at the local level. Several themes (greetings, weather, numbers, etc.) are ongoing and will need to be worked on constantly while others (clothing, animals, food, etc.) may be treated as mobile units. They may be repeated at each level but additional vocabulary items should be stressed and different activities used.

In addition to the materials listed separately under each theme, teachers may find the following books particularly helpful. Refer also to the section entitled Additional resources and reference materials.

Carte Blanche - W. Campbell et al, Addison-Wesley

- | | |
|---------------------------|------------------|
| - les animaux | - la nourriture |
| - le corps | - la ville |
| - le calendrier | - l'école |
| - les vêtements | - les sports |
| - la famille et le foyer | - les transports |
| - Teacher's Resource Book | |

1000 Pictures for Teachers to Copy - Andrew Wright, Addison-Wesley

Bravo A & B - Annette Boland, Copp Clark Pitman Ltd

L'alphabet en cartes - Annette Boland, Copp Clark Pitman Ltd



EXPRESSIONS FOR THE FRENCH CLASSROOM - DES EXPRESSIONS POUR LA SALLE DE CLASSE*

This list includes single words and common expressions needed to organize a French class.

To find the expression you want, look under the first word of the expression, e.g., "in the middle of the page" is listed under "in", not under "middle" or "page"; "May I go to the toilet" is listed under "may".

Absent	Absent (Absente)
Again	Encore (une fois)
All the boys!	Tous les garçons!
All the girls!	Toutes les (jeunes) filles!
All together!	Tous ensemble!
Aloud!	A haute voix!
An answer	Une réponse
And you?	Et toi?
Answer!	Réponds! (Répondez!)
Answer the question!	Réponds (Répondez) à la question!
Are you ready?	Es-tu prêt (prête)? Êtes-vous prêts (prêtes)?
Ask a personal question.	Pose une question personnelle.
Ask John a question.	Pose une question à Jean.
Ask me a question about...	Pose (Posez)-moi une question sur...
Ask the question!	Pose (Posez) la question!
Attention!	Attention!
At the bottom (top) of the page.	Au bas (En haut) de la page.
Backwards	En arrière
Be careful!	Attention!
Begin!	Commence! (Commencez!)
Be nice!	Sois gentil (gentille)! Soyez gentils (gentilles)!
Be polite!	Sois poli(e). (Soyez poli(e)s.)
Be quiet!	Silence! Tais-toi! (Taisez-vous!)
Borrow	Emprunter
Box	Une boîte
Boys only!	Les garçons seulement!
Bring me (the tape recorder).	Apporte-moi (le magnétophone).
Can everyone hear/understand?	Est-ce que tout le monde entend/ comprend?
Can I... (See May I...)	Tu peux le dire seul (seule)?
Can you say it by yourself?	Le capitaine (de l'équipe)
Captain (of the team)	Attention à la prononciation (l'orthographe)
Careful with the pronunciation (spelling)	Une cassette
Cassette	Un tableau
Chart	Courage!
Cheer up!	Ferme (Fermez) les livres (la porte, les cahiers).
Close your books (the door, your notebooks).	

* Reprinted with permission from Le français en Action 1, published by D.C. Heath, Canada.

Collect the books.
Come here!
Come in!
Come up to the front of the class
Continue!
Conversation
Count from 2 to 8
Count up to...
Darn it!
Dialogue
Dictation
Don't answer!
Don't laugh!
Don't repeat!
Don't run!
Don't talk!

Don't touch your pencils!

Don't write!
Do you know?
Do you remember?
Do you understand?
Do you want to play?
Draw a picture.
Drill
Enter the room.
Erase.
Everybody, everyone
Everyone repeat...
Example
Excellent!
Excuse me.
Fast
Faster!
Father
For example...
Form two teams.
For sure.
For the next time.
For tomorrow.
Forwards
Funny
Game
Get a pen!
Get down!
Get going!
Get out!
Get up!
Get your book (books)!

Girls only!

Ramasse (Ramassez) les livres.
Viens (Venez) ici!
Entre (Entrez)!
Viens (Venez) ici, devant la classe.
Continue! (Continuez!)
Une conversation
Compte (Comptez) de 2 à 8.
Compte (Comptez) jusqu'à...
Zut!
Un dialogue
Une dictée
Ne réponds pas! (Ne répondez pas!)
Ne ris pas! (Ne riez pas!)
Ne répète pas! (Ne répétez pas!)
Ne cours pas! (Ne courez pas!)
Ne parle pas! (Ne parlez pas!)
Silence!
Ne touche pas tes crayons! (Ne touchez pas vos crayons!)
N'écris pas! (N'écrivez pas!)
Est-ce que tu sais (vous savez)?
Tu te rappelles? (Vous vous rappelez?)
Comprends-tu? (Comprenez-vous?)
Veux-tu jouer? (Voulez-vous jouer?)
Trace (Tracez) une image.
Un exercice
Entre (Entrez) dans la salle.
Efface (Effacez).
Tout le monde
Tout le monde, répétez...
Un exemple
Excellent! Parfait!
Excuse (Excusez)-moi.
Vite
Plus vite!
Un père, mon père, papa
Par exemple...
Formez deux équipes.
Bien sûr.
Pour la prochaine fois.
Pour demain.
En avant
Drôle
Un jeu
Prends (Prenez) un stylo!
Descends! (Descendez!)
Vas-y! (Allez-y!)
Sors! (Sortez!)
Lève-toi! (Levez-vous!)
Prends ton livre (tes livres)!
Prenez votre livre (vos livres)!
Les (jeunes) filles seulement!

Give me (the book) please.
Give out...
Go back to your seat (seats)!

Good!
Goodbye!
Good luck!
Good morning, children (everybody).
Go to the board (to the door, to
the principal's office).

Go to your seat!

Great!

Guess!

Happy

Hear

Hello, everyone.

Help him (her).

Here!

Here's an example.

Here's a record (a song) by...

How do you pronounce (write,
spell)... ?

How do you say... in French?

I beg your pardon?

I can't see (hear).

I don't have a book.

I don't know.

I don't think so.

I don't understand.

I have a surprise for you.

I know.

Imitate me!

Imitate the accent.

Immediately!

I need a pencil.

I need to leave the room.

In front of the class.

Instructions

In the middle of the page

I repeat...

Is... absent?

Is everyone ready?

I think so.

It makes no difference to me.

It's good (bad).

It's mine.

Its... 's turn.

It's your turn.

Jump!

Keep going!

Keep quiet!

Keep score.

Donne-moi (le livre), s'il te plaît.
Distribue (Distribuez)...
Retourne à ta place! (Retournez à
vos places)!

Bon!

Au revoir!

Bonne chance!

Bonjour, mes enfants (tout le monde).

Va (Allez) au tableau (à la porte, au
bureau du directeur).

Va à ta place.! (Allez à vos places!)

Bravo! Super!

Devine! (Devinez!)

Content (Contente)

Entendre

Bonjour, tout le monde.

Aide (Aidez)-le. Aide (Aidez)-la.

Ici!

Voici un exemple.

Voici un disque (une chanson) de...

Comment est-ce qu'on prononce (écrit,
épelle)...?

Comment dit-on... en français?

Pardon?

Je ne peux pas voir (entendre).

Je n'ai pas de livre.

Je ne sais pas.

Je pense que non.

Je ne comprends pas.

J'ai une surprise pour toi (pour vous).

Je sais.

Imite (Imitez)-moi!

Imite (Imitez) l'accent.

Immédiatement!

J'ai besoin d'un crayon.

J'ai besoin de sortir de la salle.

Devant la classe.

Les directives

Au milieu de la page

Je répète...

Est-ce que... est absent (absente)?

Tout le monde est prêt?

Je pense que oui.

Ça m'est égal.

C'est bon (mauvais).

C'est à moi.

C'est le tour de...

C'est ton (votre) tour.

Saute! (Sautiez!)

Continue! (Continuez!)

Reste tranquille! (Restez tranquille!)

Compte (Comptez) le nombre de points.

Leave the classroom.
Leave your pencils alone.

Let's see.
Let's sing a song.
Line
Line of a song
Listen!
Listen carefully!
Listen carefully to the instructions.
Listen to me!
Listen to the answer once more!

Listen to the question!
Locker
Look and listen!
Look at me!
Look at the picture.
Louder please.
Makes no difference to me
Make up a conversation.
Map
Maybe
May I...?
May I borrow a pen?
May I get a drink (go to the
washroom, leave the room)?
May I sharpen my pencil?
Me too.
Mine
Mother
My name is...
Name a...
Never!
Never mind!
No kidding!
No talking!
Not at all.
Now
Of course.
Office
O.K.
Once more!
One more time!
Open the door.
Open your books to page...
Over there
Page
Pass the papers.
Paste
Pay attention!
Pay attention to the pronunciation.

Sors (Sortez) de la salle.
Ne touche pas tes crayons. (Ne touchez
pas vos crayons.)
Voyons.
Chantons une chanson.
Une ligne
Un vers
Écoute! (Écoutez!)
Écoute (Écoutez) bien!
Écoute (Écoutez) bien les directives.
Écoute (Écoutez)-moi!
Écoute (Écoutez) la réponse encore une
fois!
Écoute (Écoutez) la question!
Un casier
Regarde (Regardez) et écoute (écoutez)!
Regarde (Regardez)-moi!
Regarde (Regardez) l'image.
Plus fort, s'il te (vous) plaît.
Ça m'est égal.
Compose (Composez) une conversation.
Une carte
Peut-être
Est-ce que je peux...?
Est-ce que je peux emprunter un stylo?
Est-ce que je peux aller boire (aller
aux toilettes, sortir de la salle)?
Est-ce que je peux tailler mon crayon?
Moi aussi.
A moi
Une mère, ma mère, maman
Je m'appelle...
Nomme (Nommez) un (une)...
Jamais!
Laisse (Laissez) faire!
Sans blague!
Ne parle (parlez) pas!
Pas du tout.
Maintenant
Bien entendu. Bien sûr. Certainement.
Un bureau
D'accord (D'ac). Ça va.
Encore!
Encore une fois!
Ouvre (Ouvrez) la porte.
Ouvre (Ouvrez) vos livres à la page...
Là-bas
Une page
Distribue (Distribuez) les papiers.
La colle
Fais (Faites) attention!
Attention à la prononciation.

Perfect!
Perhaps
Picture
Piece of chalk.
Play the role of...
Please!
Please close the door (the window)!

Poster
Prepare...
Present...
Principal
Pronounce clearly!
Pupil
Put on a record (a cassette).
Put the charts in the box.
Put your hands down.
Put your things away.

Question
Quick(ly)
Quiet!

Raise your hand to answer!
Read (out loud)!
Record
Record player
Reel (tape)
Remember!
Repeat!
Repeat once more!
Right away
Right now!
Row
Rub off the board.
Run!
Scissors
Score
Screen
See you Monday (soon, tomorrow)!
Sheet of paper
Show me...
Silence!
Sing the first (second, third) line.

Sit down!
Slower! Slow down!
So much the better.
Soon
Speak clearly.
Speak more loudly.
Speak more quickly.

Parfait!
Peut-être
Une image
Un morceau de craie.
Joue (Jouez) le rôle de...
S'il te (vous) plaît!
Ferme la porte (la fenêtre), s'il te plaît!

Un poster
Prépare (Préparez)...
Présente (Présentez)...
Le directeur, la directrice.
Prononce (Prononcez) bien!
Un(e) élève
Mets un disque (une cassette).
Mets les tableaux dans la boîte.
Baissez les mains.
Range tes affaires. (Rangez vos affaires).

Une question
Vite
Silence! Reste tranquille! (Restez tranquille!) Ne parle (parlez) pas!

Lève (Levez) la main pour répondre!
Lis (Lisez) (à haute voix)!

Un disque
Un tourne-disque
Une bobine
Rappelle-toi! (Rappelez-vous!)
Répète! (Répétez!)
Répète (Répétez) encore une fois!
Tout de suite. Immédiatement.
Tout de suite!

Un rang
Efface (Effacez) le tableau.
Cours! (Courez!)
Les ciseaux
Le nombre de points
Un écran
A lundi (à bientôt, à demain)!
Une feuille de papier
Montre (Montrez)-moi...
Silence!

Chante (Chantez) le premier (le deuxième le troisième) vers.
Assieds-toi! (Asseyez-vous)!
Plus lentement! Moins vite!
Tant mieux.
Bientôt
Parle (Parlez) distinctement.
Parle (Parlez) plus fort.
Parle (Parlez) plus vite.

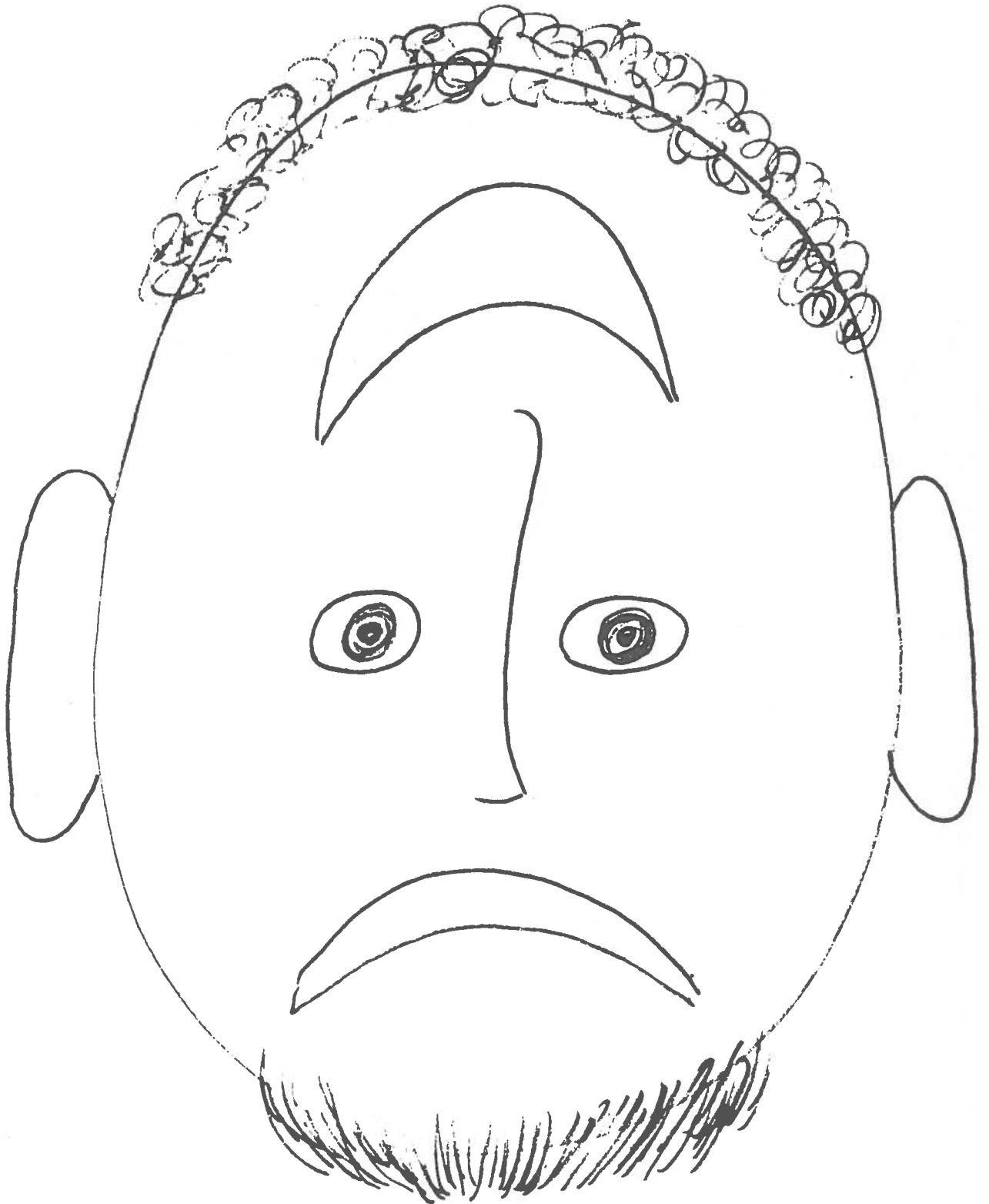
Speak slowly.	Parle (Parlez) lentement.
Stand up!	Lève-toi! (Levez-vous!)
Stand up straight!	Tiens-toi (Tenez-vous) droit!
Start!	Commence! (Commencez!)
Stay where you are!	Reste! (Restez!)
Stop!	Arrête! (Arrêtez!)
Students in the first row will begin.	Les élèves du premier rang commenceront.
Super!	Magnifique! Fantastique!
Take (a piece of chalk).	Prends (Prenez) (une craie).
Take out your activity books.	Prenez vos cahiers d'activités.
Take the part of...	Joue le rôle de...
Take your seats.	A vos places.
Tape	Une bande
Tape recorder	Un magnétophone
Teacher	Un instituteur, une institutrice
Team	Une équipe
Tell me...	Dis (Dites)-moi...
Tell me something about the picture.	Dis (Dites)-moi quelque chose à propos de l'image.
Terrific!	Formidable!
Test	Une épreuve, un test
Thank you very much.	Merci beaucoup.
That is called a...	Ça s'appelle un (une)...
That's a good idea.	C'est une bonne idée.
That's better.	C'est mieux.
That's enough!	Ça suffit!
That's good (right, correct).	C'est bien (exact, correct).
That's much better.	C'est beaucoup mieux.
That's not right.	Ce n'est pas ça.
That's perfect.	C'est parfait.
That's right.	C'est ça.
That's the same.	C'est pareil.
The score is even.	Le nombre de points est à égalité.
This row. That row.	Ce rang-ci. Ce rang-là.
Try once more!	Essaie (Essayez) encore une fois.
Turn around!	Retourne-toi! (Retournez-vous!)
Turn down the volume.	Baisse (Baissez) le volume.
Turn off the tape recorder.	Arrête (Arrêtez) le magnétophone.
Turn on the cassette player.	Mets (Mettez) le magnétophone en marche.
Turn to page...	Tourne (Tournez) à la page...
Turn up the volume.	Augmente (Augmentez) le volume.
Until tomorrow.	A demain.
Very good!	Très bien!
Visitor	Un invité, une invitée
Walk fast.	Marche (Marchez) vite.
We are going to have a review.	Nous allons avoir une révision.
Well done!	Bravo!
What a pity!	Quel dommage!
What are you doing?	Que fais-tu (faites-vous)?
What does... mean?	Que veut dire...?
What do you call this thing?	Comme appelle-t-on cet objet?
What do you want to sing?	Qu'est-ce que vous voulez chanter?

What is it?
What's going on?
What's it all about?
What's the right answer?
What's the use?
Where are you going?
Where is (are)...?
Who is it?
Who knows?
Who's absent?
Whose is it?
Whose turn is it?
Who wants to repeat?
Why, of course!
Will you please repeat it?

Wipe off the board.
Wonderful!
Write!
Write on the board.
You're improving.
You're welcome.
You too.

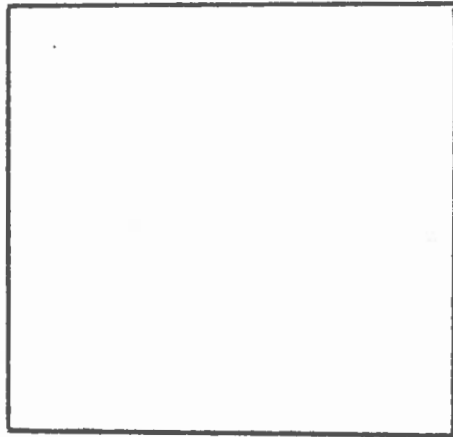
Qu'est-ce que c'est?
Qu'est ce qui se passe?
De quoi s'agit-il?
Quelle est la bonne réponse?
A quoi bon?
Où vas-tu (allez-vous)?
Où est (sont)...?
Qui est-ce?
Qui sait?
Qui est absent?
A qui est-ce?
A qui le tour?
Qui veut répéter?
Mais oui!
Veux-tu répéter, s'il te plaît? (Voulez-vous répéter, s'il vous plaît?)
Efface (Effacez) le tableau.
Formidable! Merveilleux! Extraordinaire!
Écris! (Écrivez!)
Écris (Écrivez) au tableau.
Tu fais (Vous faites) des progrès.
De rien. Il n'y a pas de quoi.
Toi (Vous) aussi.





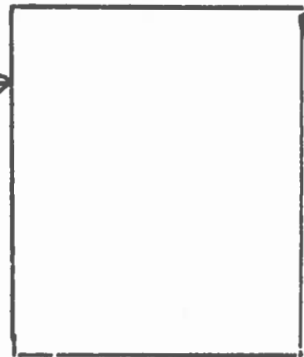


Ma carte d'identité



← la photo

le pouce →



Je m'appelle _____.

J'ai _____ ans.

1,2

Have students either draw their picture or glue their photo in the space provided and put their thumbprint in the appropriate place. Have them fill in the rest of the sheet and glue it into one of their workbooks or their French scrapbook.

