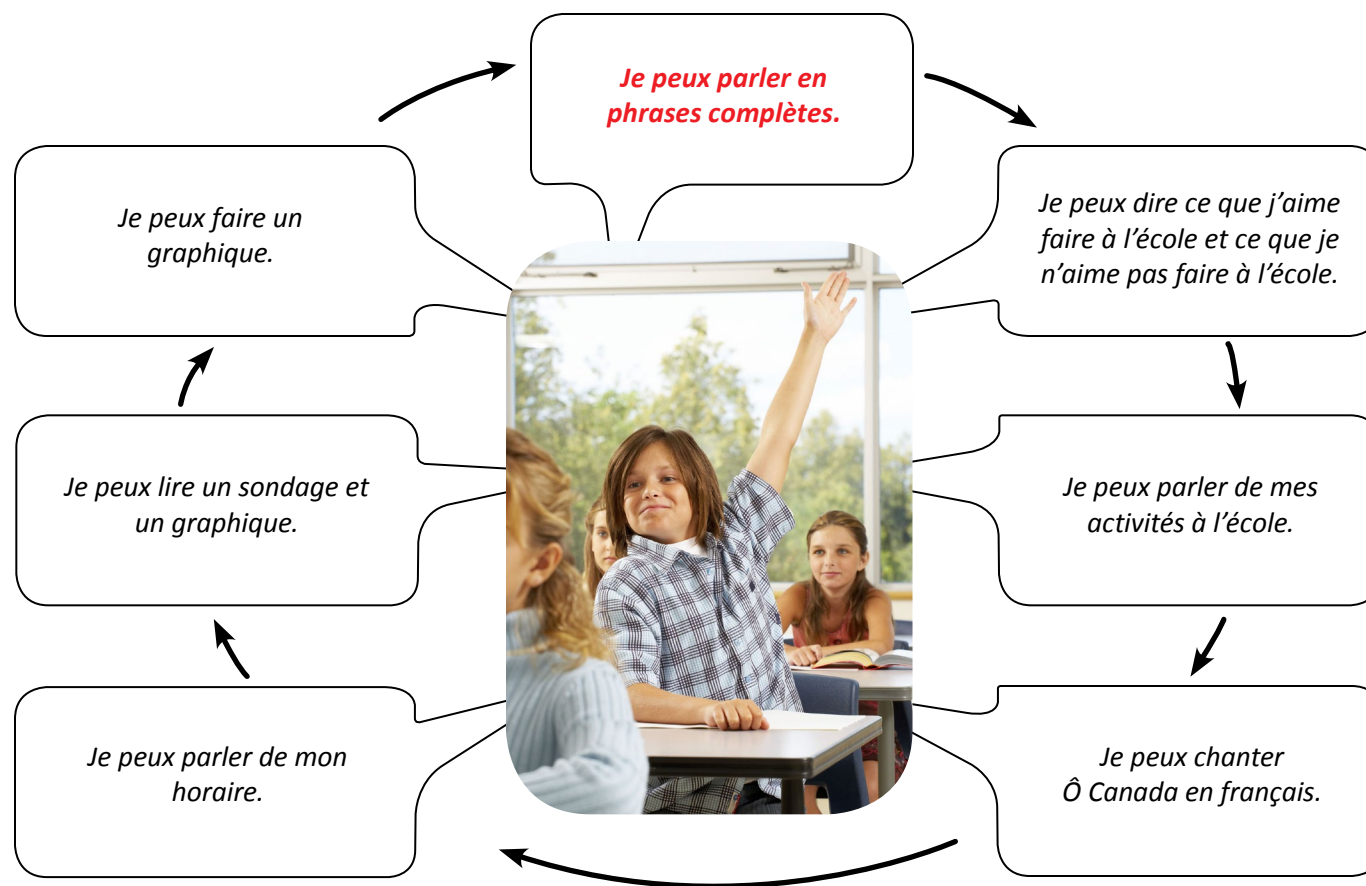



THÈME : L'ÉCOLE - MES ACTIVITÉS / MON HORAIRE

Niveau : 5^e année



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 preferences and by asking for information. communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary, and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a simple text (survey and graph). respond to text by asking for information. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing preferences and by asking for information. communicate their message with fluency by using the correct words and phrases. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> compare their own activities with those of Francophone or Métis children in another region in Canada. identify commonalities/linguistic differences between the French and English languages (time). recognize French in their daily lives (Ô Canada). 	<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>J'aime le français et les mathématiques. Qu'est-ce que tu aimes à l'école?</i></p> <p>Later on, the teacher can model his favourite activities at school. <i>Mes activités préférées à l'école sont le baseball et la chorale. Quelles sont tes activités préférées à l'école?</i> Once again the students interact with their teacher and their peers. They are now ready to conduct surveys to determine their friends' favourite activities which they can present in graph form.</p> <p>After the students have used and reused the modeled structures in subsequent learning situations, adapting them with personal variations, the students consolidate their learning and prepare and present an oral presentation describing a typical, preferred or ideal day at school using time-related expressions that have been modeled by the teacher.</p> <p style="text-align: center;">Suggestions on Integrating Culture</p> <p>Students compare their activities and schedules with those of students from other regions (see book <i>Voici mon école</i> and teaching guide, Échos 1).</p> <p>Students learn to sing <i>Ô Canada</i>. The national anthem is part of a typical day in Canadian schools. <i>Quel est l'hymne national d'autres pays francophones? Quel hymne national préfères-tu?</i></p> <p>The teacher can read <i>Le Canada en photos</i>. The teacher can also model one of the post-reading activities in the appendix. Then the students <i>Can do</i> their own response and share it with a classmate.