

**Financial Literacy Resource**  
**French as a Second Language: Core French**  
**Grade 4**  
**Faire du camping**

**Unit: Faire du camping**

**Core French, Grade 4**

**Connections to Financial Literacy**

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that “Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.”

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

**The goal of this resource is to help students to understand the following financial literacy connections:**

- **beginning to understand the difference between needs and wants**
- **planning basic personal finances**
- **calculate simple costs**

Students will develop this understanding as they:

- discuss needs and wants for a camping trip,
- estimate cost of supplies for camping trip
- find actual costs of supplies for camping trip
- acquire a camping ground

## Curriculum Expectations

### Listening

**A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;

- **A1.1 Using Listening Comprehension Strategies:** identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
- **A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support

**A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

- **A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- **A2.2 Interacting:** respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support
- **A2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

### Speaking

**B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

- **B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
- **B1.2 Producing Oral Communications:** using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support
- **B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics

**B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;

- **B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate

speaking behaviour in a variety of situations

- **B2.2 Interacting:** engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support
- **B2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

**B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

- **B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in spoken interactions

## Reading

**C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;

- **C1.1 Using Reading Comprehension Strategies:** identify a few reading comprehension strategies and use them before, during, and after reading to understand texts
- **C1.2 Reading for Meaning:** demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
- **C1.4 Developing Vocabulary:** use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words

**C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

- **C2.2 Characteristics of Text Forms:** identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (*e.g.*, poem/song)
- **C2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills

## Writing

**D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;

- **D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose

for writing and the audience for French texts they plan to create

- **D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

**D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;

- **D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities
- **D2.2 Drafting and Revising:** plan and produce drafts following a model (*e.g., email, postcard, procedure, directions to determine location*), and revise their writing using a variety of strategies, with teacher support
- **D2.3 Producing Finished Work:** make improvements to their written work, using knowledge of a few of the conventions of written French
- **D2.4 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

**D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

- **D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* and use them appropriately in their written work

## Learning Goals

At the end of this unit, students will know, understand and/or be able to...

### Financial Literacy

- Know the difference between a need and a want
- Plan personal purchases by estimating cost and calculating actual cost of items

### FSL Curriculum

#### Listening

- Use effective listening strategies to understand short oral text in French
- Respond appropriately to a short oral text in French
- Respond appropriately when asked a simple question in French
- Reflect and assess their own listening skills in French

#### Speaking

- Share their ideas with another classmate in French

- Respond appropriately during a short interaction in French
- Use appropriate language conventions when speaking to a friend or a stranger
- Reflect and assess their own speaking skills in French

### Reading

- Read a simple graphic text in French
- Identify familiar vocabulary word in French on reference chart
- Reflect and assess their own reading skills in French

### Writing

- Write a list of items in French
- Write a short response to a note from a friend in French
- Complete a short “fiche d’inscription” in French
- Reflect and assess their own writing skills in French

### **Links to the CEFR (Common European Framework of Reference)**

This lesson plan targets outcomes that meet the A1 level.

#### **Interaction et production orale**

##### **Je me présente et je m’exprime.**

- Je peux dire ce que j’aime et ce que je n’aime pas (du camping). (*J’aime... Je n’aime pas*)
- Je peux demander quelque chose dont j’ai besoin (du camping). (*Est-ce que je peux avoir? Je veux...*)

##### **Je parle aux autres et je comprends**

- Je peux parler du camping et en utilisant le vocabulaire de référence. (cartes, mur/banque de mots, etc.)
- Je peux utiliser des expressions élémentaires de salutation et de congé. (*Bonjour, au revoir, comment ça va?*)
- Je peux faire des achats simples (reliés au camping). (*Ça coûte combien? C’est de quelle taille?*)
- Je peux me débrouiller avec les chiffres, les quantités, l’argent. (*J’ai seulement 40\$.*)
- Je peux demander aux autres ce qu’ils aiment et ce qu’ils n’aiment pas. (*Est-ce que tu aimes...préfères?*)
- Je peux dire quand je ne comprends pas. (*Je ne comprends pas. Répétez, s’il vous plaît.*)
- Je peux répondre aux questions sur des sujets simples. (*couleurs, dates, chiffres*)
- Je peux poser des questions sur des sujets simples (le camping). (*Où? Quel/Quelle? Qu’est-ce que? Est-ce que? Quand? Pourquoi? Comment?*)
- Je peux comprendre des instructions simples. (*Passe-moi ton stylo. Ouvre la porte.*)
- Je peux compter. (*1 à 10, 10 à 20, 20 à 100*)

#### **Compréhension de l’oral**

- Je peux comprendre les mots et expressions simples. (*Excusez-moi, désolé, merci...*)
- Je peux comprendre les jours de la semaine, les mois de l’année et les saisons.
- Je peux comprendre la date et l’heure.
- Je peux comprendre les nombres et les prix.
- Je peux comprendre les salutations de base et les prises de congé. (*Bonjour, au revoir, salut, bonne journée...*)

- Je peux comprendre des questions personnelles simples quand les gens parlent lentement et distinctement. (*Quel est votre nom ?, Quel âge avez-vous ?, Quel est votre adresse ?*)
- Je peux comprendre des mots et des phrases courtes, à condition que les gens parlent très lentement et très clairement.
- Je peux comprendre des mots et des phrases courtes à condition qu'ils font partie d'un vocabulaire familier.