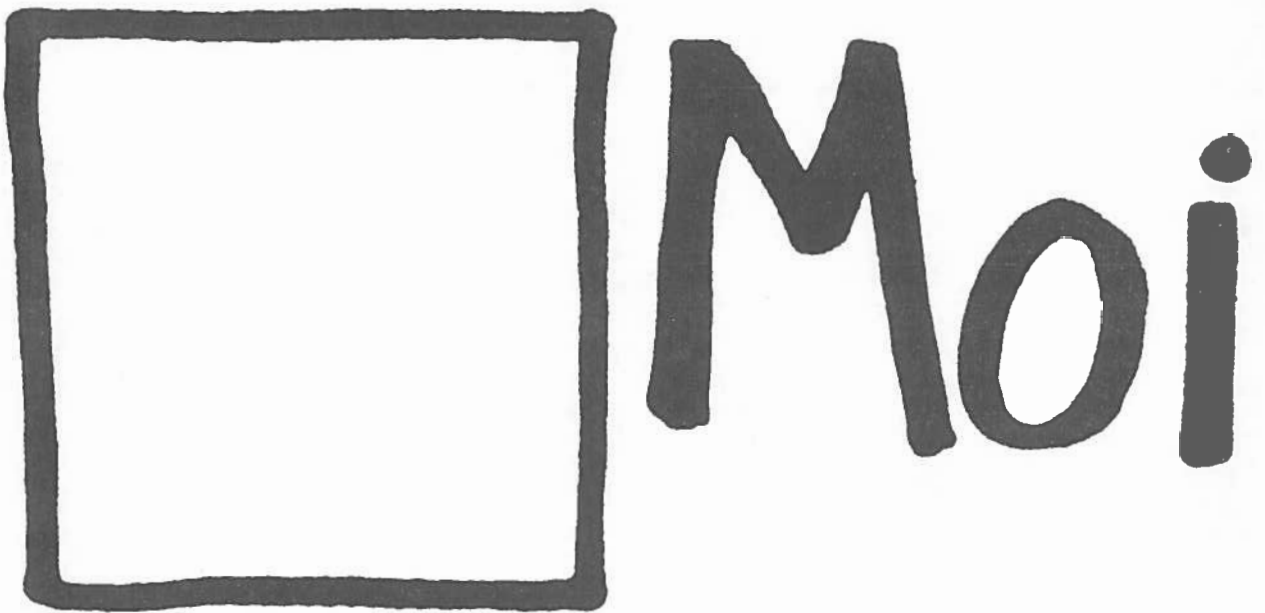


Theme - Greetings

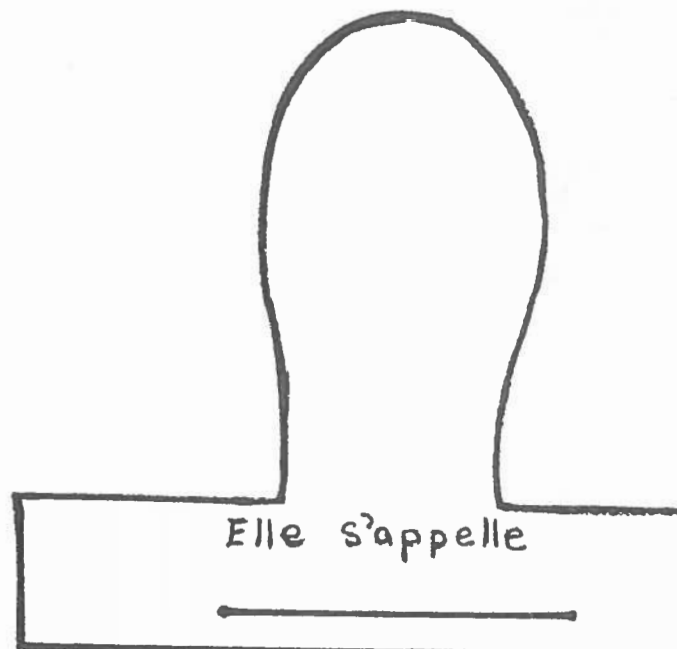
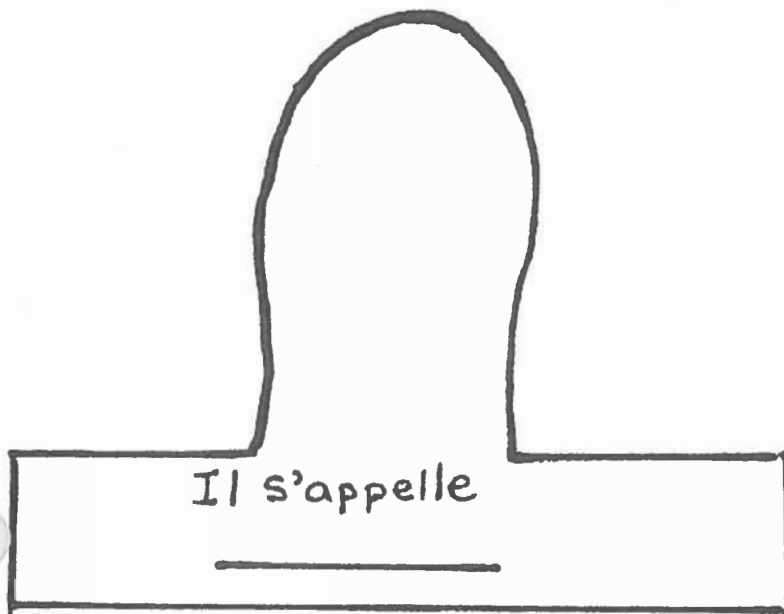
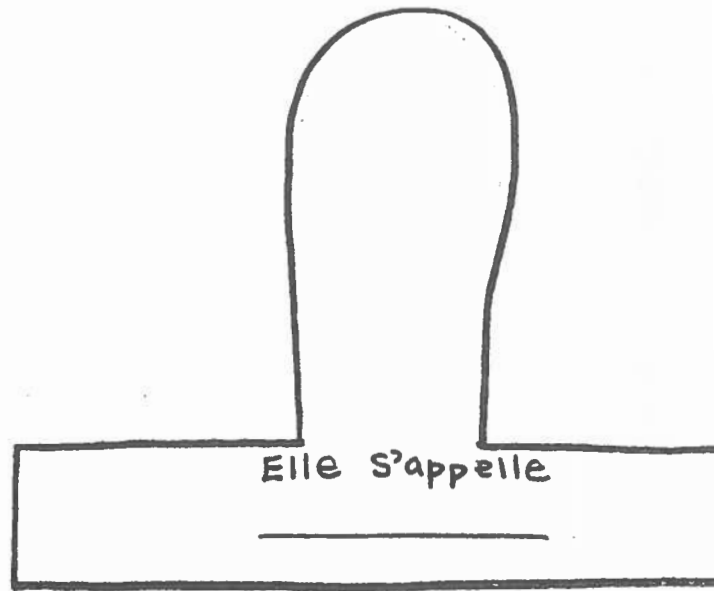
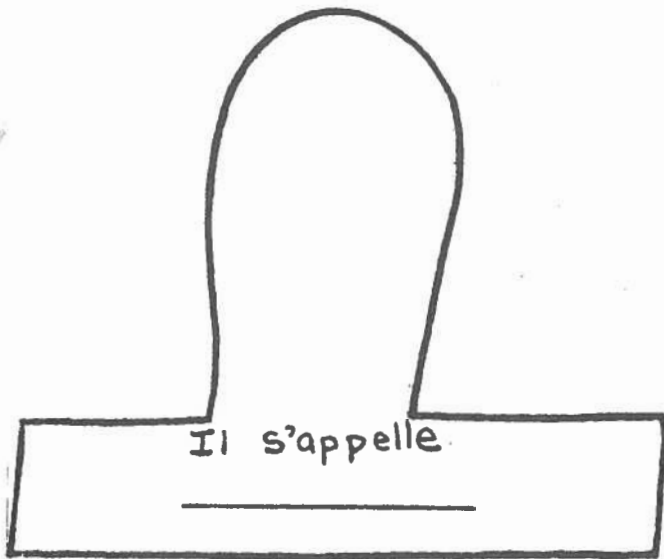
1, 2

At the beginning of the year have the students fill out their "MOI cards" and tape them to their desks. This box beside MOI is where the students can draw a picture of themselves.

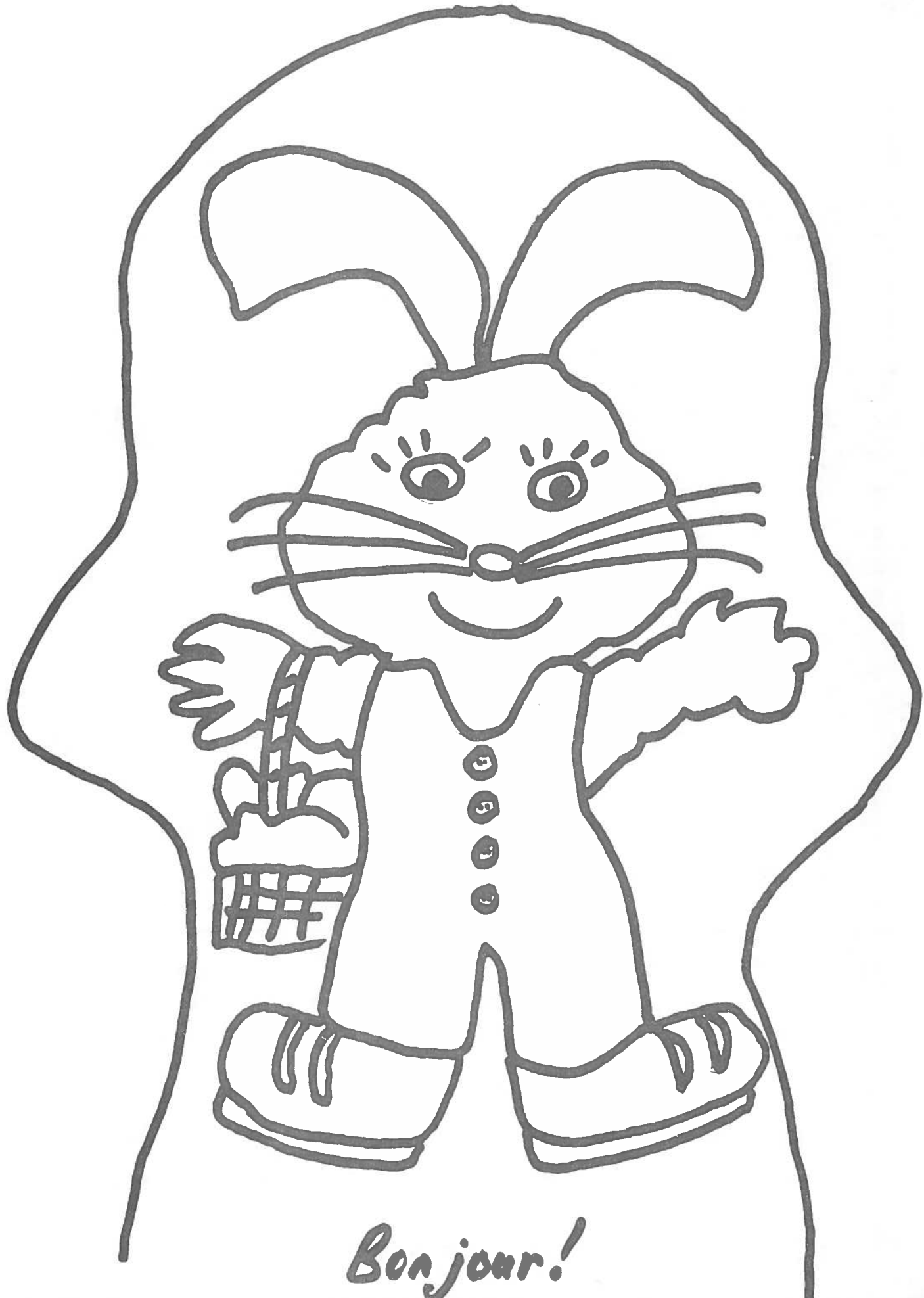
Note* - You could use "JE M'APPELLE", and students can draw and write their names.



Finger Puppets: Use for props in classroom dialogues. Students design and cut out their own









THE CALENDAR, DATES, SEASONS - LE CALENDRIER, LA DATE, LES SAISONS

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Quel jour est-ce? /	Quelle saison est-ce? /	Quel jour sommes-nous?
les jours de la semaine	les saisons de l'année	Quelle saison sommes-nous?
Bon week-end	Quel mois est-ce? /	Quelle est la date? /
Bonne fête	les mois de l'année	Bonne fin de semaine.
Quel âge as-tu?		Quel âge a-t-il/elle?
J'ai... ans.		

Suggested activities for days, dates, birthdays

Suitable for year

- 1, 2, 3 Activity: Make large calendar for classroom which students can decorate.
Various uses:
- day, date, month, season, daily
- birthday, special events
- counting days 'til..., etc.
- 1, 2 Activity: Prepare a chart showing the months of the year. Have the students write their names or draw themselves in the column for the month of their birth.
- 1, 2, 3 Game: Have all students stand up. Call out a day of the week. The first student able to name the following day sits down, continue with a few more days. The same game can be played using the months of the year.
- 1, 2, 3 Game: Draw a calendar page on the board, indicating the days by letter. Divide the class into 2 teams and have students compete one at a time. Call out a number and have student give the day that corresponds to the number.
- Variation: Call out a day and have student give all numbers that occur on that day.
- 1, 2, 3 Activity: Have students pick their favorite day/month/season and illustrate it.

- 2, 3 Activity: Have students fold an $8\frac{1}{2}$ " x $14\frac{1}{4}$ paper into eight sections. Have them print one day of the week in each section and cut the sections into cards, mix up, then replace in order, repeating the names of the days.

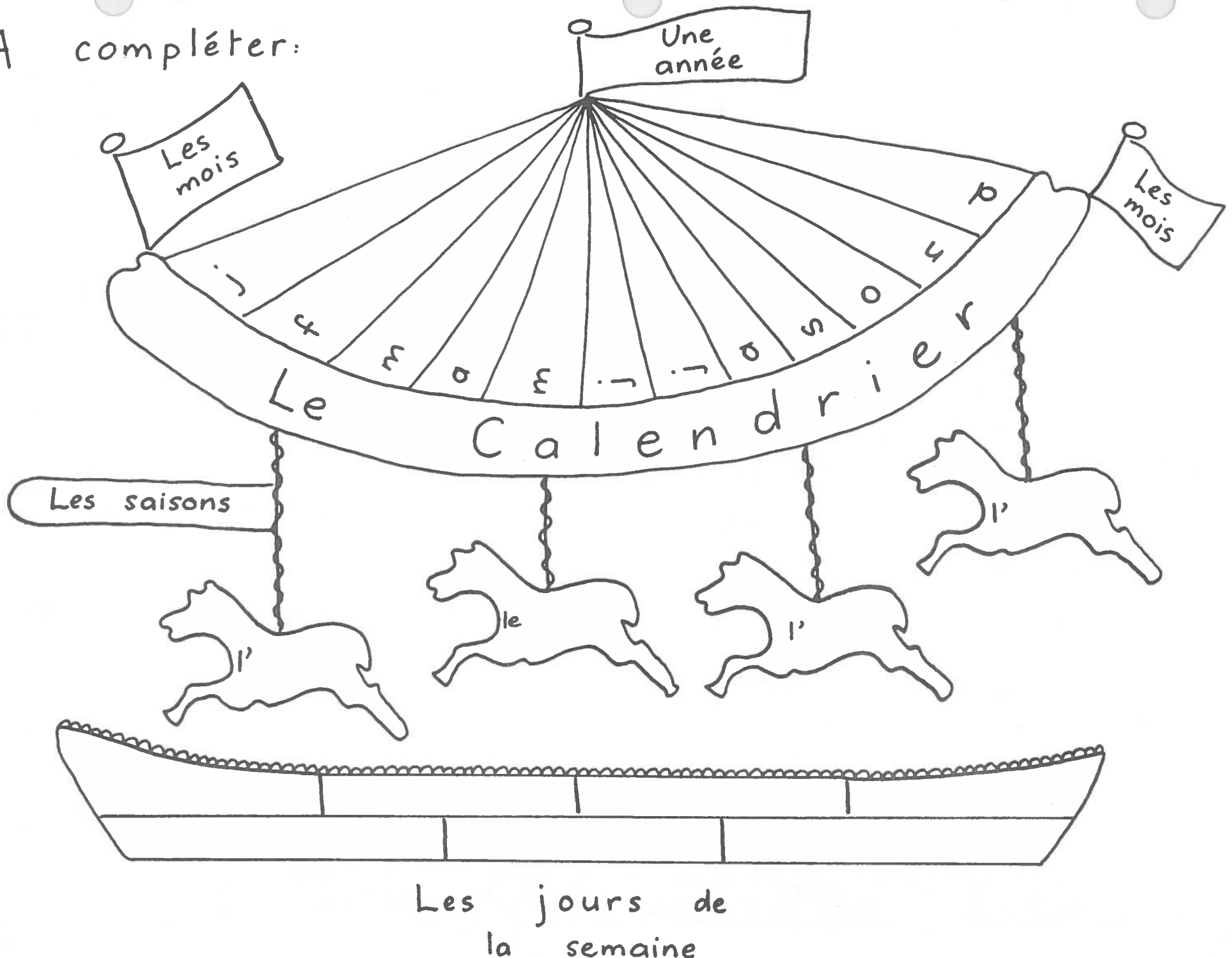
Les jours	lundi	mardi	mercredi
jeudi	vendredi	samedi	dimanche

For further use of the cards, instruct students to do the following:

"Dessine un cercle rouge à lundi, un triangle vert à samedi, etc."

- 1, 2, 3 Song: "Combien de jours", from Quand tu seras grand by Matt.
- 1, 2, 3 Song: "Les cochons", from Comme moi by Suzanne Pinel.
- 1, 2, 3 Refer to Carte Blanche: le calendrier published by Addison-Wesley.
- 1, 2, 3 Activity: For birthdays, sing "Happy Birthday" in French. Make a birthday cake for bulletin board with removable name tag. Birthday child puts appropriate number of candles on cake while class counts.

A compléter:





Complétez:

Les mois de l'année sont:

j _ _ v _ _ r
f _ _ r _ e _
m _ _ s
_ v _ _ l
_ a _
_ u _ _
_ _ _ l _ _ t
a _ ^ t
_ e _ _ _ _ r _
o _ _ o _ _ _
_ _ v _ _ _ r _

Les jours de la semaine sont:

l _ _ _ _
_ _ _ _ i
_ e _ _ _ _ d _
j _ _ _ _
_ _ n _ _ _ _
s _ _ e _ _
_ i _ _ _ _ _

Les saisons sont:



l' _ _ _ _ _



le _ _ _ _ _



l' _ _ _ _



l' _ _ _ _ _



lundi

vendredi

samedi

dimanche

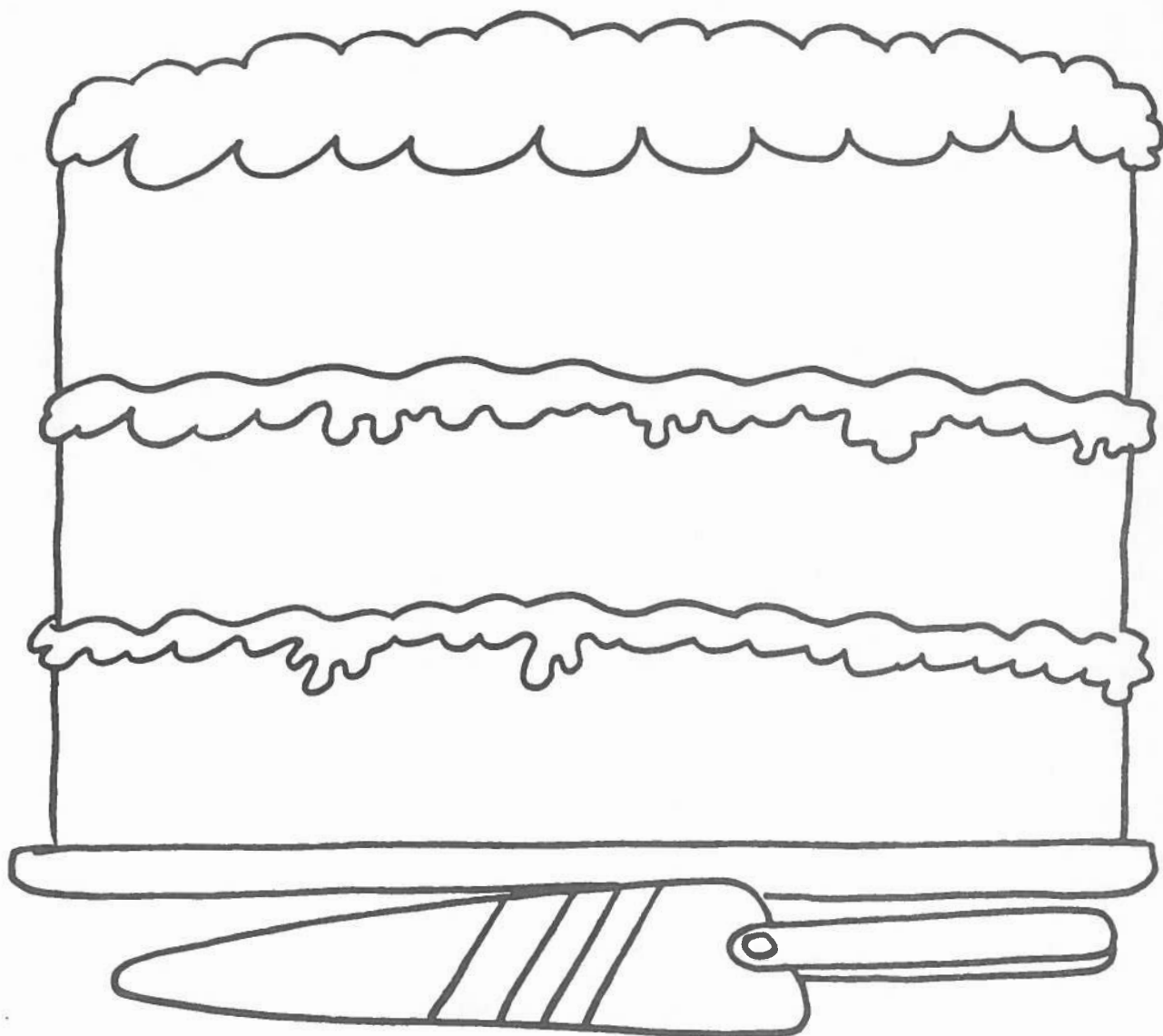
jeudi

mercredi

mardi

Quel Âge as-tu? J'ai ____ ans

DESSINE DES CHANDELLES
SUR LE GÂTEAU DE FÊTE



Suggested activities for seasons

Spring

1, 2, 3 Comptine: Pluie, pluie

Pluie, pluie
Tombe, tombe
Pluie, pluie
Tombe, tombe
Sur mon parapluie

1, 2, 3 Comptine: Une tempête

Toc, toc, toc
Il pleut sur la terre
Toc, toc, toc
Il fait des éclairs
Toc, toc, toc
J'entends le tonnerre

1, 2, 3 Comptine: Gouttes de pluie

Gouttes, gouttelettes de pluie
Mon chapeau se mouille
Gouttes, gouttelettes de pluie
Mes souliers aussi

1, 2, 3 Comptine: Sous la pluie

J'aime me promener sous la pluie
Avec mes bottes et mon parapluie
Flic, flac, flic, flac
Je patauge dans l'eau
Comme un petit bateau

3 Activity: Recipe for Maple Sugar Cookies

125 mL shortening	5 mL nutmeg
1 egg	375 mL oatmeal
250 mL maple syrup	125 mL milk
375 mL flour	125 mL chopped nuts
5 mL salt	5 mL baking powder

Cream shortening. Beat together egg and maple syrup, add to creamed shortening. Sift flour, salt, baking powder and nutmeg. Add to mixture. Add oatmeal, milk and nuts. Mix well. Grease a cookie sheet and drop mixture onto it with spoon. Bake at 160°C (325°F) for 15 minutes.

2



Activity: Give each student a sheet of paper and a popsicle stick. Have students draw design and colour sheet and fold in accordeon pleats. Staple one end. Glue in popsicle stick to make the umbrella handle

2, 3

Activity: Provide coloured paper, tissue paper, string, glue, scissors and have students make kites (either real or simply decorative).



2



Activity: Provide sheets of paper, popcorn, glue and poster paints. Have students glue the popcorn on the paper to form a flower. Draw in stem and leaves and paint as desired.

1, 2, 3

Activity: Take students for a walk in a neighbourhood park/garden and have them observe the flowers, insects, etc.

Summer

1, 2

Activity: Provide empty egg cartons, pipe cleaners and black paper to make caterpillars.



3

Game: Goin' Fishing

- Have students cut out fishes in coloured paper.
- Write a question on each fish.
- Write the answer on another small piece of paper and affix to back of fish with a paper clip. Place fish in container so that students cannot see answers.
- Make a fishing line and attach small magnet to the end of it.
- Have students take turns fishing. They should answer the question they fish and compare their answer with the back

Autumn

2, 3

Activity: Have students create figures by gluing a leaf on a piece of paper and then adding the head and body parts.



1, 2

Activity: Make use of pattern of Monsieur Feuille which students can assemble and colour. It can also be made out of felt and used on a felt board.

Winter

3

Activity: Make a collage/mural on a winter theme. Use magazine pictures/drawings and make it an individual/group/class work.

1, 2

Song: "Vive le vent" to the tune of "Jingle Bells"

Vive le vent
Vive le vent
Vive le vent d'hiver
Bonne année mes chers parents
Et bonne année grand-père!

Vive le vent
Vive le vent
Vive le vent d'hiver
Bonne année mes chers parents
Et bonne année grand-mère!

1

Game: Draw a snowman on the board. Blindfold the students one at a time and have them attempt to draw the nose on the snowman.

2, 3

Song: "Le bonhomme" to the tune of "Alouette". Use accompanying visual.

Le bonhomme
Le joli bonhomme
Le bonhomme
Je vais t'habiller.

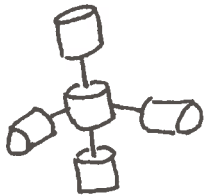
Je vais mettre ton manteau.
Je vais mettre mon chapeau.
Je vais mettre tes mitaines.
Je vais mettre ton foulard.
Je vais mettre tes bottes.
Je te donne une pipe.
Je te donne un balai.

1, 2, 3

Song: "Frosty le bonhomme", French version of well known English song.

Frosty le bonhomme
Le joli bonhomme de neige
Il est toujours gai
Et il aime danser
Avec les petits enfants
Thumpety, thump, thump (2)
Vois Frosty s'en aller
Thumpety, thump, thump (2)
Il ne peut pas rester.

1, 2, 3 Activity: Make snowmen out of marshmallows. Provide 4 marshmallows and some toothpicks to each student.



