

Subject Area: French
Grade Level: 3-4

Bedminster Township School

An introduction to French Language and Culture

Dates: 1 Semester Course

Time Frame: 1 x 40 minutes per 6 day cycle

Overview

In Grades 3 and 4 (novice-low) students develop interpretive, interpersonal and presentational skills in the target language and broaden their cultural understandings. Students in the novice-low category produce memorized words and phrases on topics such as greetings, classroom commands, colors, calendar and weather vocabulary and communicate likes and dislikes with gestures and short phrases. By the end of Grade 4, students will identify some cultural traditions celebrated in French-speaking countries and sing a few traditional French children's songs.

Modes of Communication: [*The 5 Cs - National Stds. for Foreign Language Learning*](#)

Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on various topics. Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Enduring Understandings

- **French is a language spoken in many different countries**
- **Learning a new language can help us communicate with others and learn about different cultures**
- **French vocabulary can be expanded through listening and careful observation of the target language**
- **There are many similarities between the English and French languages**

Semester Course Recurring/Cyclical Topics

Skill & Knowledge Objectives:

Students will...

- Communicate with others using basic memorized words and phrases
- Recognize basic greetings and expressions and respond to the question “Comment ça va?”
- Sing a [class greetings song](#) in French with corresponding hand gestures
- Identify basic self identification vocabulary (My name is)
- Respond to basic classroom commands
- Answer yes/no questions in calendar talks
- State if words are similar or different in French and English
- Identify cognates

Assessments

Pre-Assessment:

- (In 1st year of French language instruction) Ask if students know any unit French words/terms. Ask students if they know topic terms in another language
- (After initial semester of instruction) Review prior knowledge of basic French vocabulary through oral and physical responses

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities (yes/no questions, use of hand gestures)
- Daily interpersonal Q&A /Short answer / repetition

Summative Assessment:

- Teacher created worksheets
- Exit tickets

Resources

- Interactive/individual white boards
- Teacher made materials/games
- Calendar and Weather chart (with magnetic expressions)
- Greetings resources: 123 Petits Pas: [class greetings song](#), [Alain Le Lait](#), [Bonjour](#), [Bonjour](#)
- 123 Petits Pas: [class greetings song](#)
- Bladder Beasts: [Blabber Beasts](#)
- [MiniTFO](#)
- [Club OUIstiti](#)
- Basho & Friends: <https://www.youtube.com/c/bashoandfriend>
- Manipulatives: Dice, flashcards, ball, magnetic numbers

Semester Course Thematic Units

Skill & Knowledge Objectives:

Thematic Unit: Story time, Based on “Pierre” by Mary Holman - themes and scenes in the book will be used as a springboard for mini thematic lessons.

Students will...

- Recognize common geography terms that are cognates (continent, capitale etc.)
- Identify France on a world map, ways one might get there from NJ, and which ocean we would cross to get there
- State the capital of France
- Identify a few important places people might visit in the capital
- Recognize names of some common house pets and make predictions about which ones may appear in a story
- Order a meal in a fast food restaurant and state the cost in Euros
- Use Euro coins (play) to pay for a meal
- Sing a traditional French song (“Alouette”)
- Identify common parts of a bird’s body (on joue Simon Dit)

Thematic Unit Resources

- Interactive/individual white boards
- Teacher made materials/games
- Book “Pierre” by Mary Holman
- [Alouette](#) - lyrics and video
- Play money - Euro coins and bills
- Plastic food items

Theme: Les Animaux (Animals)

Students will...

- Identify animals with names that are similar or different from English
- Describe the color of animals
- Count animals in a zoo scene (combined with number theme)
- Use common adjectives to describe animals (size)
- Indicate if they have pets at home and how many

Thematic Unit Resources


- Interactive/individual white boards
- Teacher made materials/games
- Book - “Pierre” by Mary Holman
- Animal wordsearch
- [Counting with animals at the Zoo](#)

Theme: Les chiffres (Numbers)

Students will...

- Count from 1 to 10
- Sing the #'s 1-10 in a popular rap song
- When listening to numbers, hold up the number of fingers heard
- Match numeric and written number terms
- State one's age in French.

Thematic Unit Resources

- Interactive/individual white boards
- Teacher made materials/games/worksheets
- Magnetic numbers, dice, flyswatter game
- [1-10 Numbers 1-10 in French](#)  - Learn French,
- [Missy D "Case Départ"](#)
- [Le RAP 123](#),
- [MiniTFO](#) (Boogie Woogie des Chiffres)
- [Number song 1-10](#)

Theme: Le Corps (Body Parts)

Students will...

- Identify a few parts of the body commonly used in classroom commands
- Identify a few parts of a bird's body
- Recognize and show, raise, or point to body parts as they hear them
- Sing a traditional song with body parts - "Alouette"
- Tête, Epaules, Genoux et Pieds
- Play Simon Says ("touchez le/la...")

