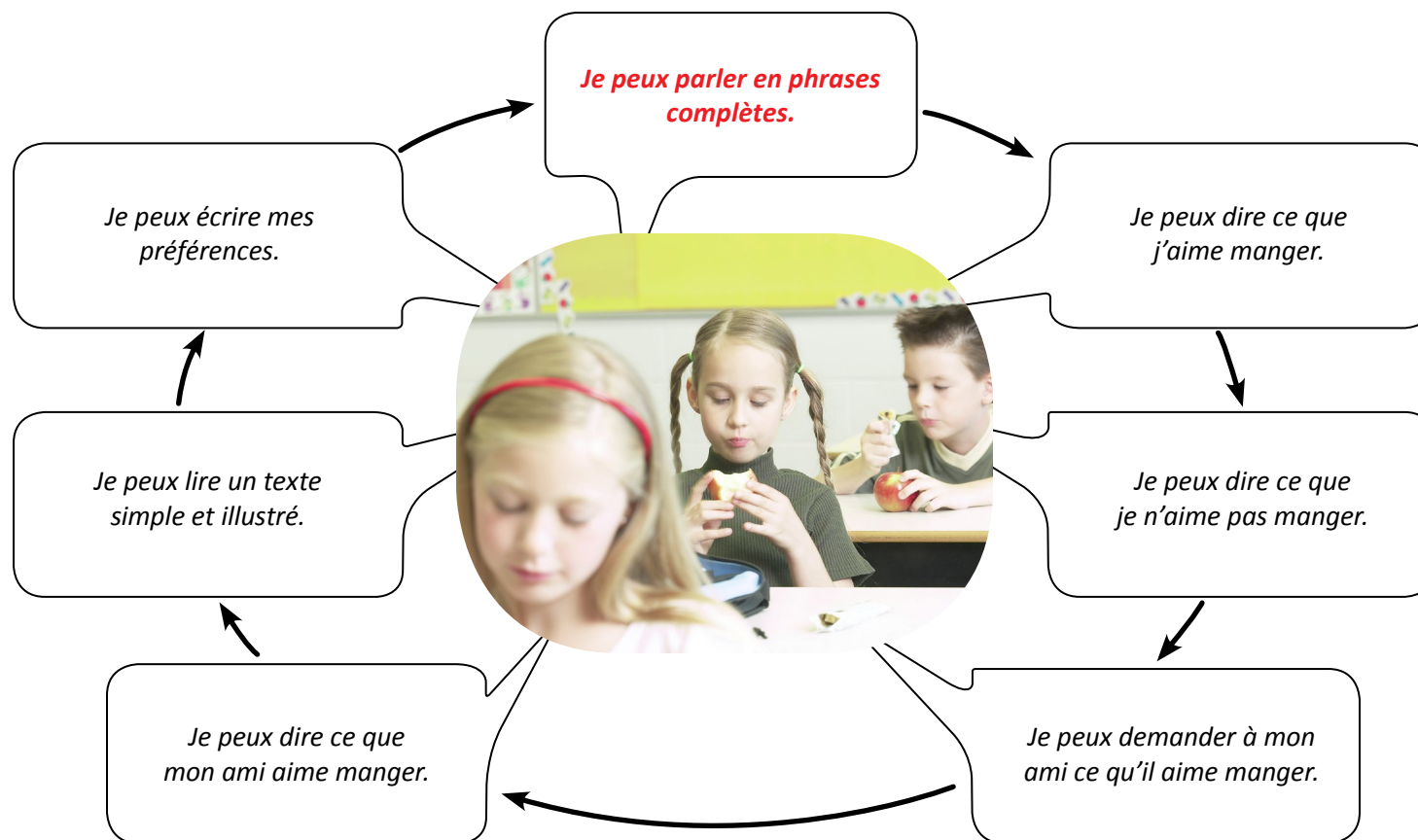


THÈME : L'ALIMENTATION - MES PRÉFÉRENCES ALIMENTAIRES


Niveau : 4^e année



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Achievement Indicators	Suggested Activities	Linguistic Content	
<p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to simple questions and demonstrate understanding (listening). communicate clearly their message orally by describing their preferences and by asking for information. communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, the vocabulary, and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a simple illustrated text. respond to text by expressing preferences and opinions. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing their preferences and by asking for information. communicate their message in writing with fluency by using the correct words and phrases. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> identify elements of Francophone cultures by discovering traditional dishes. 	<p>It is important to note that these suggested activities serve as a starting point for further unit development. Prior to any lesson, the teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modelling and contextualization. This allows the teacher to stimulate authentic interactions. For example, <i>Moi, j'aime les frites. Est-ce que tu aimes les frites? Moi, je n'aime pas les frites.</i></p> <p>After using and reusing the modelled structure in subsequent learning situations, adapting it with personal variations, the students complete a Venn diagram with a partner. They ask and answer questions using the phrase <i>Est-ce que tu aimes...?</i> (see document <i>Tout le monde à table</i>, appendix, p. A58 to A60).</p> <p>http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/table/docs/document_complet.pdf</p> <p>Once the partners have filled out the Venn diagram, students describe their friends' likes and dislikes. For instance, <i>Moi, j'aime les pommes. Dakota aime les pommes aussi. Dakota n'aime pas les pamplemousses.</i> After participating in other oral activities which integrate the linguistic content, the students are ready to plan and present an oral presentation on their food preferences, using a visual aid (poster, photostory, app).</p>	<ul style="list-style-type: none"> <i>Est-ce que tu aimes les pommes? Oui, j'aime les pommes. Non, je n'aime pas les pommes.</i> <i>Noah aime les oranges. Il n'aime pas les fraises.</i> <i>Emma aime les haricots. Elle n'aime pas le brocoli.</i> <i>Qu'est-ce que tu aimes manger? J'aime manger des frites. Je n'aime pas manger du poisson.</i> <i>Qu'est-ce qu'il/elle aime manger? Il ou elle aime manger les spaghettis. Il ou elle n'aime pas manger les fruits de mer.</i> 	