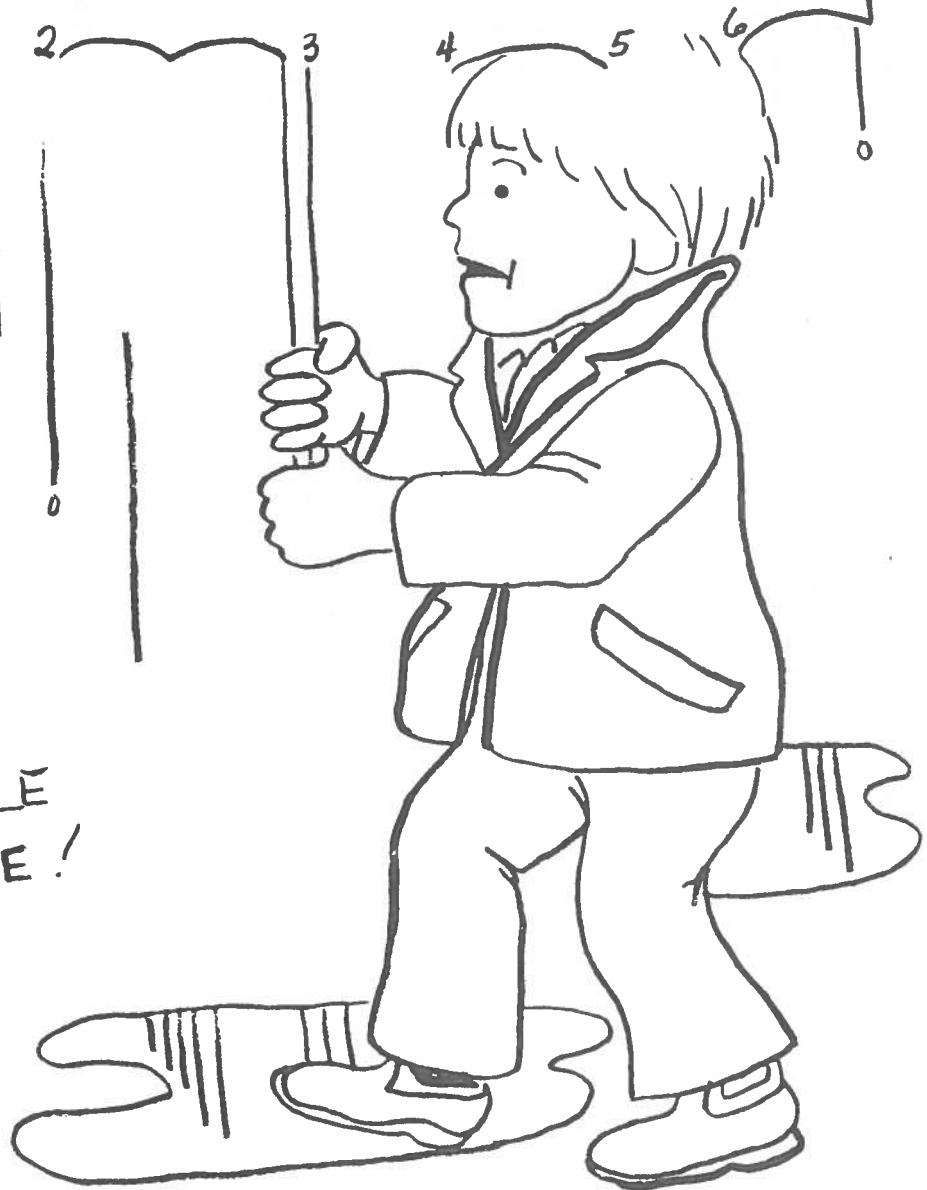
1. To make body, put one marshmallow on top of the other and push toothpicks through to join them. For the head, push another marshmallow on end of toothpick.
2. Cut remaining marshmallow in half to make arms and attach them with toothpicks.
3. Draw eyes, mouth, nose and buttons with food colouring.
4. Use as decorations, then eat (carefully) and enjoy!

2, 3

Activity: Have students cut out the form of a mitten in heavy paper (folded) and then sew up the sides with a thread of wool. Have them decorate the mitten to make a hand puppet, then use them for classroom conversations.



VITE !
TERMINE LE
PARAPLUIE !



C'est l'arc en ciel.
Voilà toutes les couleurs.

- 41 -

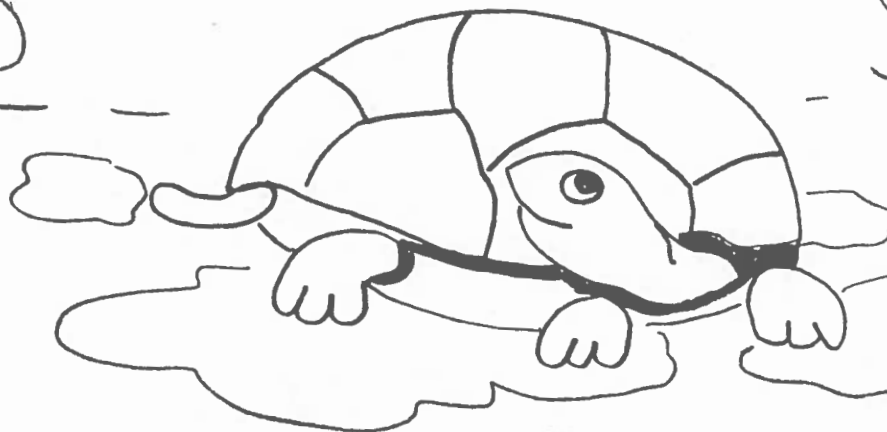
rouge
orange
jaune

vert

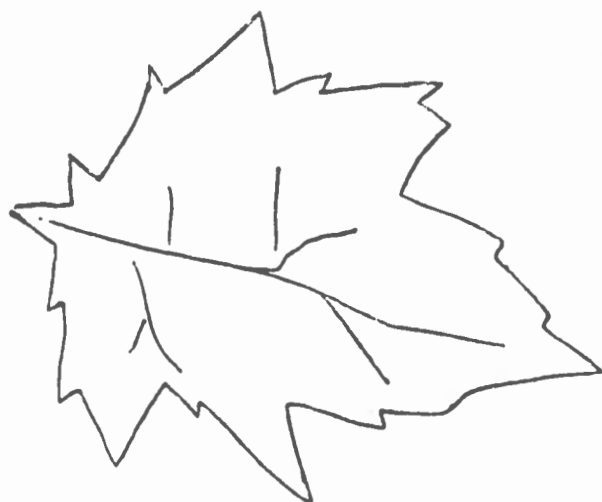
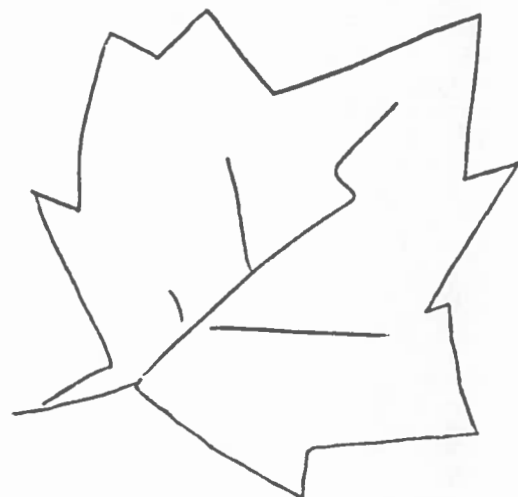
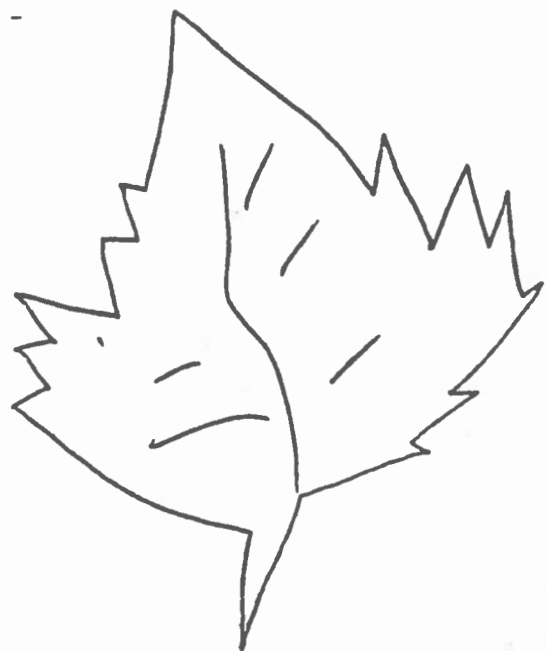
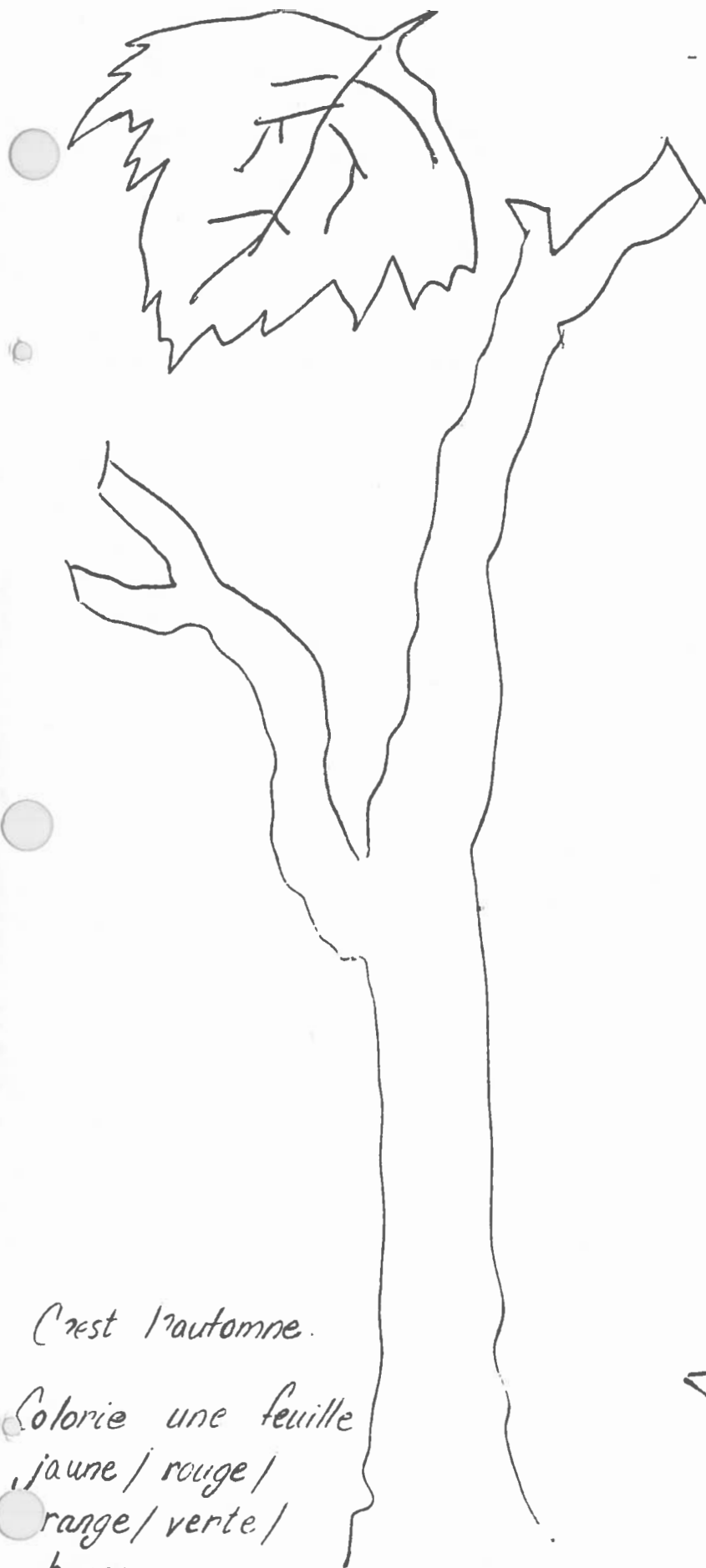
bleu

violet

La tortue regarde
l'arc en ciel.
Que c'est beau!



← la flaque d'eau.



C'est l'automne.