Thematic Unit Resources

- Interactive/individual white boards
- Teacher made materials/games
- Traditional Song -[Alouette](#) - lyrics and video

Assessments in all Units

Pre-Assessment:

- (In 1st year of French language instruction) Ask if students know any unit French words/terms. Ask students if they know topic terms in another language
- (After initial semester of instruction) Review prior knowledge of basic French vocabulary through oral and physical responses

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities (yes/no questions, use of hand gestures)
- Daily interpersonal Q&A /Short answer / repetition

Summative Assessment:

- Teacher created worksheets
- Individual whiteboard responses
- Exit tickets

Semester Course

Stories, Culture, and Holiday Traditions

Mini-units will be covered at intervals throughout the year and, when applicable, timed with relevant US holidays/celebrations and/or coupled with target vocabulary/themes.

Skill & Knowledge Objectives:

Students will...

- Sing songs in target language/from the target culture
- Identify familiar words and phrases in song lyrics
- Identify cognates in authentic children's literature
- Compare celebrations in the home and target culture
- Explore how members of the target culture celebrate important life events
- Respond to teacher guided questions and classmates' questions orally or using hand gestures or images
- Create a Poisson d'avril (spring semester) fish and participate in an authentic cultural tradition
- Play familiar games using French terms (Hot Cold, Who Stole the Cookie from the Cookie Jar?)

Cultural, Story and Holiday Resources

- Interactive white board
- Teacher made materials/games
- *Halloween - Realia, Google Slide Presentation, Teacher created story/Movie Talks, song [La chanson des Squelettes](#), coloring page*
- Authentic French music - Frere Jacques, (Spring - songs from Manie Musicale playlist), [class greetings song](#)
- Thanksgiving - "Merci" song about being thankful
- Winter Holidays - familiar songs in target language, coloring pages to label
- La Galette des Rois - Story "Roule Galette", [Virtual Galette](#), [Les Histoires Du Pere Castor Roule Galette](#)
- La Chandeleur (2/2)
- Le Poisson d'avril
- Bladder Beasts: [Blabber Beasts](#)
- [MiniTFO](#)
- [Club OUIstiti](#)
- Basho & Friends: <https://www.youtube.com/c/bashoandfriend>
- Manipulatives: Holiday realia, story puppets and masks

Standards

World Language Grades 3-4: (Novice Low)

Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Social Studies

- SOC.6.1.4.D.CS5 - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- SOC.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior and commonly held values, ideas, and of people

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- Different types of jobs require different knowledge and skills
- Global/Cultural Awareness - Individuals from different cultures may have different points of view and

experiences.

Social and Emotional Competencies

- SEL.PK-12.1.1 - Recognize one's feelings and thoughts
- SEL.PK-12.3.2 - Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

Art

- VA.K-2.1.5.2.Cr1b - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

Computer Science and Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps

Technology

Standard 9.1, 9.2, 9.4

Social and Emotional Competencies - activities/topics

- [Madame Mindset](#) - French Brain Breaks
- "En haut, en bas" group game
- Bougez/Gelez - group play / freeze activity
- Physical Activity/Dance Integration Opportunities (Ex. [5 a Day Disco](#), [Cours de Danse avec Kevin](#), [Gym Direct](#))

Accommodations and Differentiation Strategies

Students with an IEP, 504, Gifted/Enrichment, At-Risk, or Intervention Plan: Accommodations will include those set out in individual plans as well as differentiation strategies outlined below as appropriate to individual needs.

Students with special needs: Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA based on the student's level of English Language Proficiency (ELP). -[WIDA Can Do's](#)

ELL students will also be afforded accommodations and differentiation strategies appropriate to their level of L2 acquisition and the use of on-line translation assistance from L1 as needed. Ex. Word Reference . A multi-sensory approach to learning will include the use of visuals, repetition and restatement.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments. Access to advanced reading materials are available in the classroom library.

Presentation Accommodations

- Tiered texts
- Teacher provided vocabulary lists
- Shared notes
- Study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Use of manipulatives to teach new vocabulary/concepts
- Use of assisted technologies
- Gifted/Enrichment - extension opportunities on IPAs

Response Accommodations

- Oral/Choral response options - live vs recorded for assessments
- Use a word processor to type notes
- ELLs - Use of online translation assistance for responses from L1 to English.

Setting Accommodations

- Quiet space for assessment taking
- Preferred seating
- Strategic partnering / Cooperative Grouping
- Small group instruction

Timing Accommodations

- Extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Extended time
- Modified rubric on longer tasks

Organization Skills Accommodations

- Use of highlighters
- Agenda book reminders
- Flashcards

Assignment Modifications

- Extended/modified vocabulary lists
- Extended/Modified presentational assessments and dialogues
- Extended/Modified oral question and answer

Curriculum Modifications

- Differentiated material (extended/modified vocabulary lists)
- Extended/Modified presentational assessments - live vs recorded

Professional Learning Resources

ACTFL (The American Council on the Teaching of Foreign Languages)

FLENJ (Foreign Language Educators of New Jersey)

Podcasts focused on Comprehensible Input and Language Acquisition:

- Preaching to Acquire
- The Motivated Classroom
- Toward Proficiency