</p> <p>Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally.</p>	<ul style="list-style-type: none"> <i>Qu'est-ce que tu aimes à l'école? J'aime jouer au soccer. J'aime la récréation. J'aime les mathématiques, mais je n'aime pas les tests.</i> <i>Quelles sont tes activités préférées à l'école? Mes activités préférées sont la chorale et le basket-ball. Je préfère la récré.</i> <i>À quelle heure est-ce que la classe de musique commence? La classe de musique commence à 10 heures.</i> <i>À quelle heure est-ce que la classe de musique finit? La classe de musique finit à 10 h 30. Le lundi, j'ai une classe de musique à 10 heures.</i> <p>The vocabulary and expressions are those of the classroom. In Grade 5, students are able to use <i>le présent</i> in context.</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.

Livres

- [Mon école](#), Aquila-Jeunesse-Lectures Junior, Aquila
- [Le Canada en photos](#), Cultur-osité, Nelson
- [C'est l'heure](#), Mon premier théâtre des lecteurs, Chenelière
- [Mes affaires](#), Imagination, Pearson Addison-Wesley
- [Voici mon école](#), Échos 1, Pearson Education
- [Pauvre Michel!](#), Échos 1, Pearson Education
- [Quelle heure est-il?](#), Étincelle, Thomson Duval
- [Notre semaine scolaire](#), En avant, Scholastic
- [Après l'école](#), Alpha-monde, Scholastic
- [Au terrain de jeu](#), Alpha-monde, Scholastic
- [C'est l'heure!](#), Chenelière Éducation
- [La mesure du temps](#), GB+ En Action, Beauchemin
- [Viens voir mon école](#), Collection Petits curieux, ERPI
- [Ce n'est pas moi](#), Boomerang 1, CEC
- [Le fort de Liam](#), Boomerang 2, CEC
- [En route vers le succès langagier](#), L'école 4^e-6^e A, DREF
- [En route vers le succès langagier](#), L'école 4^e-6^e B, DREF

Chansons

- [Ô Canada](#), OUI! Gregg LeROCK
- [Bienvenue à la classe de Français](#), OUI! Gregg LeROCK

Modules

- [Ça, c'est ma journée](#), Échos Pro 1, Pearson

Livres pour les activités culturelles (pour l'enseignant)

- [Sur le chemin de l'école](#), Milan
- [Ma super école](#), Gallimard Jeunesse
- [Un tour du monde des écoliers](#), Éditions Romain Pages
- [Ô Canada! Notre hymne national](#), Scholastic

Vidéo

- [Ô Canada](#), Office national du film

Poèmes

- [L'école, Rêves d'enfance](#), Les éditions Héritage
- [L'horloge sonne](#), Les plus beaux poèmes des enfants du Québec, Éditions de l'Hexagone

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