Colorie une feuille
jaune / rouge /
orange / verte /
brune



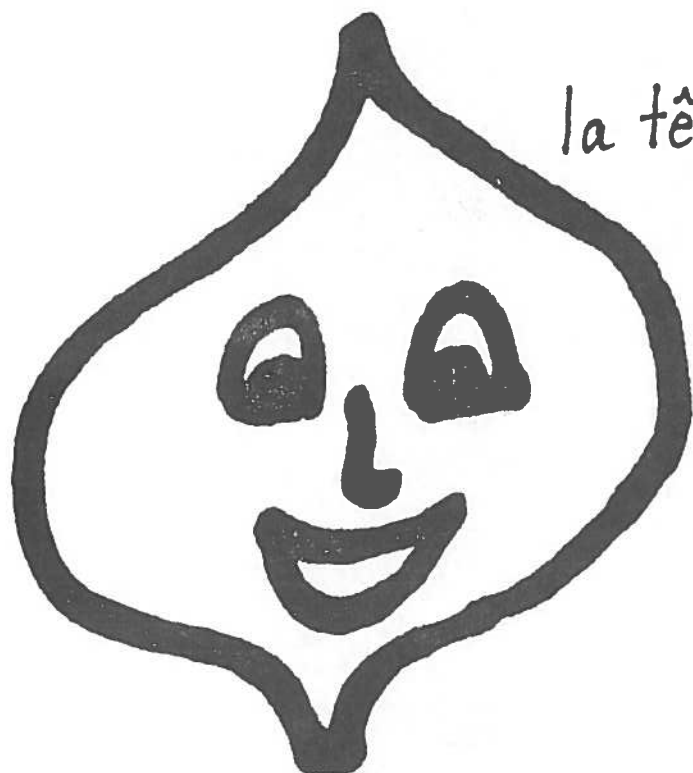




les jambes



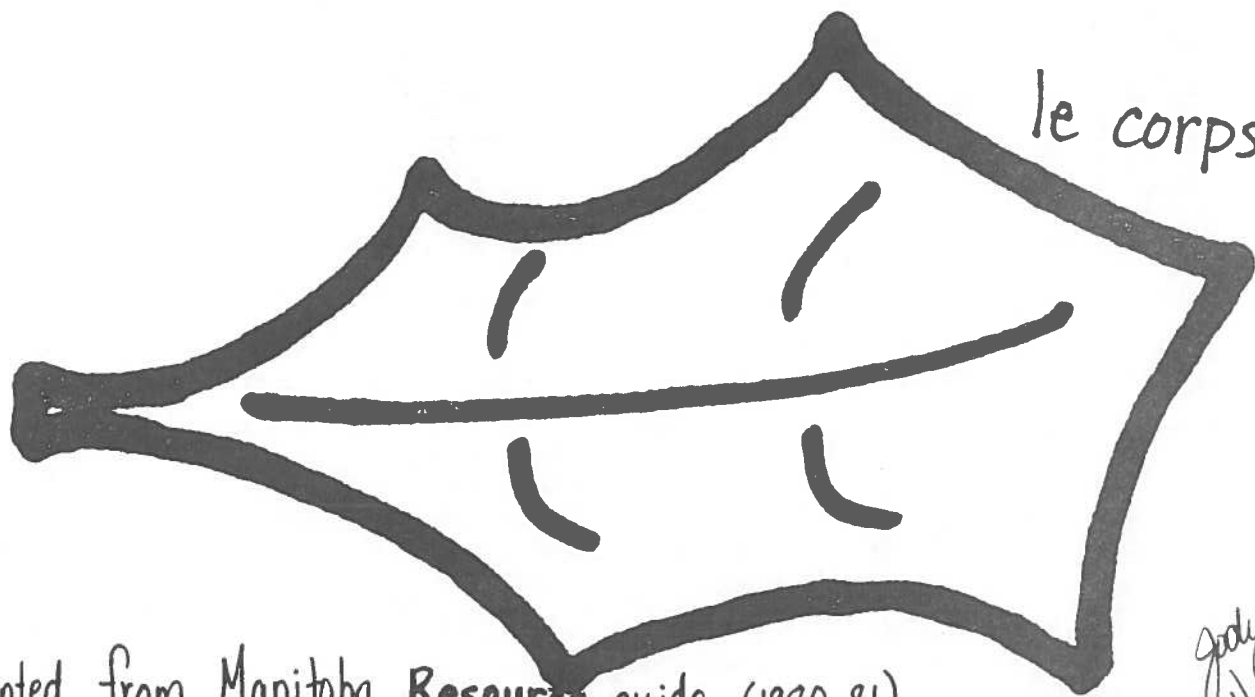
les bras



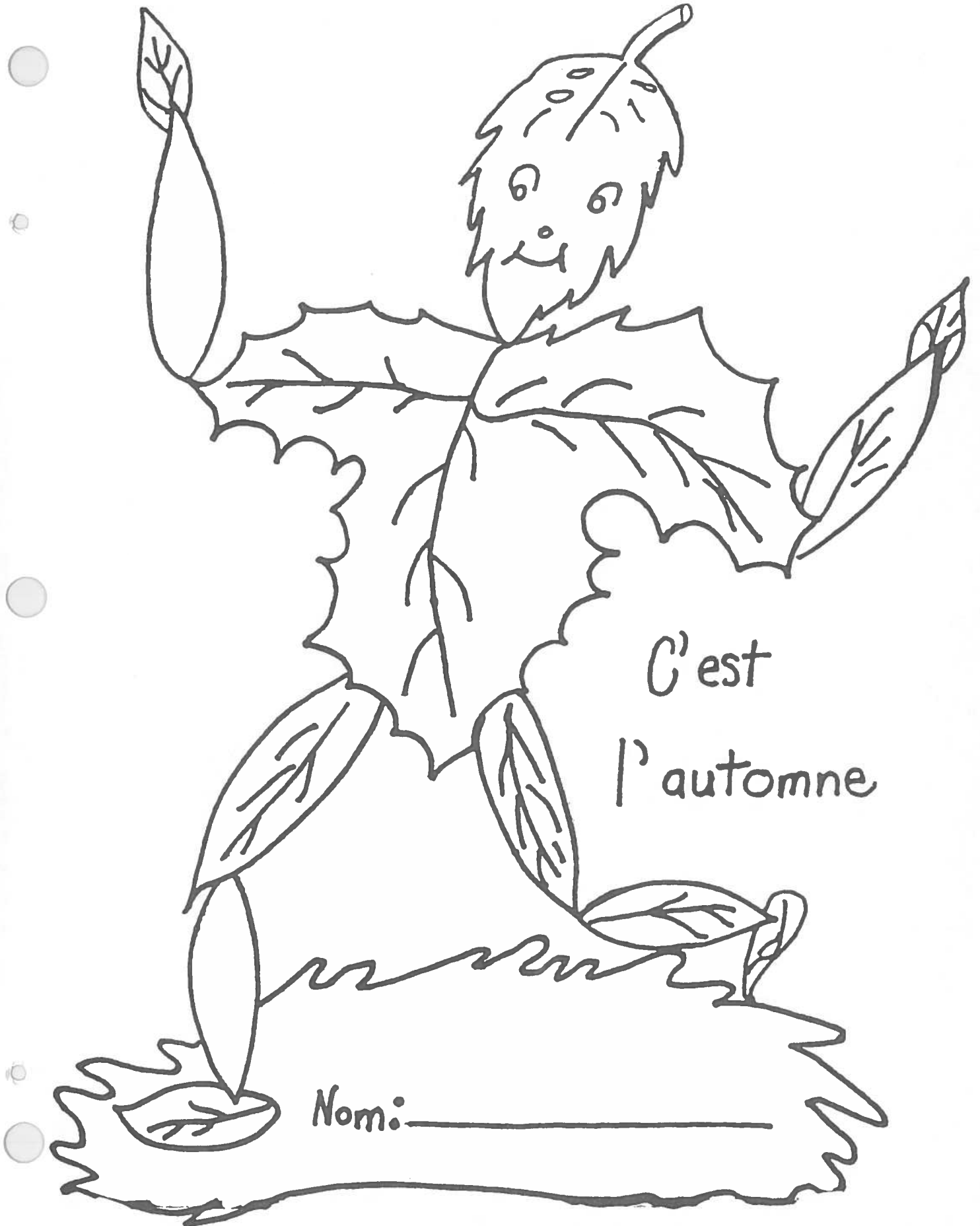
la tête

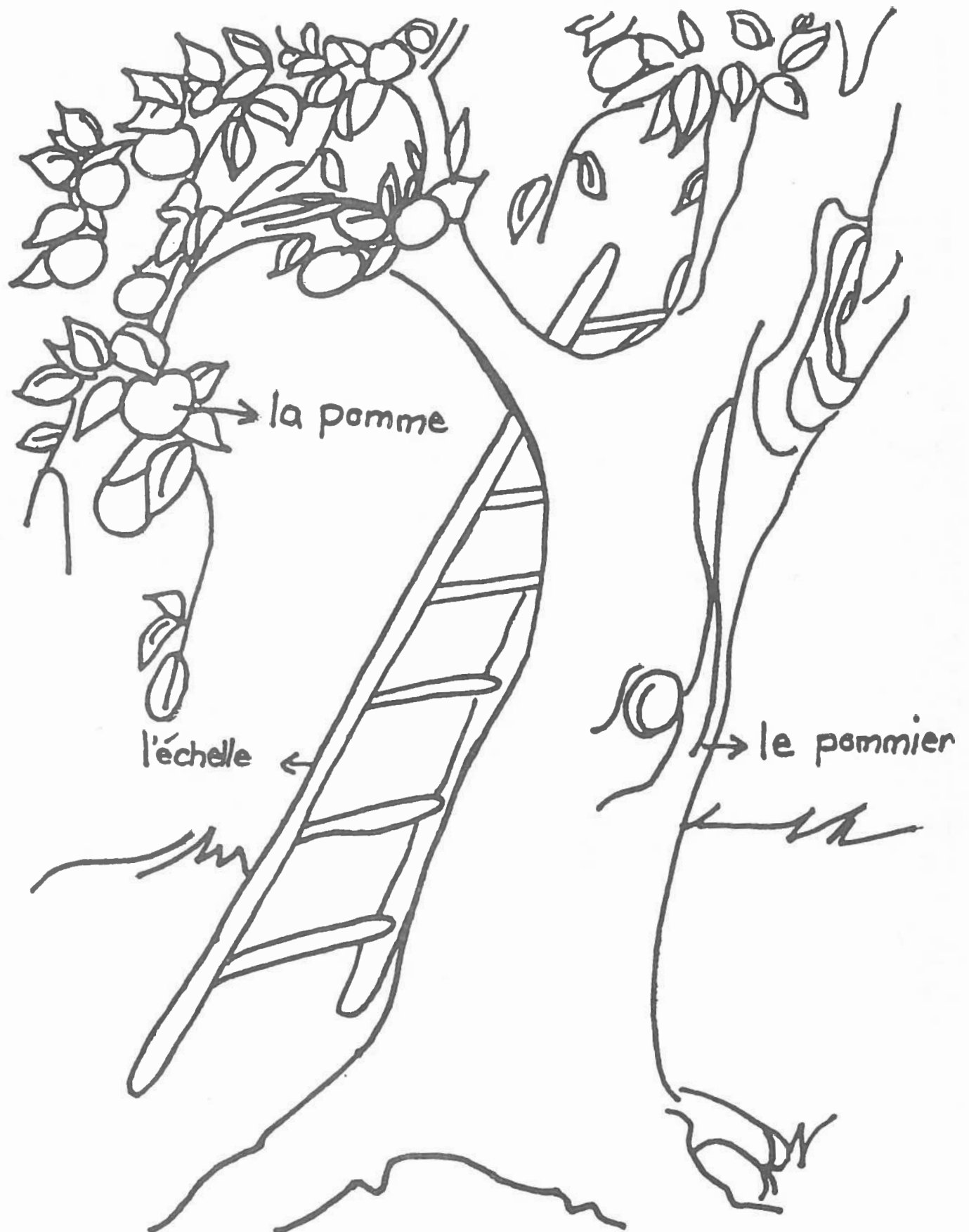


le corps

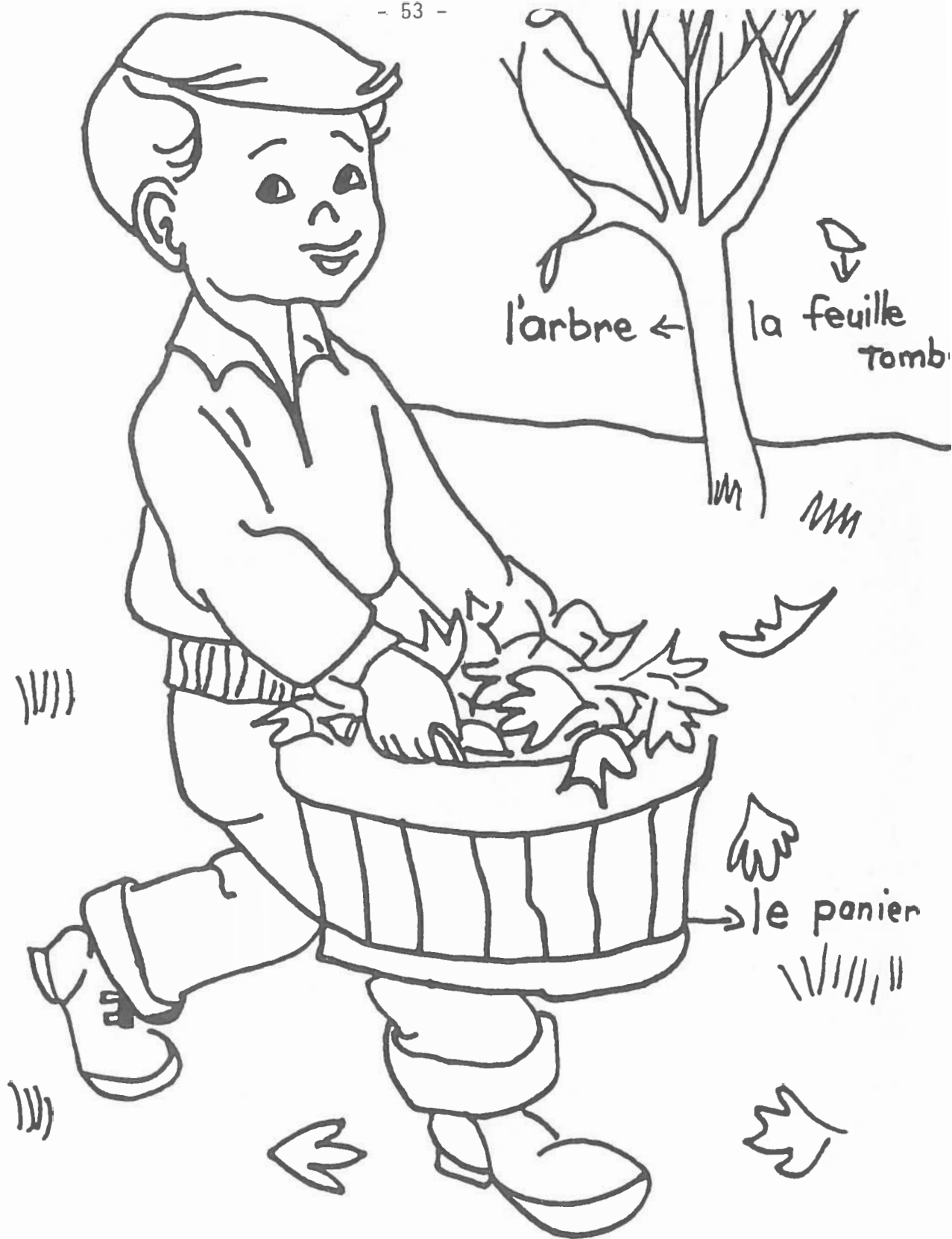


Monsieur
Feuille





C'est le temps de la cueillette des pommes
Voici un pommier avec de belles pommes rouges

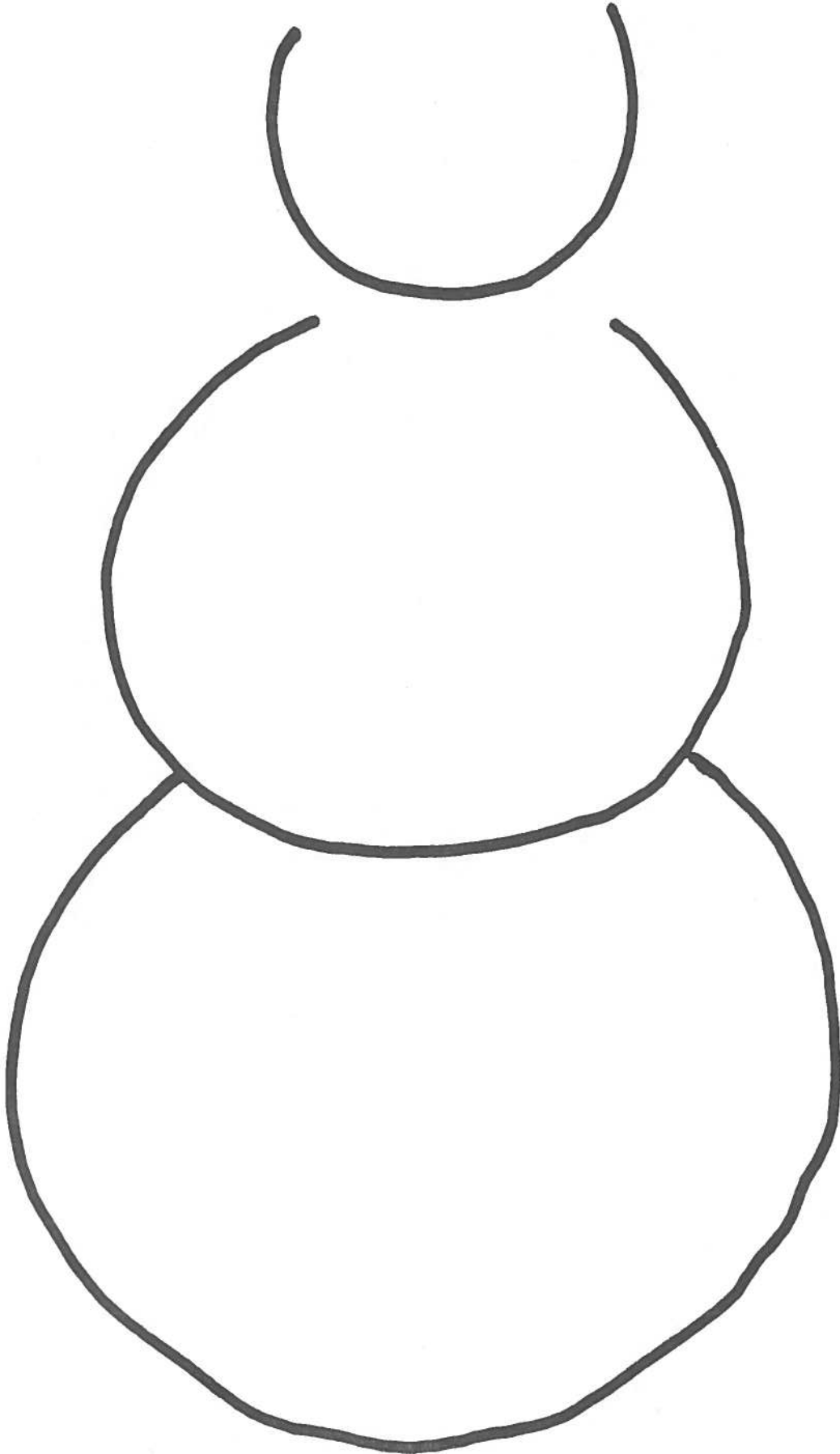


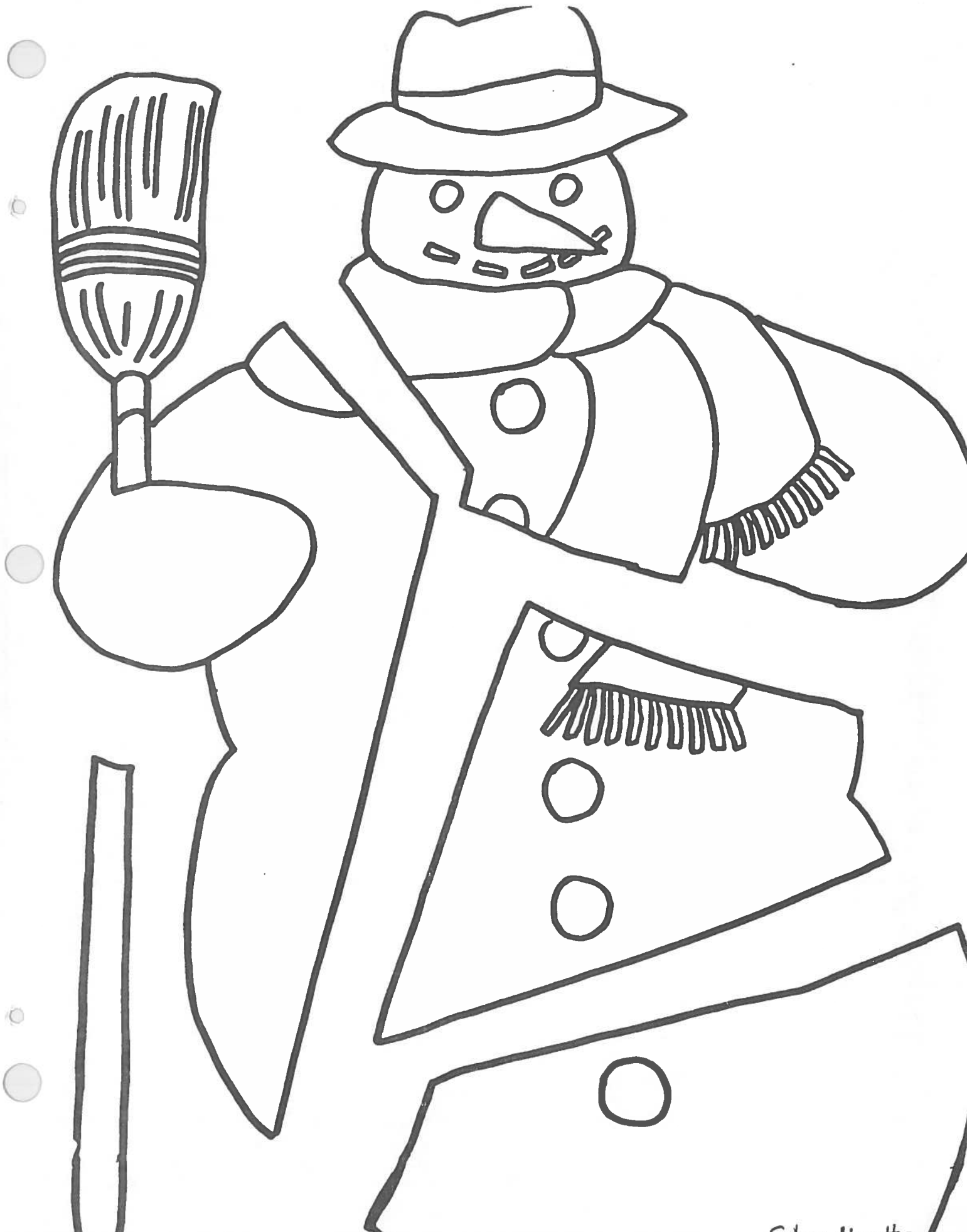
À l'automne les feuilles tombent
Voici un garçon qui les ramasse dans
un grand panier



Cette petite fille travaille très fort, elle ramasse les feuilles avec son râteau

LE BONHOMME





printemps

été

automne

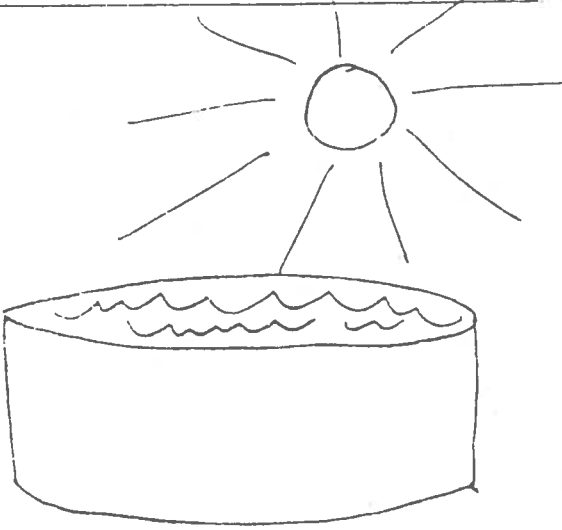
hiver

Nom: _____

date: _____

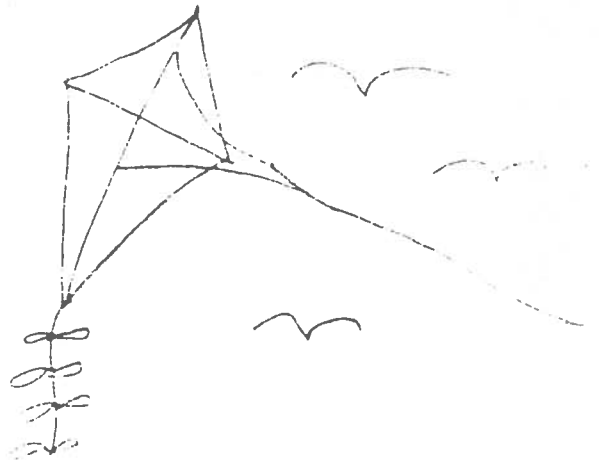
Les quatre saisons

Ecris le nom des saisons sous le bon dessin.













WEATHER - LE TEMPS

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Quel temps fait-il?	Il fait beau.	Il fait frais.
Il fait chaud.	Il fait mauvais.	Il gèle.
Il fait froid.	Il fait du vent.	Il fait du brouillard.
Il fait du soleil.	Il vente.	Il y a une grosse tempête
Il pleut.	C'est nuageux.	de neige.
Il neige.		

Suggested activities

Suitable
for year

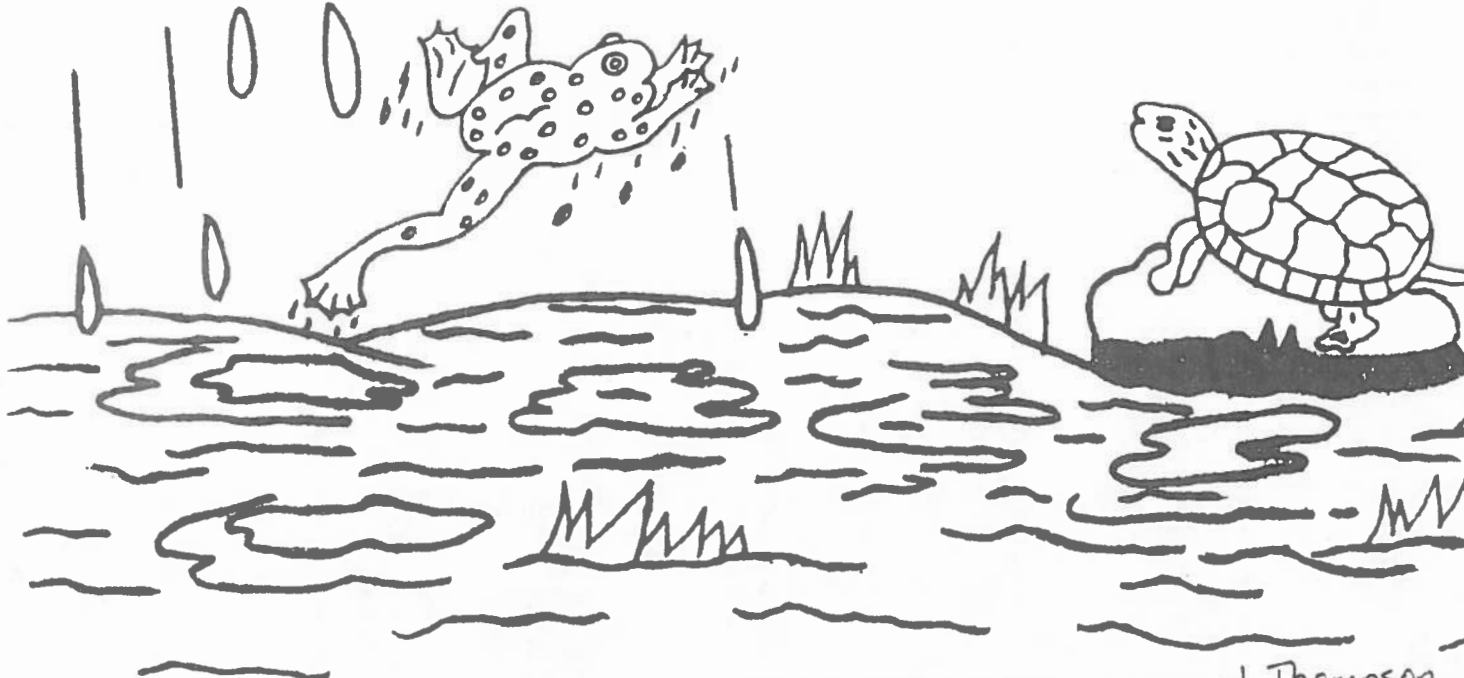
- 1, 2, 3 Activity: Make a class calendar and illustrate the weather for each day.
- 1, 2, 3 Game: Show 4 symbols to represent weather (a fan, a raindrop, snowman, sun with happy face).
Divide class into teams. Call out phrase and have students draw the symbol on the board.
- 2, 3 Song: "La ballade des saisons", from Je m'appelle Marie Soleil Bonjour by Suzanne Pinel.





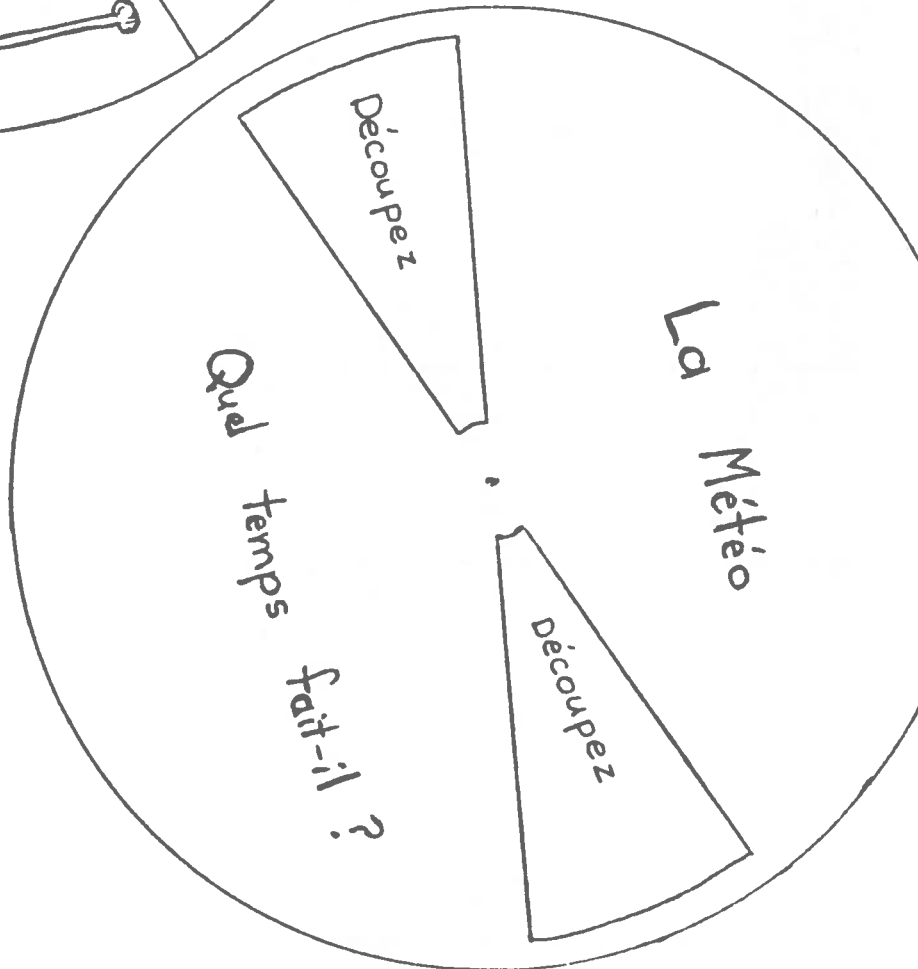
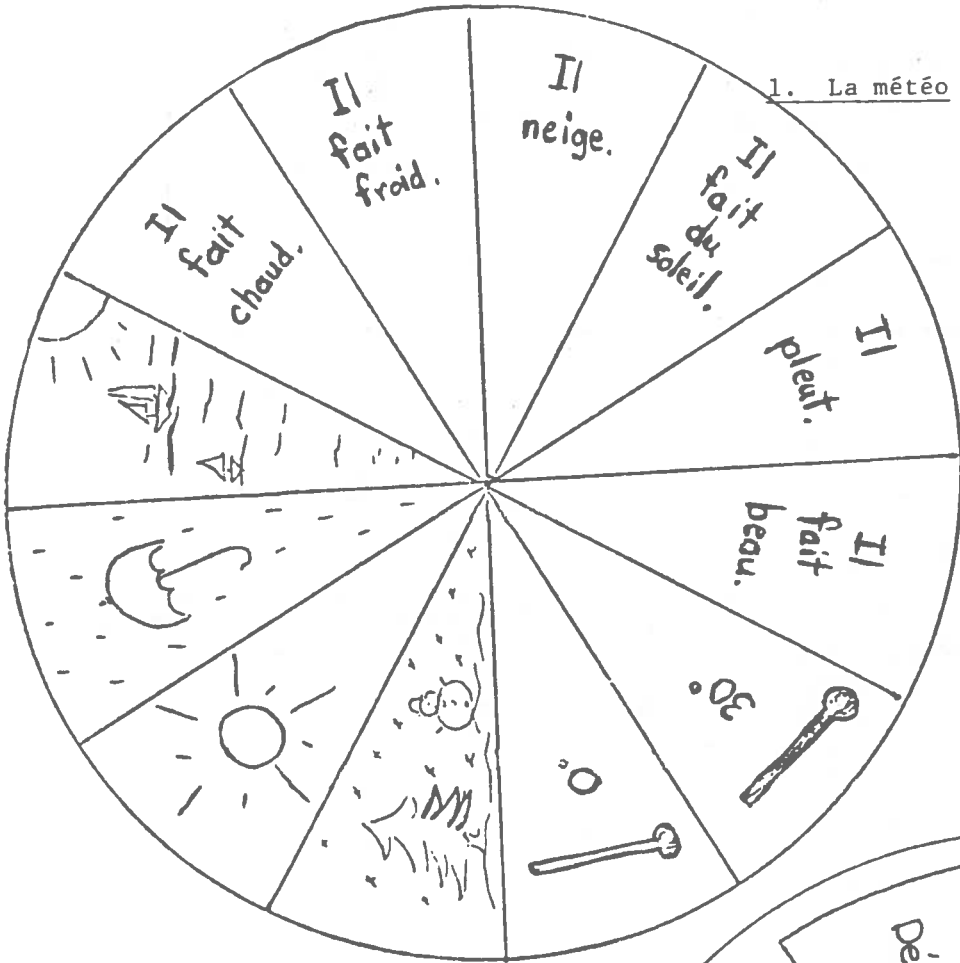
Comptine

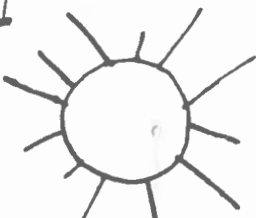
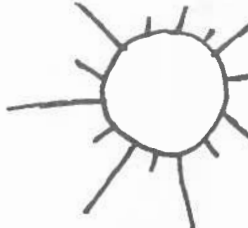
Il pleut, il mouille
C'est la fête à la grenouille
Quand il ne pleuvra plus
Ce s'ra la fête à la tortue





1. La météo



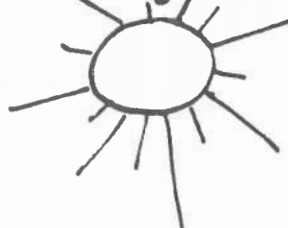
1.  Il fait du soleil.	2. Il fait chaud. 	 Il pleut.	 Il fait du soleil.
 Il fait beau.	 Il pleut.	 Il fait du vent.	 Il fait chaud.
date _____		date _____	

Aujourd'hui _____

You may hand one of these out to a different

Aujourd'hui _____

student every day.