	Suggestions on Integrating Culture		
		<p>The teacher introduces a French dish by reading one of the following books: <i>Les crêpes de papa</i> or <i>On cuisine</i>. The teacher can also model one of post-reading activities in the appendix. Then the students can do their own response and share it with a classmate. Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally.</p> <p>Students prepare and sample a traditional dish. A recipe is included on page 12 of the book <i>Transformation des aliments</i>. Students can then answer the question: <i>Est-ce que tu aimes...?</i></p>	<p>The vocabulary reflects the students' food preferences. In Grade 4, students use <i>le présent</i> tense and <i>je, tu, il, elle</i>.</p>

 **NOTE:** When learning and using new structures and expressions (linguistic content), learning situations are highly structured with ample modeling by the teacher. As students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Resources

Livres

- [De bons fruits](#), Lire-tôt, Les éditions Passe-temps
- [Nous aimons les fruits](#), Mon premier théâtre des lecteurs, Chenelière
- [Nos aliments préférés](#), Alpha-monde niveau 5, Scholastic
- [Les goûters de fête](#), Zap Science, Série Magenta, Beauchemin
- [Salade de fruits](#), Alpha-jeunes, Scholastic
- [La salade](#), Envol en littérature, Scholastic
- [La collation](#), Mots-outils, Scholastic
- [La liste des provisions](#), Colorissimo, Groupe Modulo
- [La crème glacée](#), Alizé débutant, Groupe Modulo
- [Les crêpes de papa](#), Porc-épic, Curriculum Plus
- [On cuisine](#), Le Français oui, oui
- [Transformation des aliments](#), En avant, Scholastic
- [L'alimentation 1](#), Trousse thématique, DREF
- [L'alimentation 2](#), Trousse thématique, DREF
- [L'alimentation 3](#), Trousse thématique, DREF
- [En route vers le succès langagier](#), L'alimentation 4^e-6^e, DREF
- [Combien de fruits?](#), Étoile montante : Mathématiques 1, Modulo
- [On mange des fruits](#), Des mots et des images : Sciences 2, Modulo
- [Nous aimons les légumes](#), Des mots et des images : Sciences 2, Modulo
- [C'est l'heure de la collation](#), Des mots et des images : Sciences 1, Modulo

Chansons

- [Qu'est-ce qu'il y a à manger](#), Curriculum-based songs for French Jacquot
- [Miam, Miam, Miam](#), En français s.v.p., Damien Lussier
- [Une salade de fruits](#), Alexandre
- [J'aime la galette](#), Comptines à chanter, volume 1, Milan jeunesse
- [La soupe de grand-maman](#), Damien Lussier

Multi-supports

- [Fruits'n veggies](#), Bingo, Teacher's Discovery
- [Les aliments assortis en plastique](#)

Click on the active link to see the details for each resource within DREF's OPAC.