2. Aujourd'hui		2. Aujourd'hui	
 Il fait du soleil.	 Il neige.	 Il fait du soleil.	 Il neige.
 Il fait du vent.	 Il fait beau.	 Il fait froid.	 C'est nuageux.
date _____		date _____	

Aujourd'hui _____

Aujourd'hui _____

To get it, the student must fill it in and color the most appropriate picture.

You or he may fill in the date as well.

Theme - The weather

Song - Si tu aimes le soleil

Si tu aimes le soleil, frapp' des mains — — (bis)
Si tu aimes le soleil, le printemps qui se réveill',
Si tu aimes le soleil, frapp' des mains — — .

Si tu aimes le soleil, tape des pieds — — (bis)
Si tu aimes le soleil, le printemps qui se réveill',
Si tu aimes le soleil, tape des pieds — — .

Si tu aimes le soleil crie hurra! (bis)
Si tu aimes le soleil, le printemps qui se réveill',
Si tu aimes le soleil, crie hurra!

Si tu aimes le soleil, fais le train (Chew-chew) (bis)
Si tu aimes le soleil, le printemps qui se réveill',
Si tu aimes le soleil, fais le train.

Si tu aimes le soleil fais tout ça (bis).
Si tu aimes le soleil, le printemps qui se réveill',
Si tu aimes le soleil, fais tout ça.



Note★ A nice art project
can be created here by
painting a scene with
activities that one may
do on a sunny day.



Lundi , il pleut.
 Voilà les gros **nuages** gris
 La petite fille est triste.
 Elle marche dans la boue.

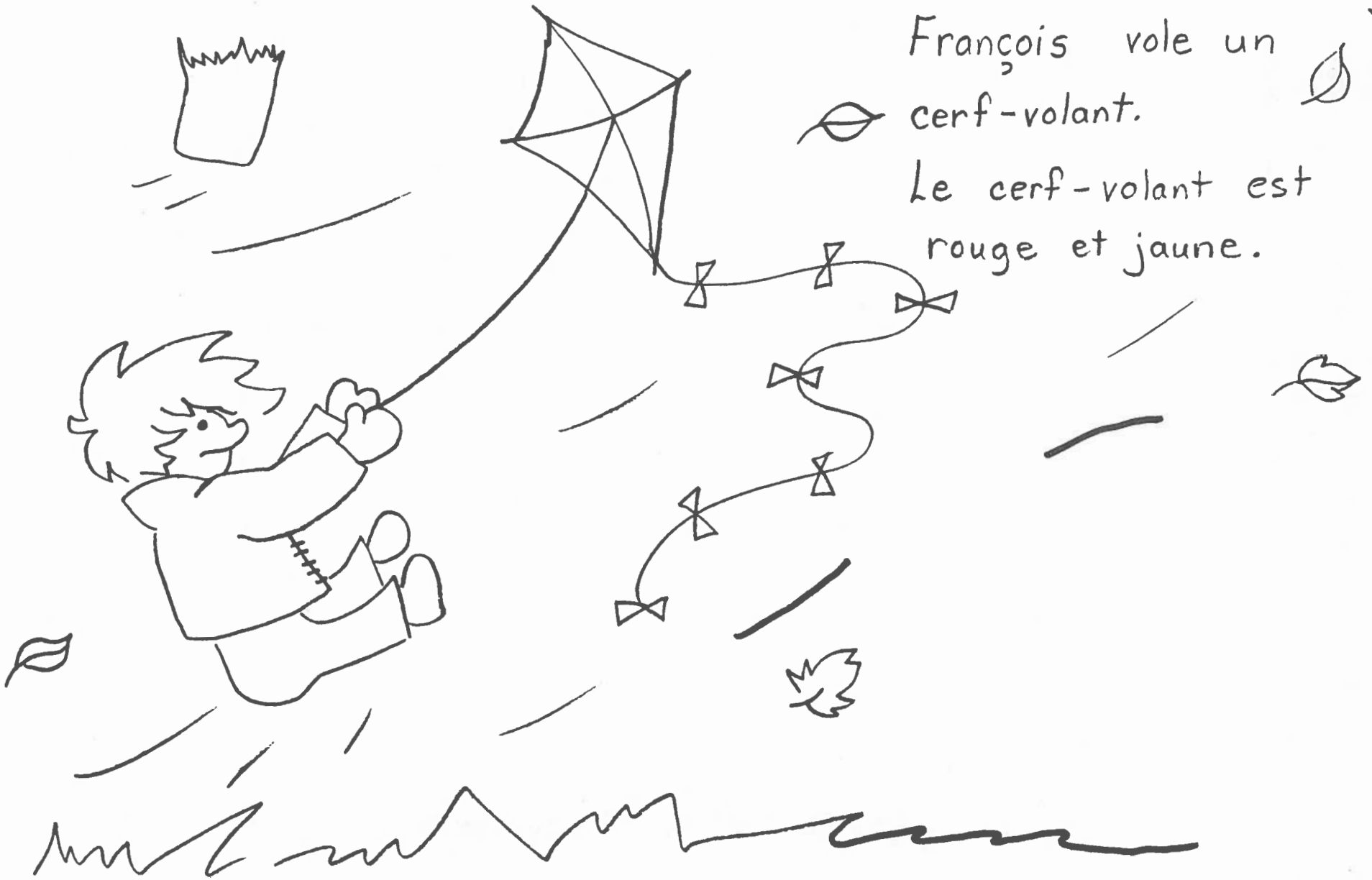


Mardi, il y a
du vent.

François vole un
cerf-volant.

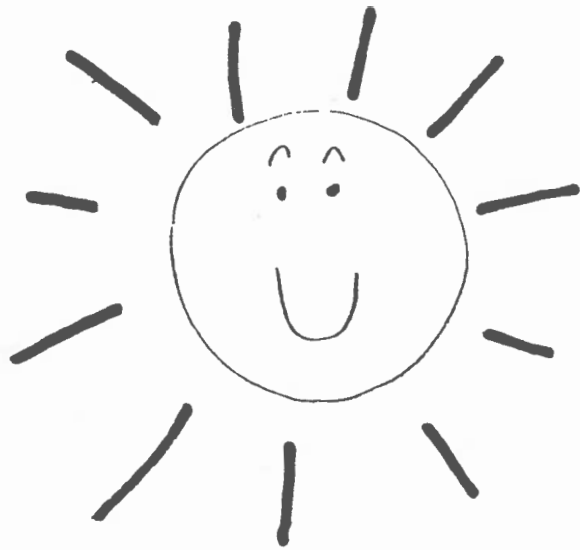
Le cerf-volant est
rouge et jaune.

M. Gutfriend

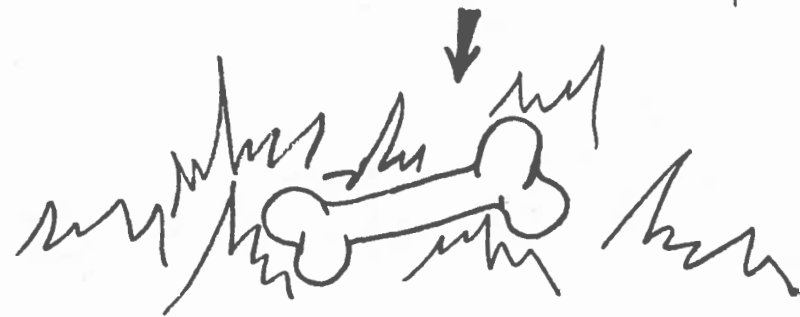




Mercredi, il y a du soleil.
Pluto joue. Il court.



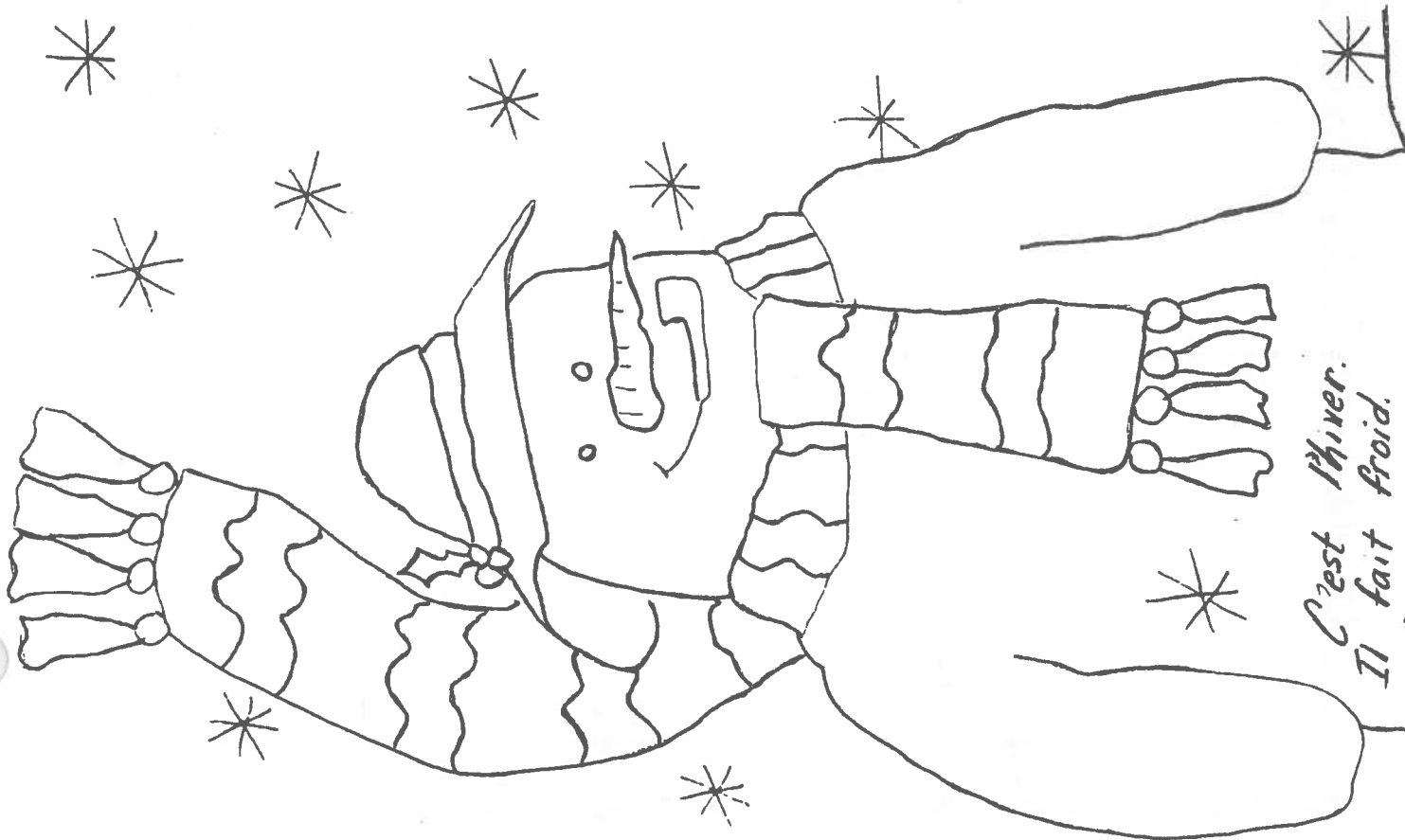
Voilà une surprise
pour Pluto!







C'est le printemps.
Il pleut.
Il y a des nuages.



C'est l'hiver.
Il fait froid.



NUMBERS - LES NUMÉROS

Year 1

0 - zéro
1 - un
2 - deux
3 - trois
Combien de...
J'ai...
Il y a...

4 - quatre
5 - cinq
6 - six
7 - sept

8 - huit
9 - neuf
10 - dix

Year 2

11 - onze
12 - douze
13 - treize
14 - quatorze
15 - quinze
Quel est ton numéro de téléphone?
Mon numéro de téléphone est...

16 - seize
17 - dix-sept
18 - dix-huit
19 - dix-neuf
20 - vingt

Year 3

21 - vingt et un
22 - vingt-deux
23 - vingt-trois
24 - vingt-quatre
25 - vingt-cinq
26 - vingt-six
27 - vingt-sept
28 - vingt-huit
29 - vingt-neuf
30 - trente

31 - trente et un
32 - trente-deux
33 - trente-trois
34 - trente-quatre
35 - trente-cinq
36 - trente-six
37 - trente-sept
38 - trente-huit
39 - trente-neuf
40 - quarante

41 - quarante et un
42 - quarante-deux
43 - quarante-trois
44 - quarante-quatre
45 - quarante-cinq
46 - quarante-six
47 - quarante-sept
48 - quarante-huit
49 - quarante-neuf
50 - cinquante

Suggested activities

Suitable for year

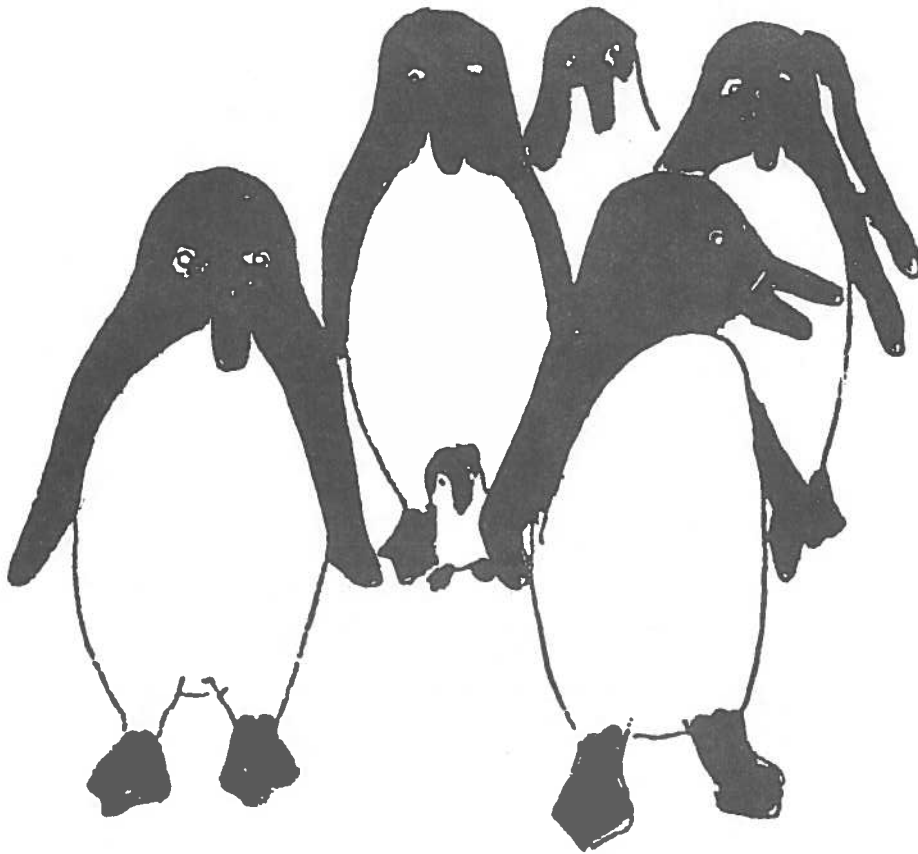
- K, 1 Activity: Have students squat down with their hands up above their heads. They pretend to be rockets as you count backward from 10. At 0 they jump into the air (causing much commotion not always appreciated by other teachers!)
- 1, 2, 3 Game: Write numbers at random on the board. Divide class into 2 teams. Call out a number, students will race to be first to circle it.
- K, 1 Game: Stick a tag with a number 1 - 10 on each student. Have them walk around to lively music. Call out any number - the students wearing that number must sit down.
- 1, 2 Game: Prepare set of cards as follows:



Cut them in halves and distribute at random around the class. Students move around the class trying to find their partner by asking "Est-ce que tu as le...?" When they have found their partner students should come and tell you their number.

- 2 Activity: Ask students to write out their phone number on a piece of paper. Place all numbers in a box. Ask student to pick a paper and read out the number. The student who recognizes his/her number will say: "C'est mon numéro de téléphone" and pick out the next number.
- K, 1, 2. Game: Have students sit in a circle with their legs extended. Each in turn says a number in order. Students who miss a number pull in their legs. The last person with legs extended is the winner.
- 2, 3 Game: Distribute number cards at random around the class. Have students form a circle and choose one student to be "it" in the middle. "It" calls out 2 numbers, the students in the circle who have those numbers change places while the centre student attempts to take one of their places.
- 1, 2 Activity: Hand out number sheet. Have students find numbers and colour them according to your directions.
- K - 3 Comptine: While students sit in a circle have them roll a ball across to one another while saying:
Un, deux, trois
Ma boule
Quatre, cinq, six
Elle roule
Sept, huit, neuf et dix
Elle roule jusqu'à...
- 1, 2, 3 Game: Play bingo
- 1 Song: Les petits pingouins (visual and music follow)
- 1, 2, 3 Song: "Ma tante a perdu un poulet", from Quand tu seras grand by Matt.

Les petits pingouins



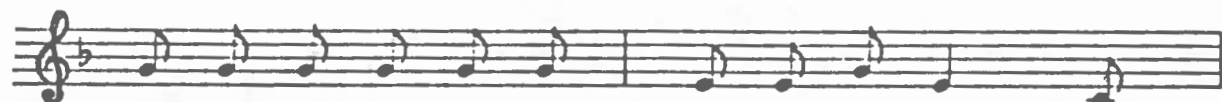


Un petit, deux petits...

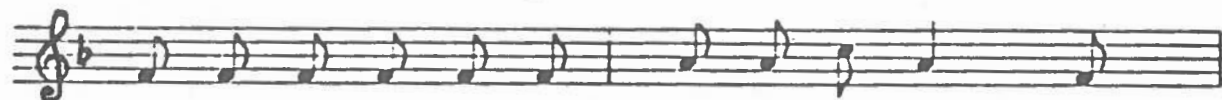
F



| Un petit, deux petits, trois petits pingouins,



| Quatre petits, cinq petits, six petits pingouins,



| Sept petits, huit petits, neuf petits pingouins,



| Dix petits pingouins là! *o* Dix petits, neuf petits,



| Huit petits pingouins, sept petits, six petits,



| Cinq petits pingouins, quatre petits, trois petits,



| Deux petits pingouins, un petit pingouin là!



4 6 1

2 5 10

9 7 8 3



11

15 12

17

19

13

20

18

16

14



Dessinez et coloriez

sept  étoiles

deux  triangles

cinq  bateaux

neuf  fleurs

trois  chats

un  soleil



Theme: Numbers
Colors

Le papillon

★ Note - Any addition activities similar to this are great.

10 - rouge

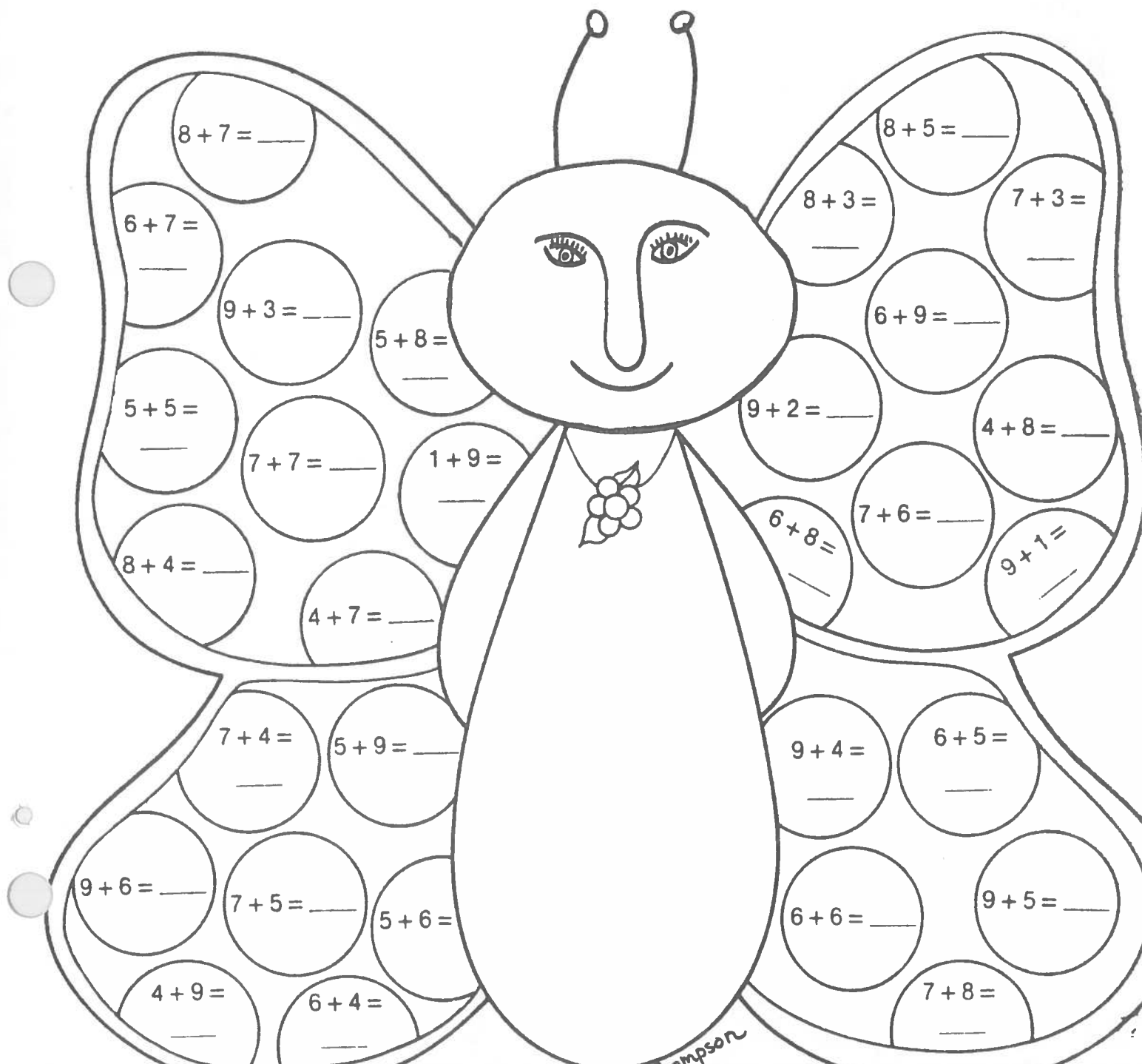
11 - bleu

12 - jaune

13 - violet

14 - orange

15 - vert





$$3 + 1 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$6 + 1 = \underline{\quad}$$

$$7 + 1 = \underline{\quad}$$

$$8 + 1 = \underline{\quad}$$

$$9 + 1 = \underline{\quad}$$

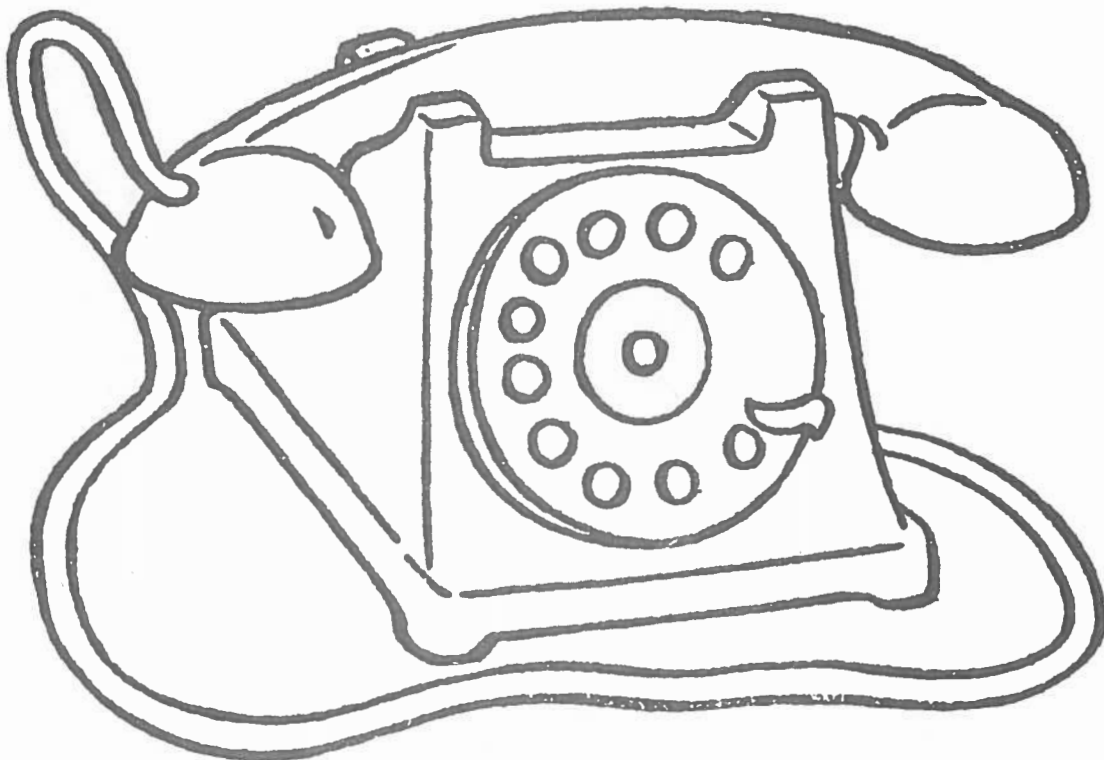


Theme - Numbers

Telephone Numbers

When learning numbers students may extend their number knowledge by learning their telephone numbers and the telephone number of a friend.

★ Note - You can make a nice bulletin board display with all the telephone numbers of the class around a telephone



Ton numéro _____

Ton ami _____



COLOURS - LES COULEURS

Year 1 & 2

bleu, brun, rouge
vert, orange, noir
blanc, violet, rose,
jaune, gris
De quelle couleur est...?

Year 3

or, argent
pâle, foncé

Suggested activities

Suitable for year

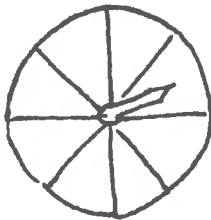
1, 2, 3 Activity: Dismiss students or have them perform certain actions by the colours they are wearing: "Si tu portes le bleu, tu peux partir/marche sur la pointe des pieds/lève-toi/ferme les yeux/etc.

K, 1 Game: Stick a coloured tag on each student. Have them walk around to lively music. Call out any colour - the students wearing that colour must sit down.

1, 2, 3 Activity: Have students draw simple objects and colour them as directed.

1, 2, 3 Game: Distribute coloured cards at random to all students. Divide class into teams. Call out a colour - first student with that colour to touch the board wins a point for team.

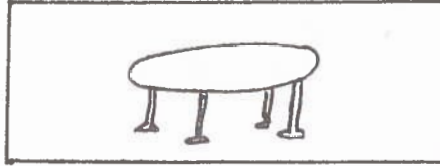
1, 2 Game: Draw sections on back of paper plate and colour each section differently. Make a pointer that can spin. Ask students to guess where spinner will stop, then spin and see if they are correct.



2, 3 Game: Use small white envelopes with bars drawn on the front to simulate hutches of different colours (les clapiers). Hide a picture of a rabbit in one envelope. Students guess which cage he is in. "Où est le petit lapin?" - "Dans le clapier bleu" - "Je ne sais pas, viens voir." When students find the rabbit they take turns choosing the hiding place.

K

Activity: If students are seated at tables in the kindergarten classroom, this activity is useful in September. Draw a table on each of several coloured cards (colours match those of the actual classroom tables.) Distribute one card to each student and ask him to find a matching "table" (en français) and repeat, upon finding it: "la table bleue". The students will recognize this new vocabulary for future instruction.

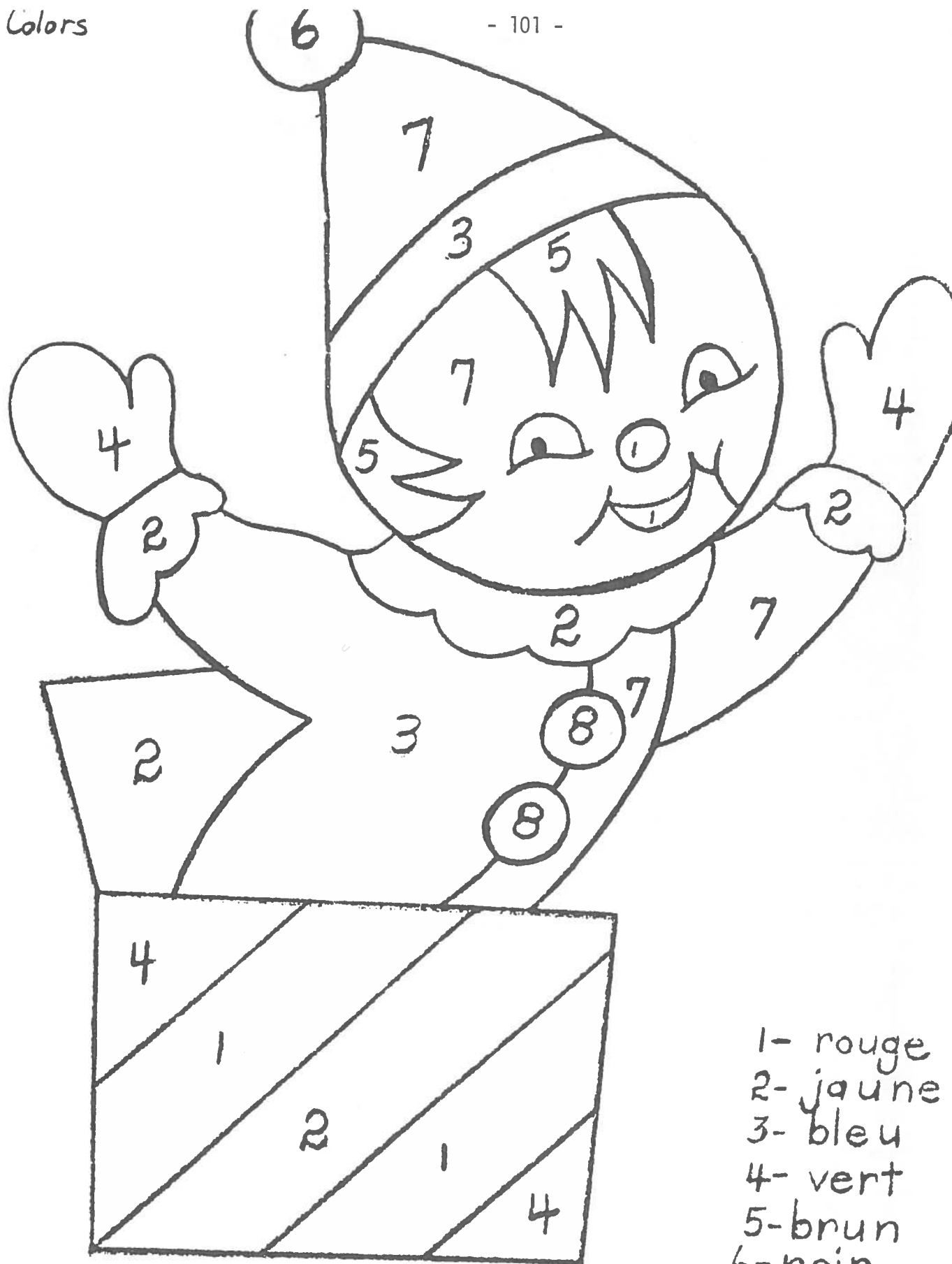


K, 1

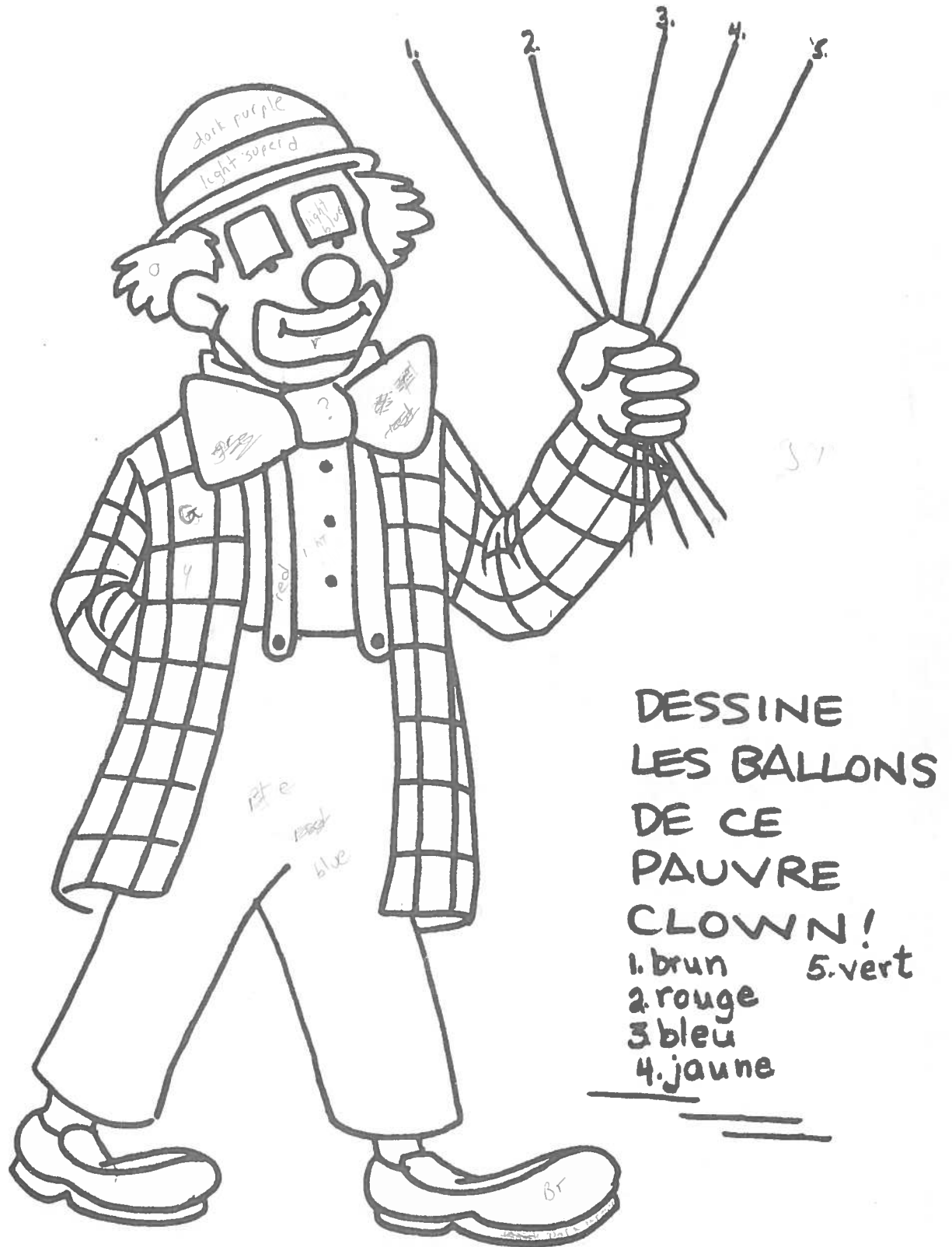
Activity: By saying: "Mettez vos mitaines", have students put on their mittens. Emphasize "la main droite" and "la main gauche". They then trace each hand, one at a time, following instructions "en français". Colour-code the paper blue (bleu) for "droite" and red (rouge) for "gauche".

Then tell students to "découper la mitaine droite et la mitaine gauche" - to cut out the right mitten, then the left.

Instruct the children to "coller les deux mitaines sur une feuille de papier gris" - to glue the mittens on gray paper. You should label them for the students. They may practice placing their hands on the paper and repeating: "C'est la main gauche" and "C'est la main droite".

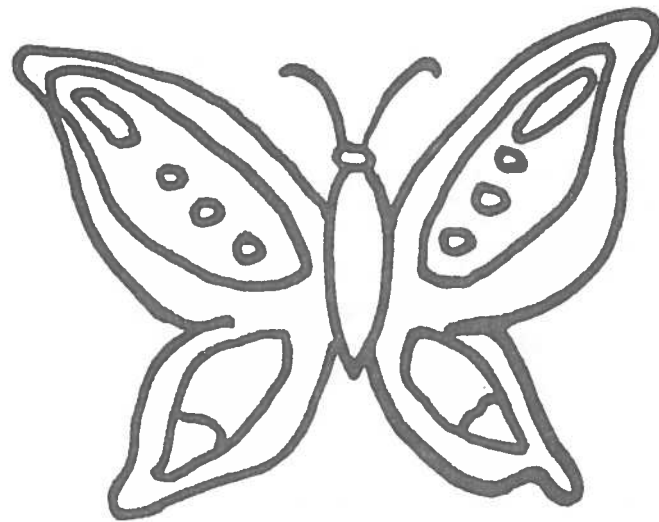


- 1- rouge
- 2- jaune
- 3- bleu
- 4- vert
- 5- brun
- 6- noir
- 7- orange
- 8- violet





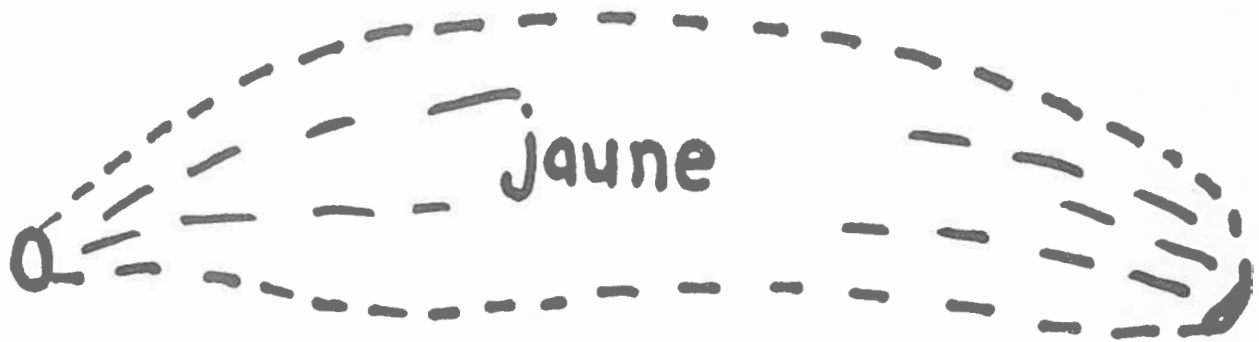
Les couleurs



Mon nom est



Jaune

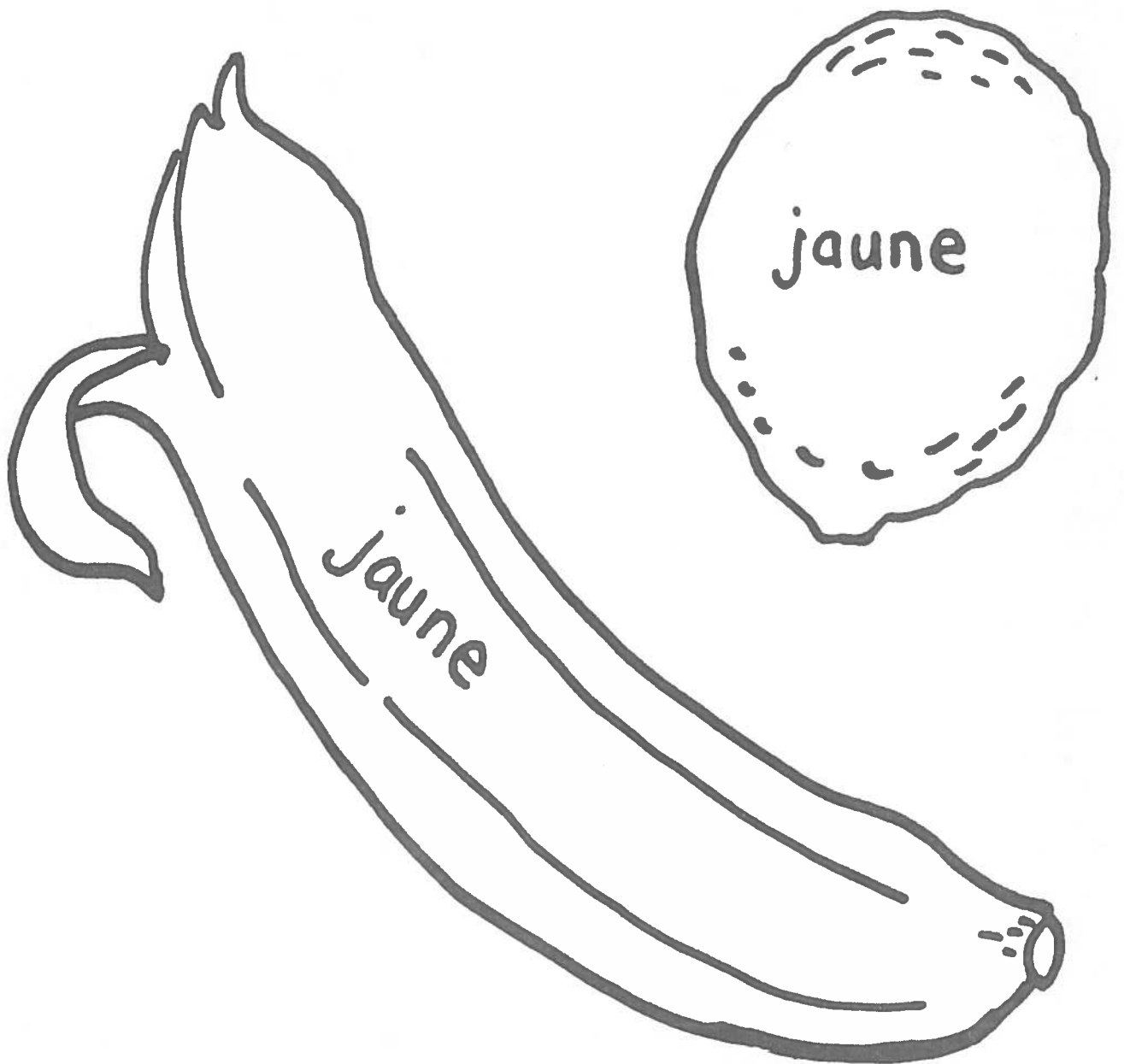
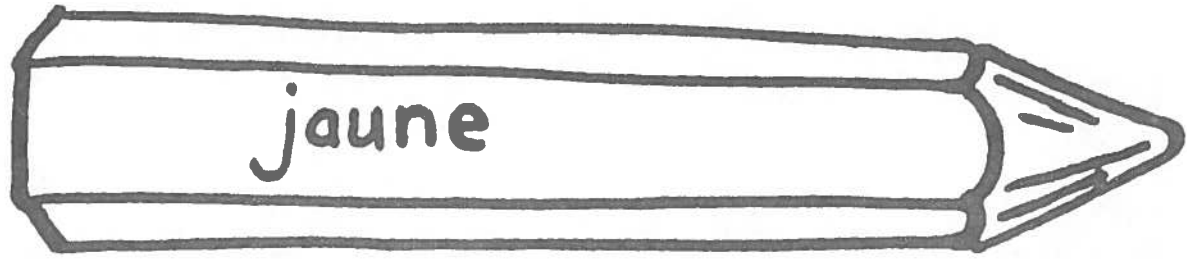


Jaune Jaune



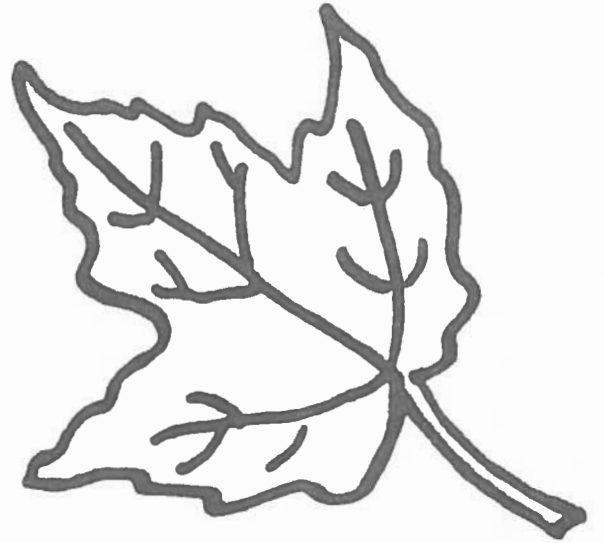
jaune	rouge
rouge	jaune
rouge	jaune
jaune	rouge







vert

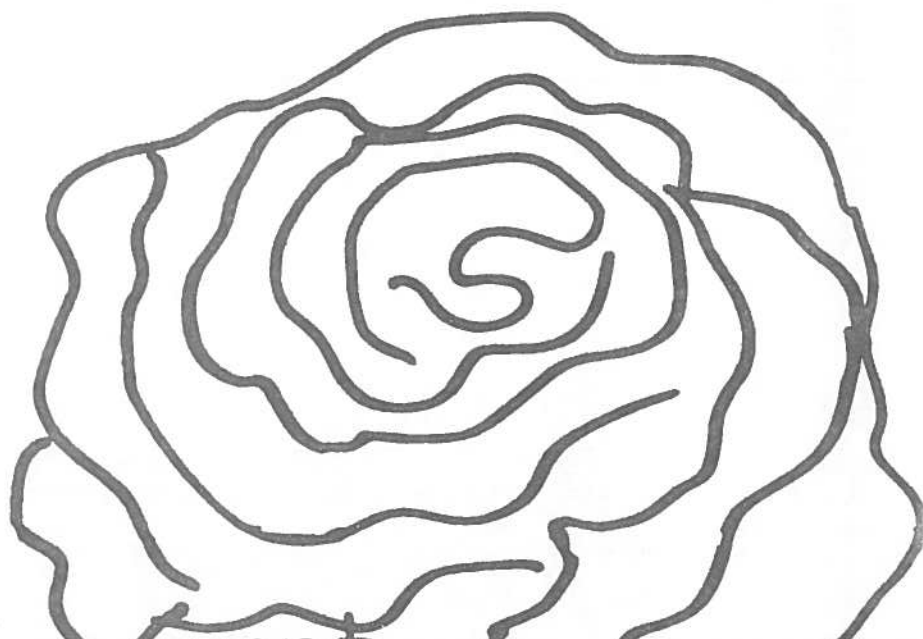
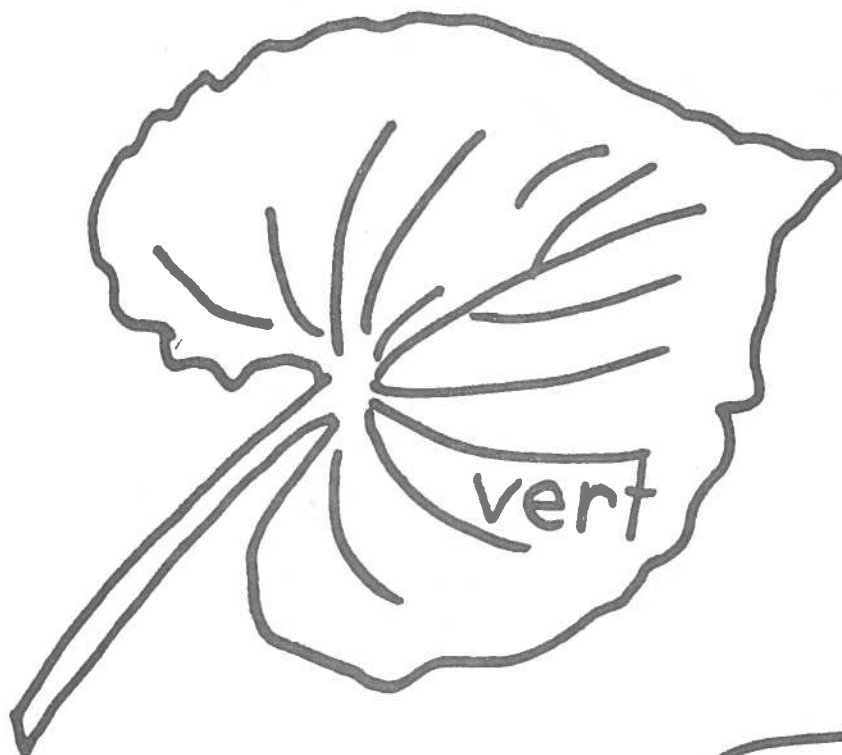
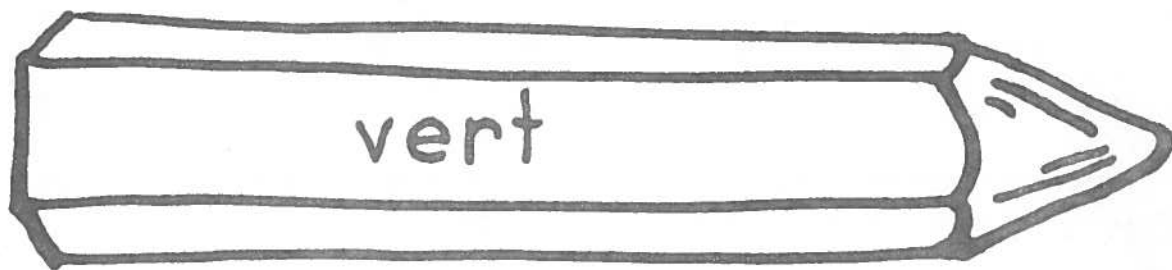


la feuille verte



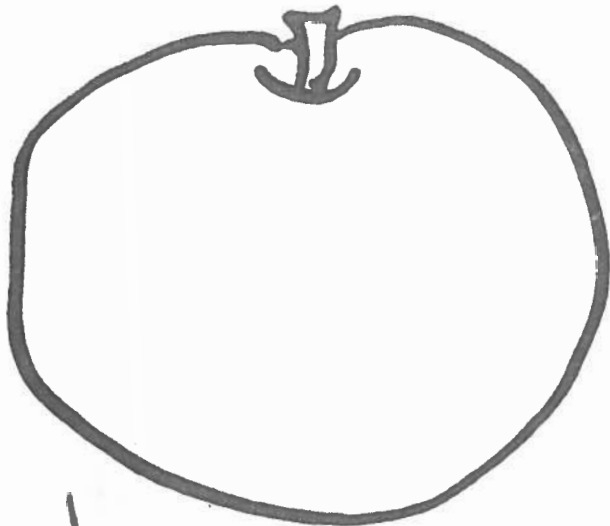
jaune
vert
rouge
vert
noir

vert
bleu
orange
bleu
vert

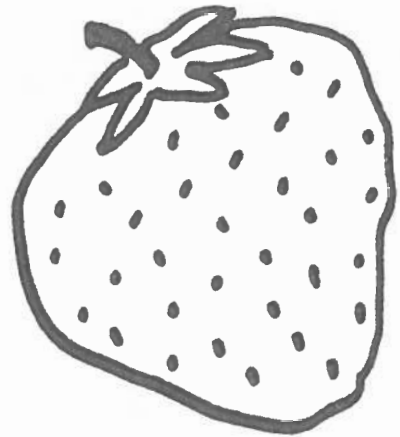




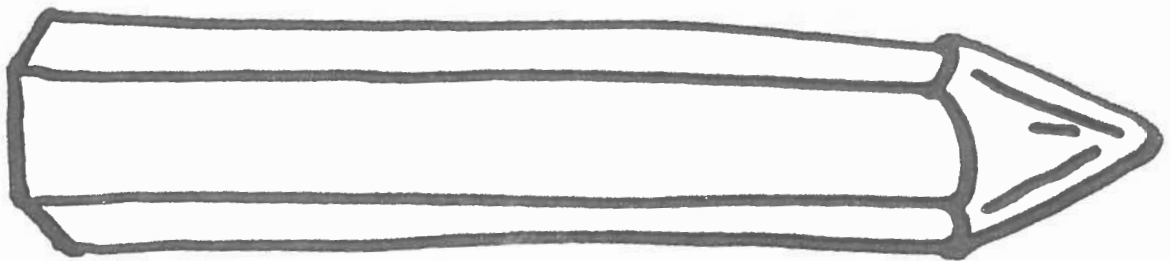
rouge



la pomme rouge



rouge



le crayon rouge

(rouge)

bleu

rouge

bleu

bleu

rouge

jaune

rouge

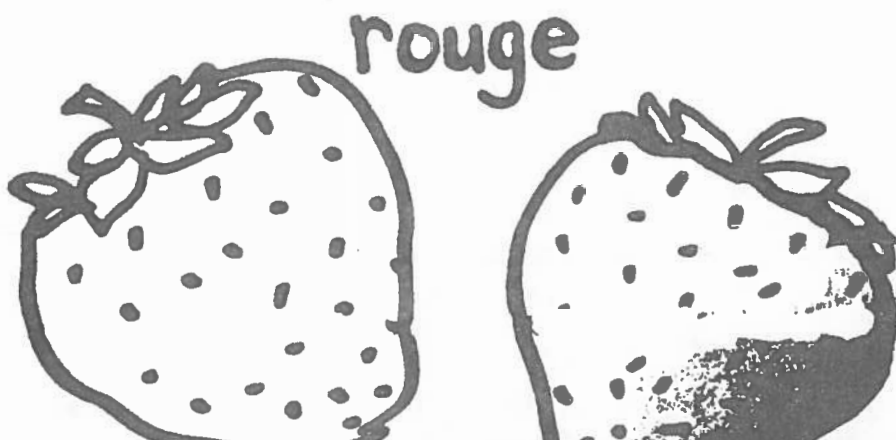
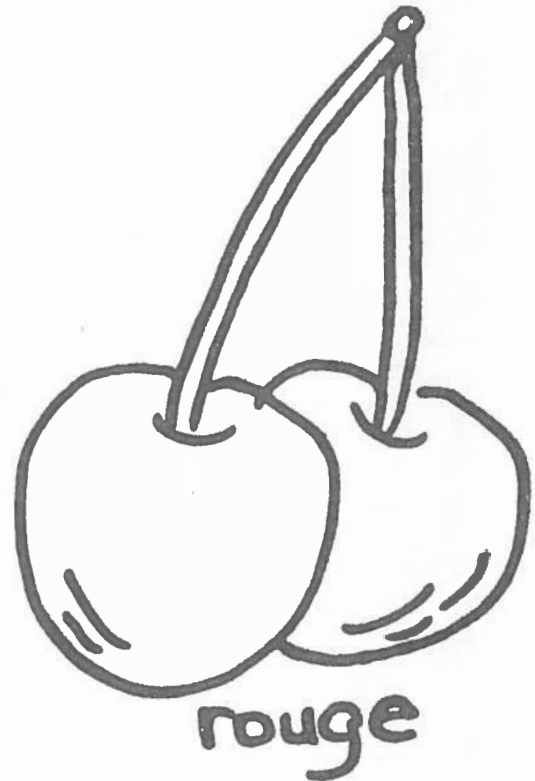
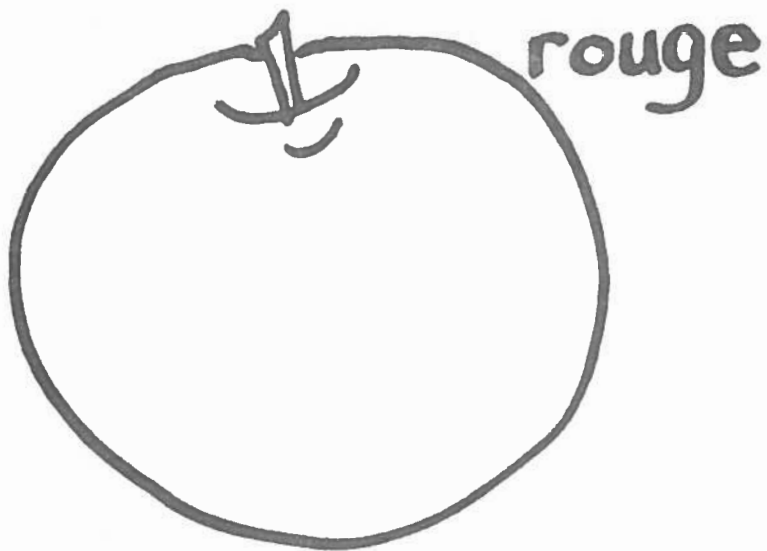
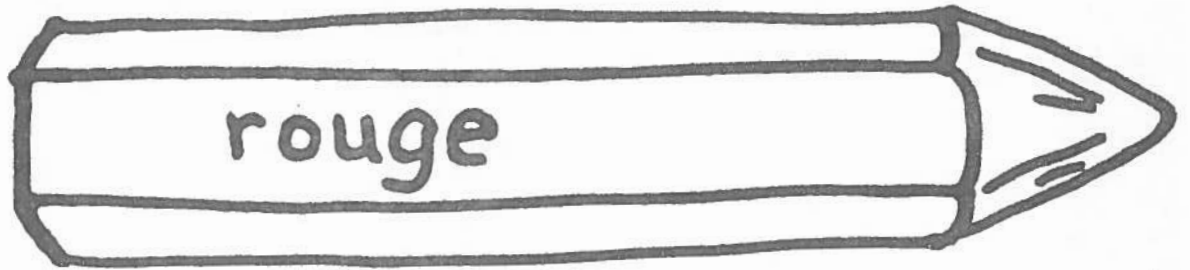
vert

jaune

rouge

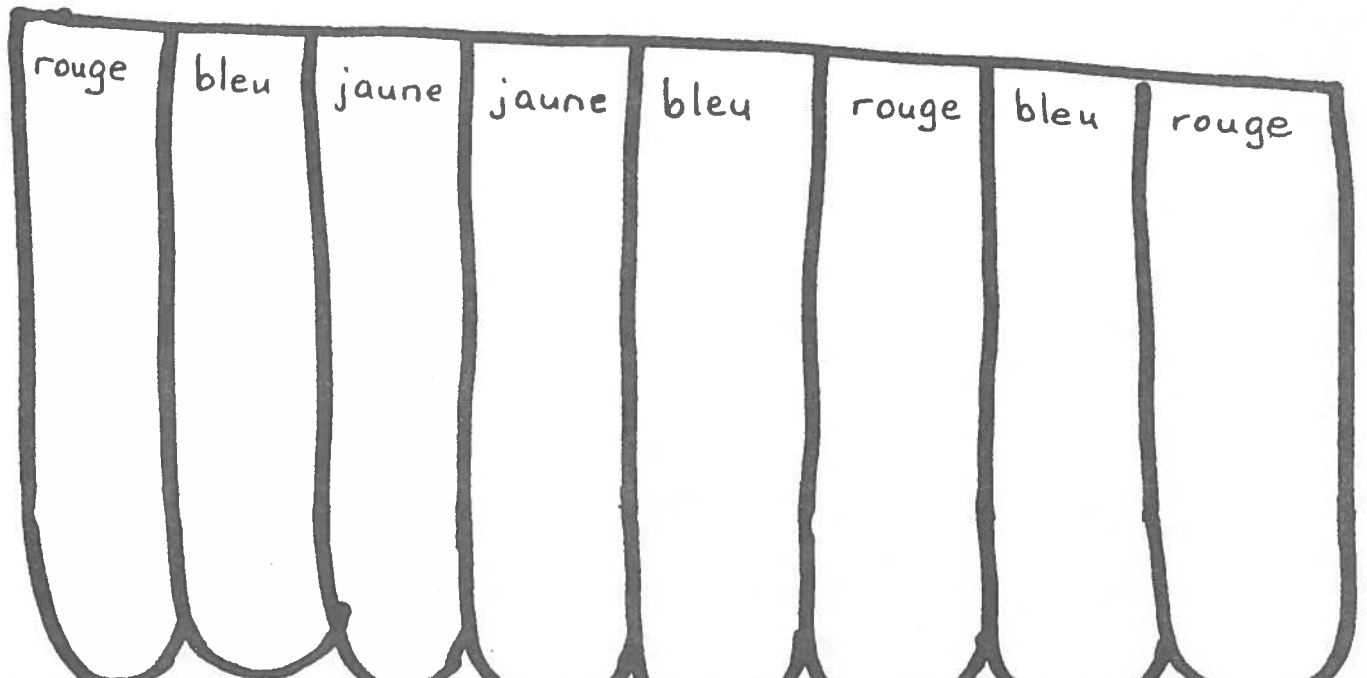
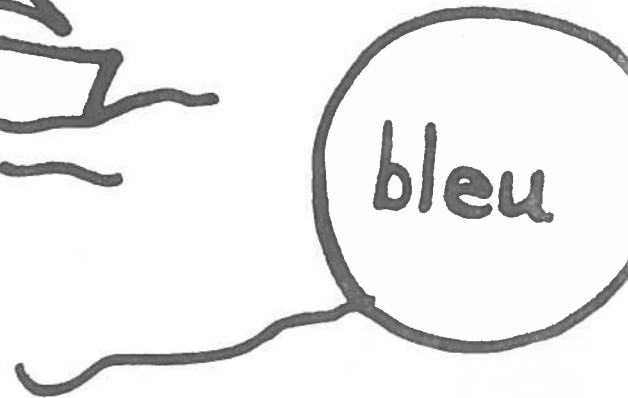
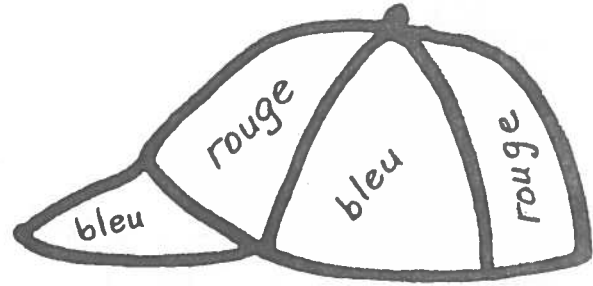
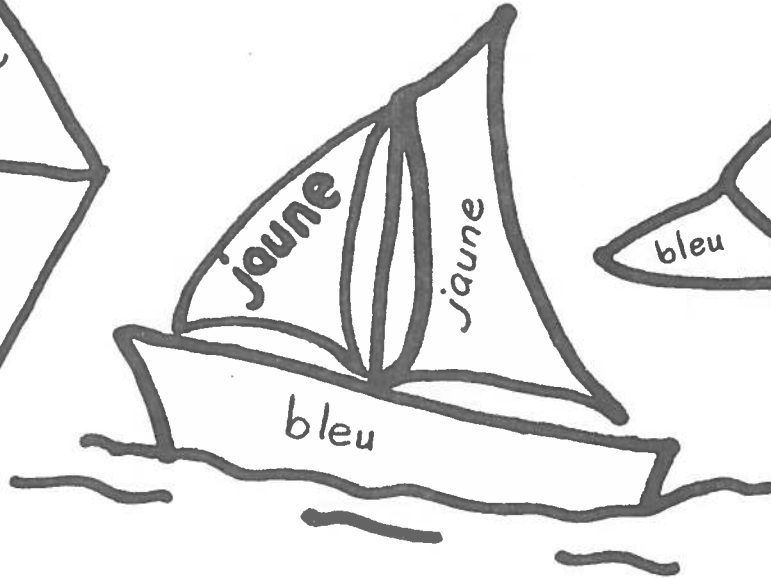
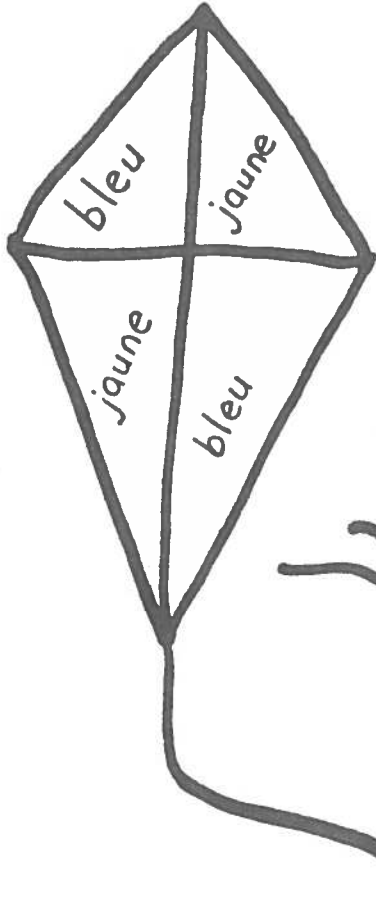
vert



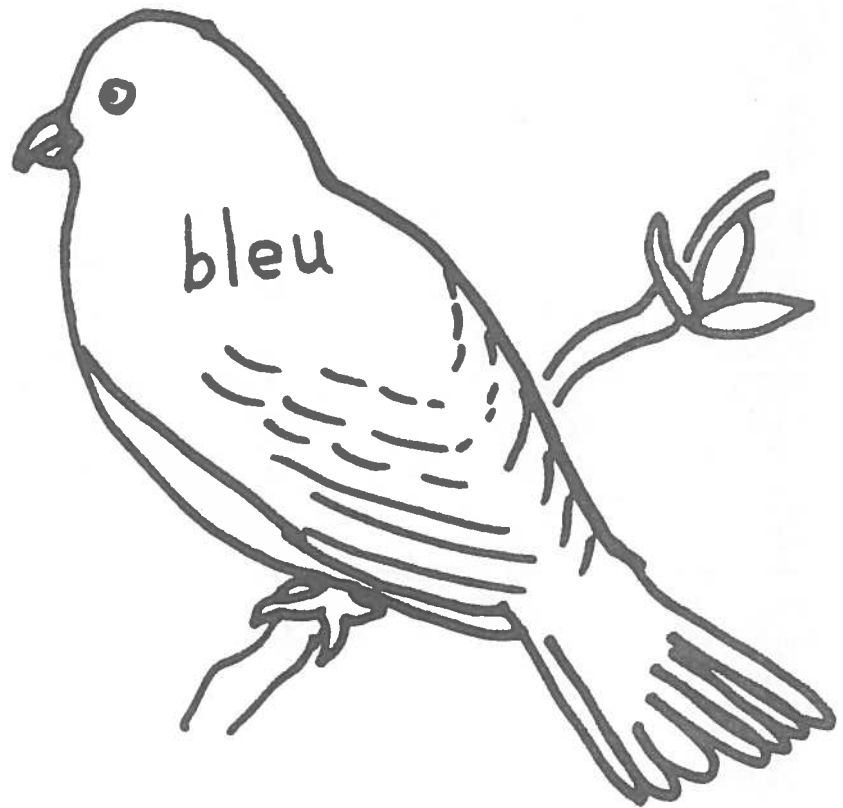
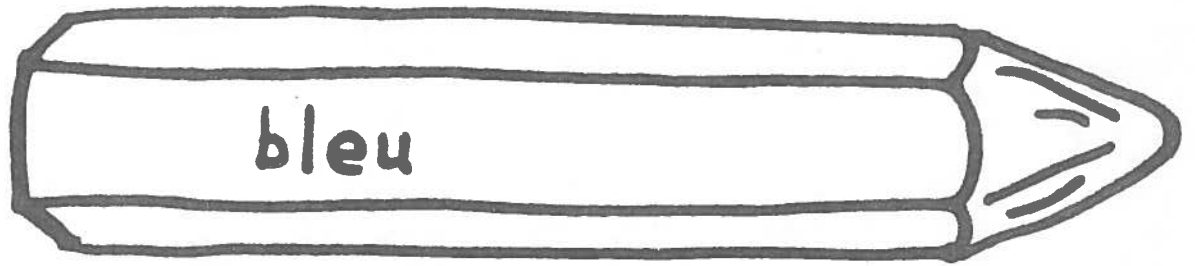




bleu



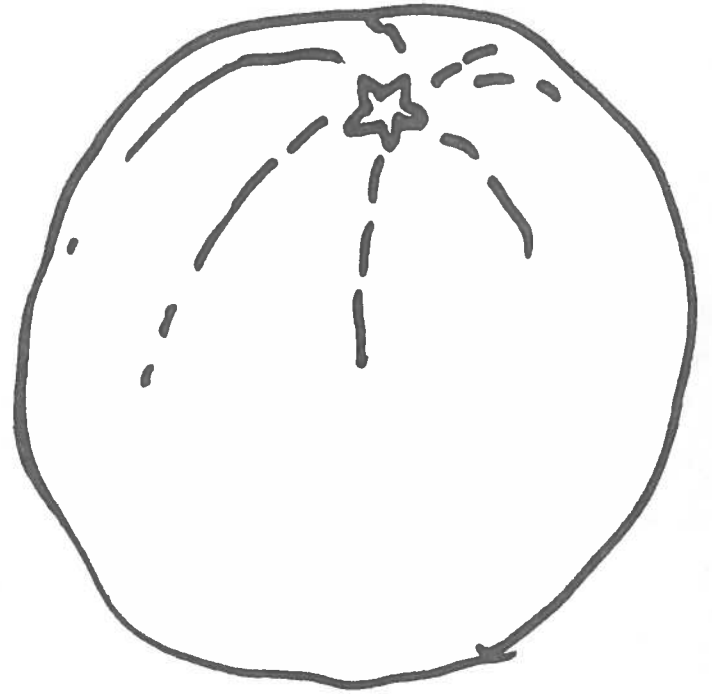






orange

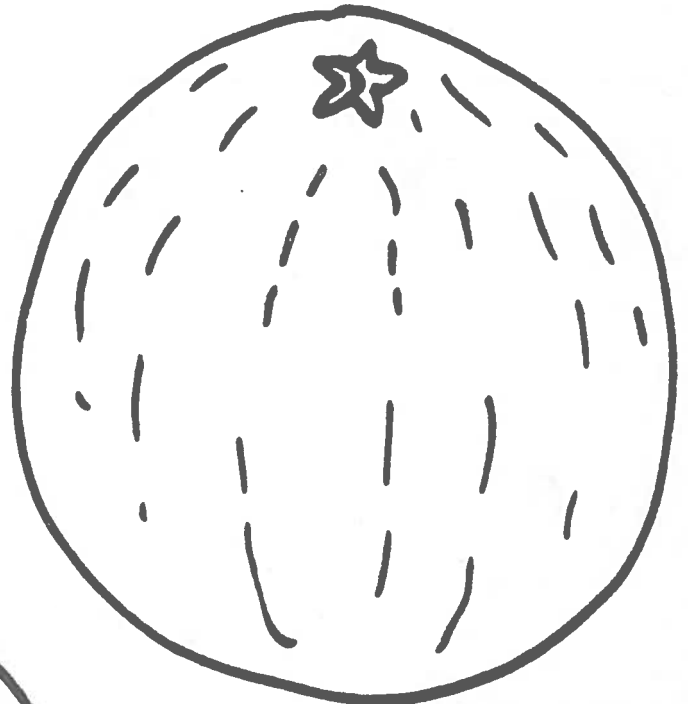
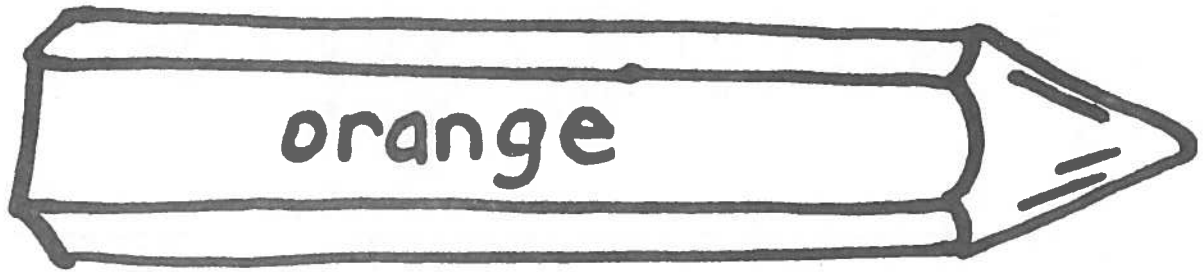
orange



la citrouille
orange



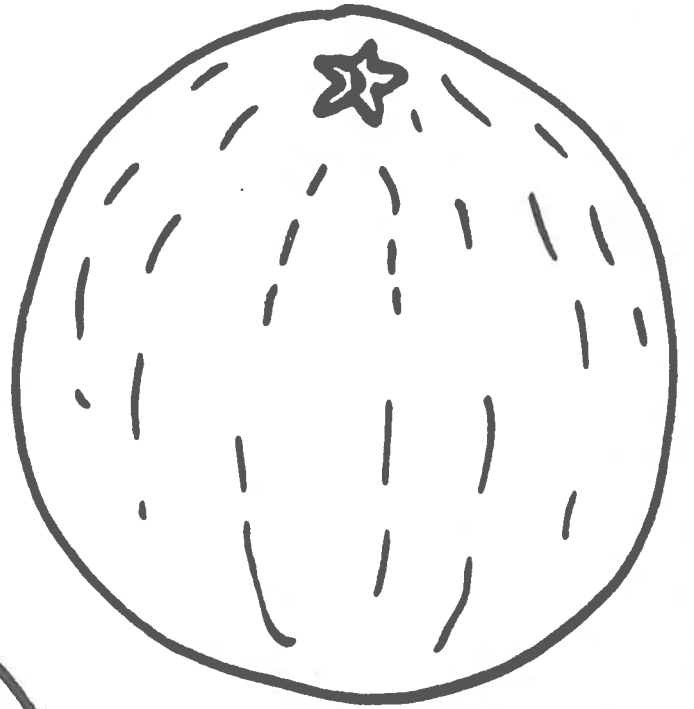
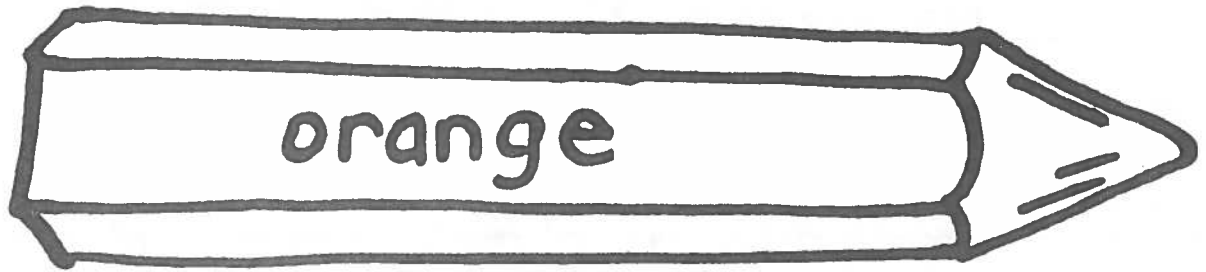




orange



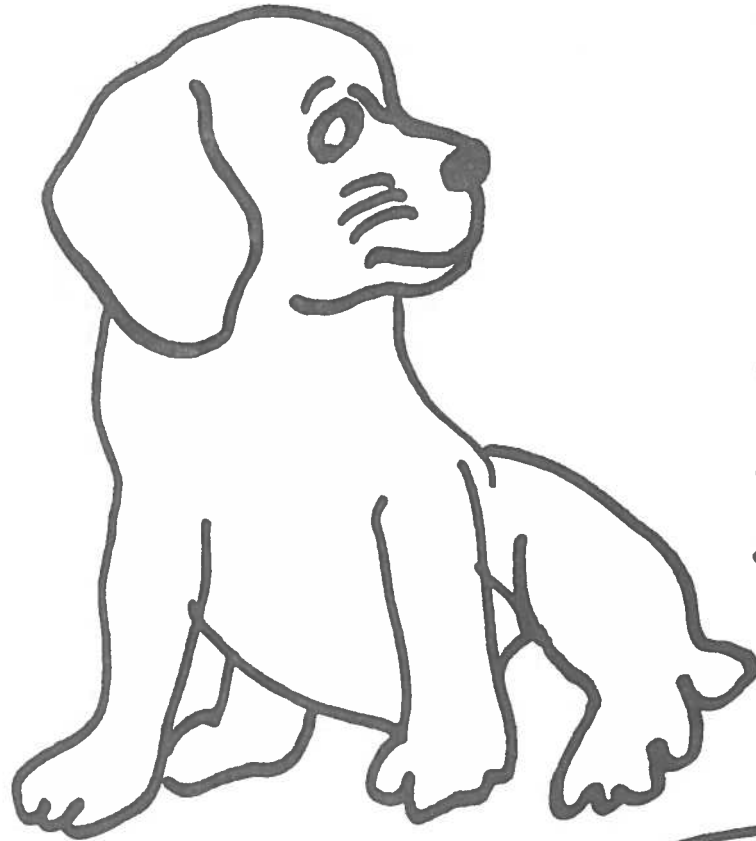
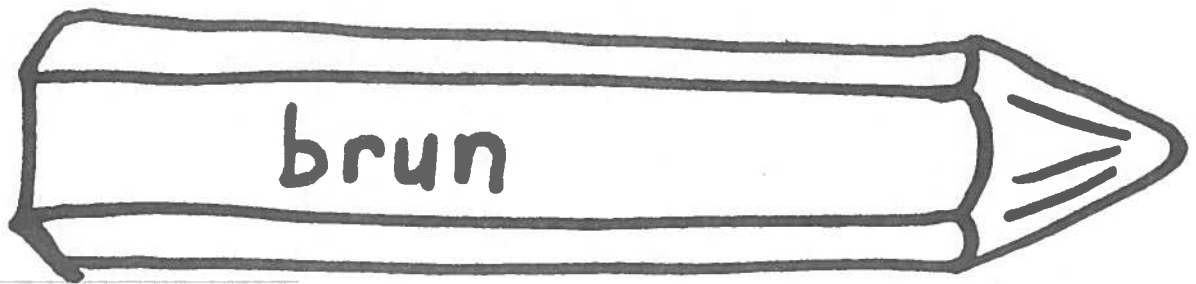
orange

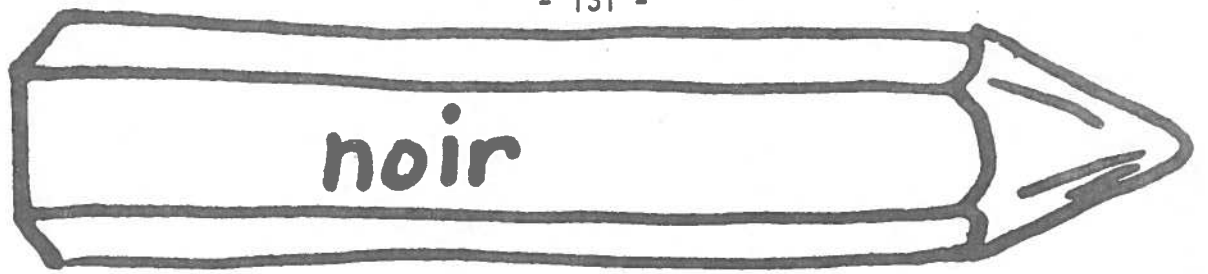


orange



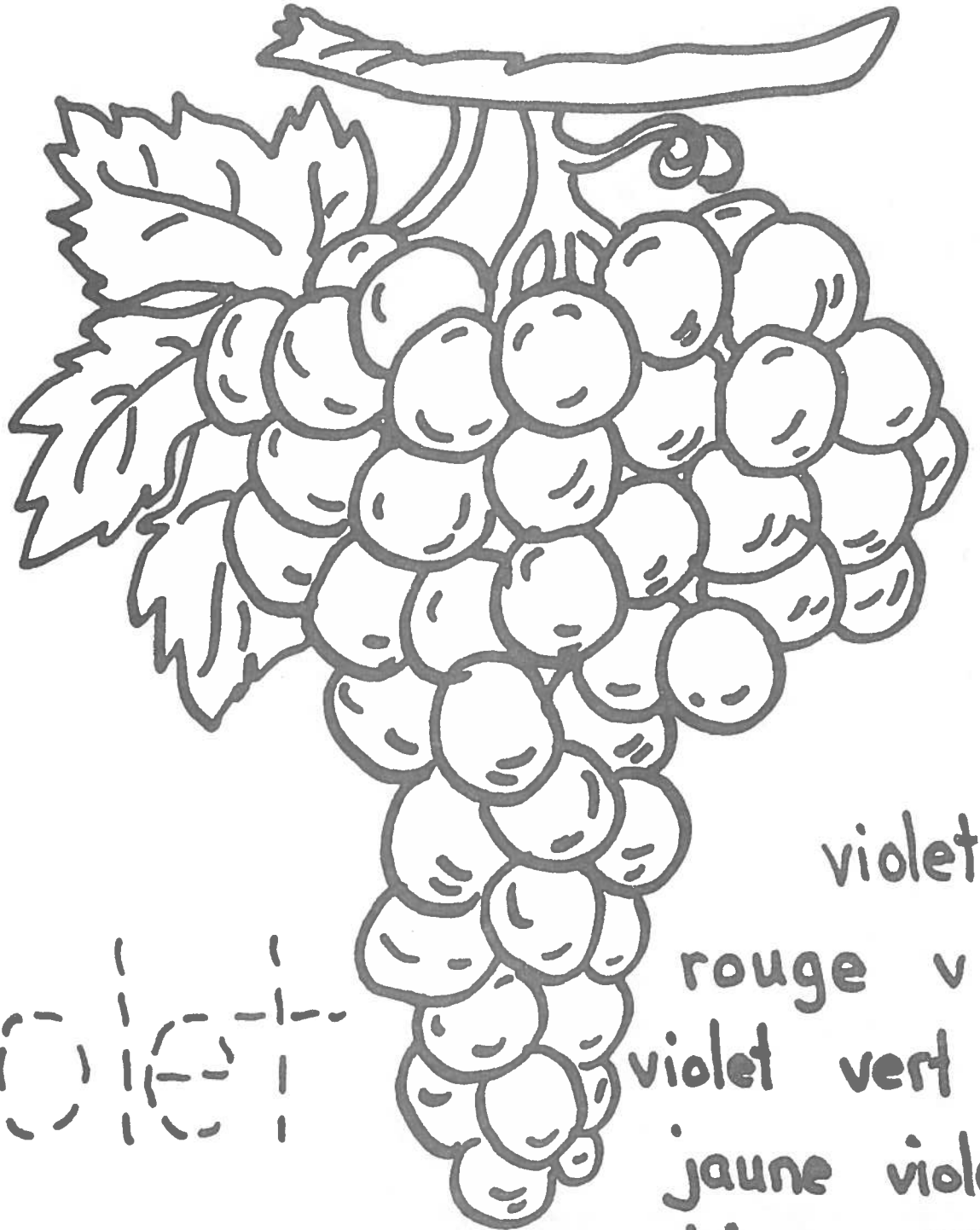
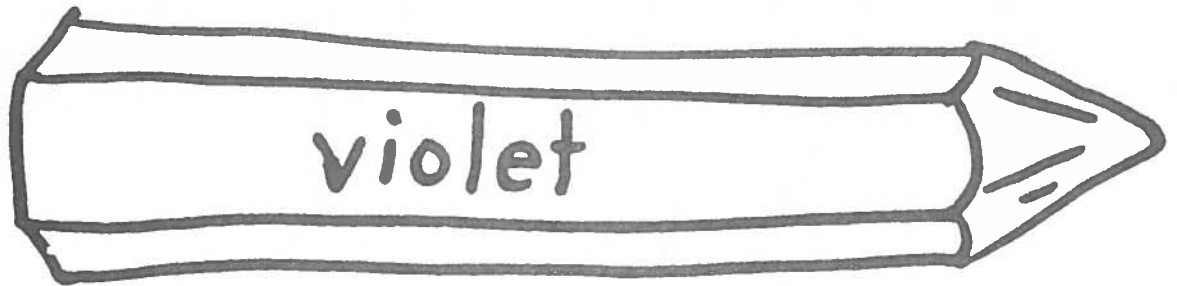
orange





(noir) bleu noir jaune
rouge vert violet noir
noir brun bleu noir
violet blanc noir vert





violet

violet
rouge violet
violet vert br
jaune violet
bleu orange
violet

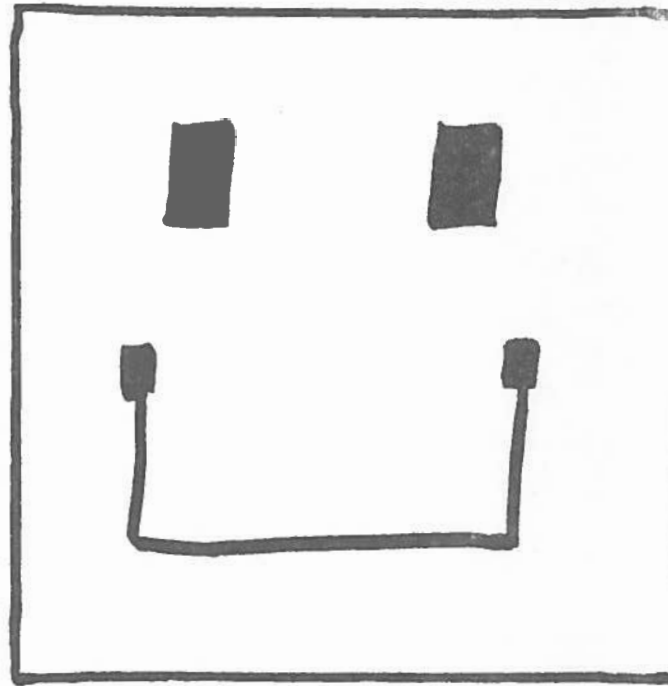




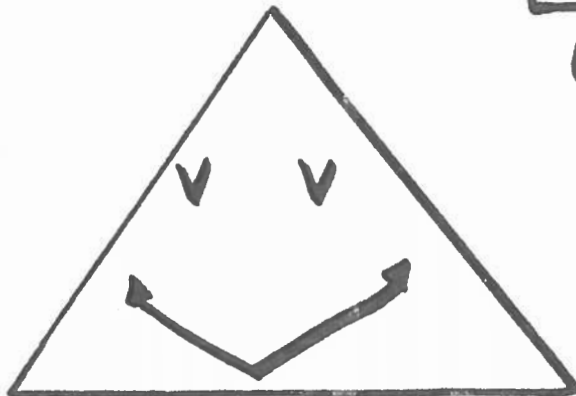




C'est un cercle.



C'est un carré.



C'est un triangle.

Handwritten signature

O

O

O

O

O

O

O

Rouge et bleu

O

Traversez
la
rivière!

des
cercles

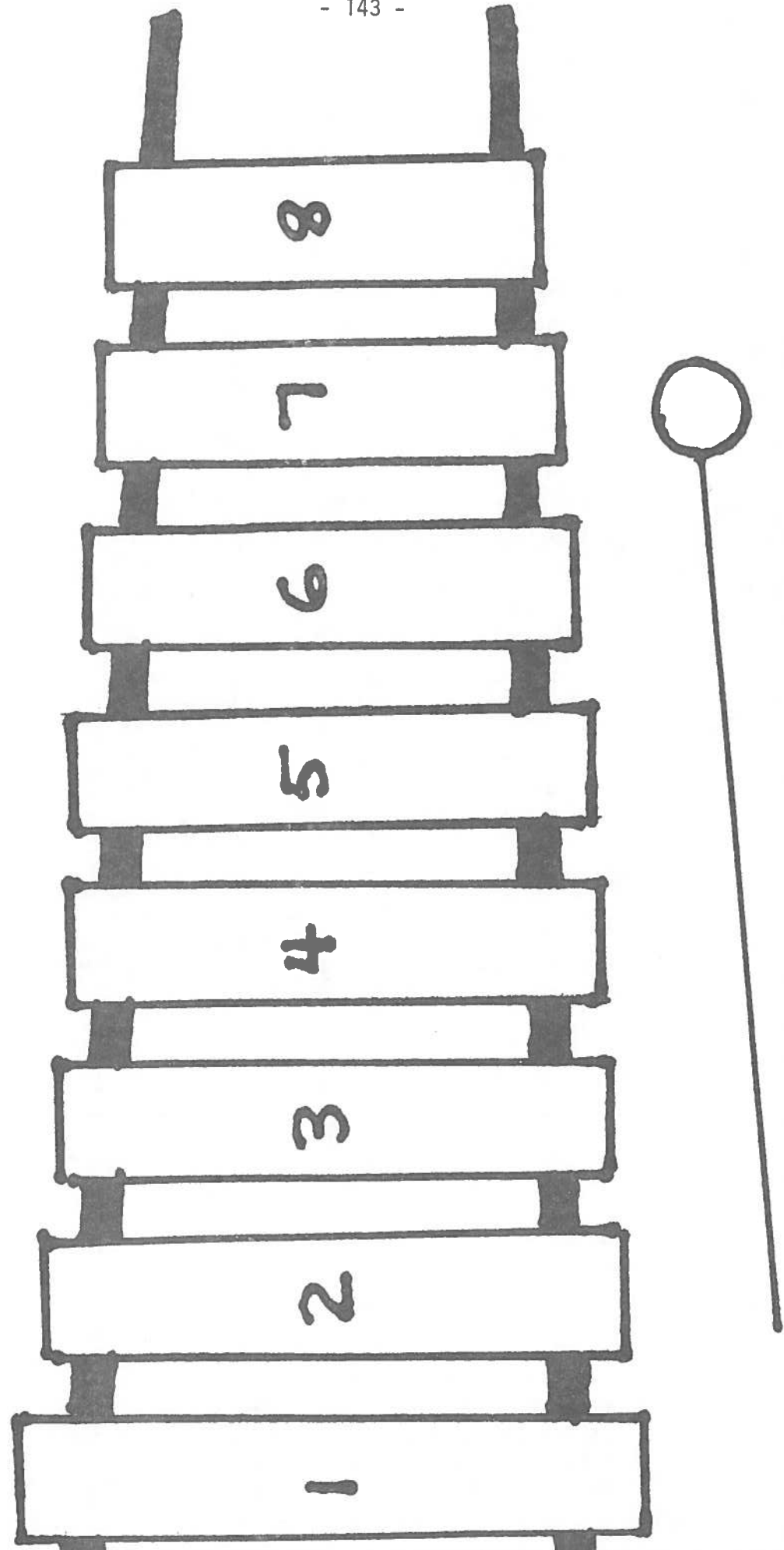
des
triangles

des
carrés

Jody Nelson

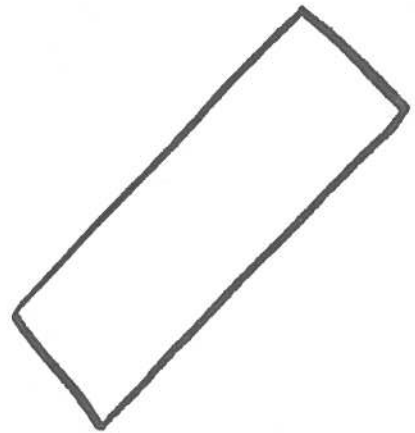
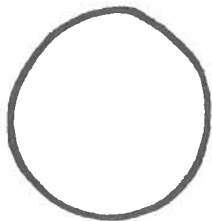
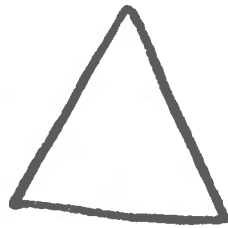
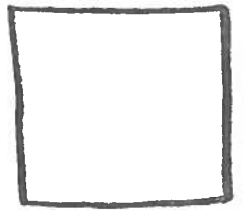


Mes couleurs de musique



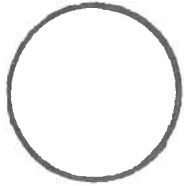
Chapman

LES FORMES GÉOMÉTRIQUES

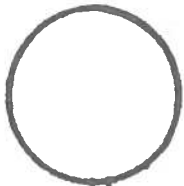


Voilà un _____.

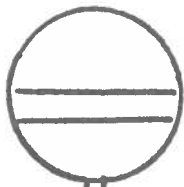
- 147 -



1



2



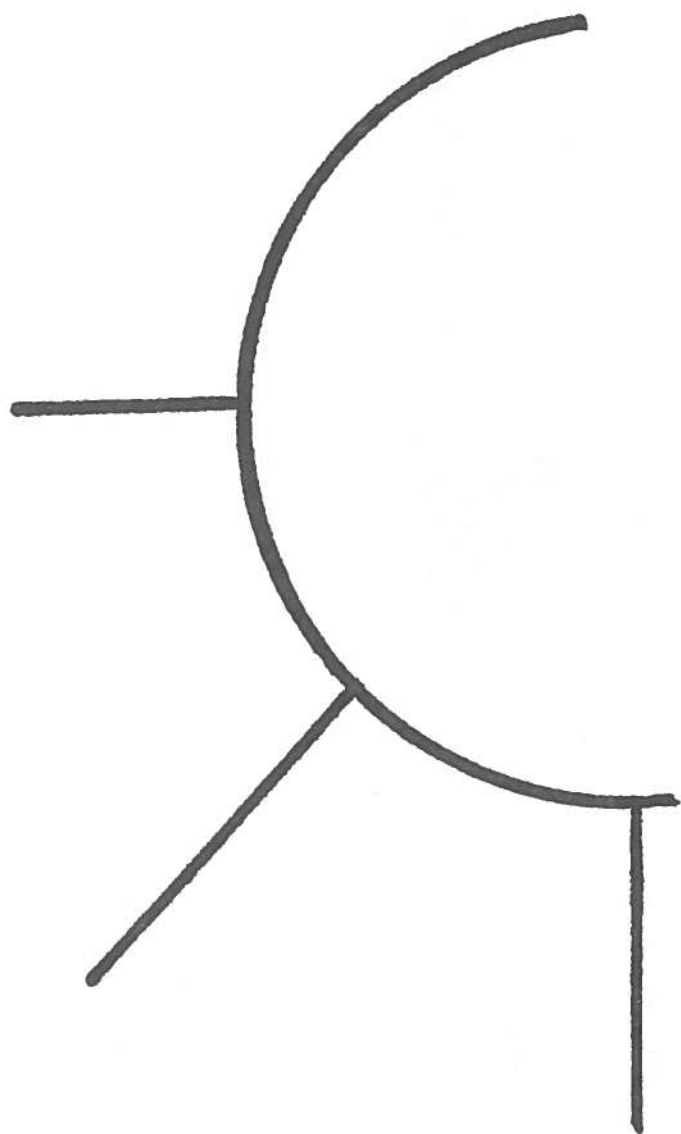
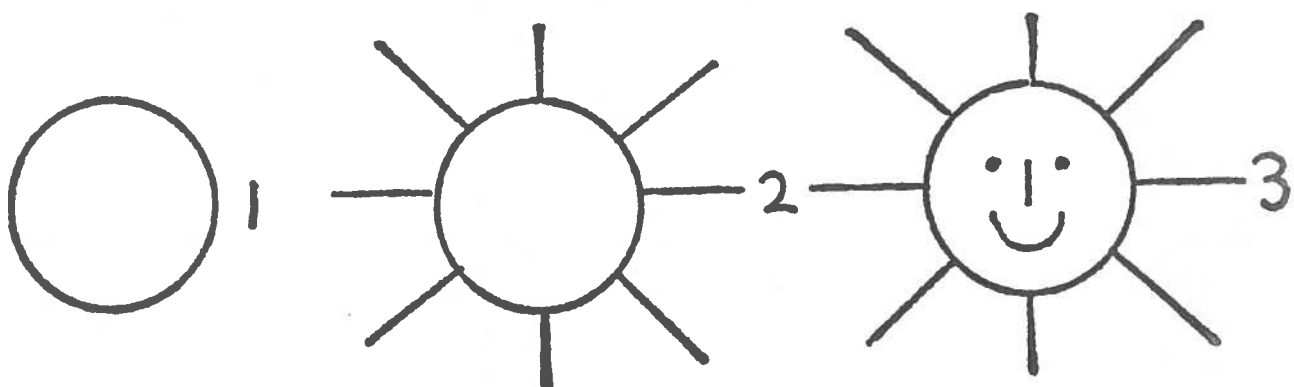
3

le hochet

PATSY HAMMOND



Voilà un _____.



le soleil