### **Production écrite**

- Je peux écrire des choses simples à propos de moi-même et où je vis, en utilisant des phrases courtes et simples.
- Je peux remplir un formulaire d'inscription d'hôtel, ou un inscription à une équipe de sport assez bien pour donner l' information la plus importante à propos de moi-même. (*nom, prénom, date de naissance, nationalité*)
- Je peux écrire un court texte. (*une carte d'anniversaire, une carte postale, une liste, répondre un courriel simple*)

### **Compréhension de l'écrit**

- Je peux reconnaître des noms, des mots et des phrases que je connais et les utiliser pour comprendre des phrases très simples, (s'il y a des photos).
- Je peux comprendre des formes simples assez bien pour donner des détails personnels de base. (*nom, adresse, date de naissance*)
- Je peux comprendre des instructions très simples si elles sont soutenues par des images.
- Je peux identifier l'information essentiel ( prix, temps, lieu,etc) si elles sont soutenues par des images.
- Je peux comprendre des messages simples écrits par des amis ou des collègues. (*de retour à 4 heures*)

## Instructional Components and Context

### Readiness

Pre-assess students' prior knowledge and capabilities related to:

- topic of camping
- estimating cost of an item
- reading prices in French
- participate in an oral interaction with supporting visuals

### Vocabulary

#### Le matériel de camping

un sac à dos  
une tente  
une couverture  
une lampe de poche  
un sac de couchage  
un réchaud de camping  
une glacière  
les allumettes  
un couteau de poche  
l'anti-moustique  
une canne à pêche  
une bûche  
les piles  
une poêle  
une tasse  
une assiette  
un bol  
un couteau  
une fourchette  
une cuillère  
du sel  
du poivre  
la trousse de secours

### Vocabulary continued

#### Les Questions

Quelle est votre opinion du camping?  
Quels sont quelques-uns de vos endroits en plein air favoris ?  
Qu'est-ce que vous apportez quand vous faites du camping ?  
Que peut-on faire en plein air ?

#### Les Réponses

Je pense que...  
J'adore visiter...  
J'apporte...  
On peut...

<p><u>Des objets en plein air</u>  une autocaravane/un camping-car  le feu  un terrain de camping  un feu de joie  le barbecue  les toilettes  les animaux sauvages  les douches chaudes  l'eau potable  un hamac  un emplacement  le bloc sanitaire</p> <p>un iPod  des écouteurs  un ordinateur portable  des friandises  des croustilles  des repas tout prêts/préparés  un jeu électronique/un jeu vidéo  un costume de bain/un maillot de bain/des shorts de bain/un slip  une serviette de plage  un matelas gonflable  une hache  un marteau  des bouteilles d'eau  des vêtements légers  des vêtements chauds  des boissons gazeuses  des dvds (dévédés)  un lecteur de dvd portable  un oreiller  du chocolat</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ cartes : le camping (provided)</li> <li>○ labels: besoin, désir</li> <li>○ cartes : désir and besoin (provided)</li> <li>○ Internet access if possible and/or old magazines for pictures</li> <li>○ PWIM image le camping (provided)</li> <li>○ Price lists of camping items (or store flyers in French (Canadian Tire available in French)</li> <li>○ Class data chart</li> <li>○ Script for listening activity</li> <li>○ PPT - Je choisis un emplacement (provided)</li> <li>○ PPT - Salut mon ami</li> </ul> <ul style="list-style-type: none"> <li>○ BBLM 1 - Ma liste pour le camping</li> <li>○ BBLM 2 - Dans le sac de mon enseignant</li> <li>○ BBLM 3 - Je prepare mon sac</li> <li>○ BBLM 4 - Ma fiche d'inscription</li> <li>○ BBLM 5 - Salut, mon ami</li> <li>○ BBLM 6 - Mon portfolio- Je peux</li> </ul> <p><b>Tech Tool</b></p> <ul style="list-style-type: none"> <li>• What is a PWIM?  <a href="http://www.inclusiontoolbox.com/picture-word-inductive-model">http://www.inclusiontoolbox.com/picture-word-inductive-model</a></li> <li>• Photo Dice Free App ( Appstore)  How to use Photo Dice  <a href="https://beneylu.com/pssst/en/introducing-technology-inside-classroom-photo-dice-app/">https://beneylu.com/pssst/en/introducing-technology-inside-classroom-photo-dice-app/</a>   <a href="http://www.mmemallette.com/2015/02/activity-4-ipad-photo-dice/">http://www.mmemallette.com/2015/02/activity-4-ipad-photo-dice/</a></li> </ul>
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<p><b>Unit: Le camping</b>  <b>Day 1 – Les besoins et les désirs</b></p>	<p><b>Core French Grade 4</b></p>
<p><b><u>Minds On</u></b></p> <ul style="list-style-type: none"> <li>◆ Establishing a positive learning environment</li> <li>◆ Connecting to prior learning and/or experiences</li> <li>◆ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p>

	<p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole class and working with a partner (10 minutes)</b></p> <p>Description:</p> <p>In order to get students thinking about what they really need, present a problem to them where they need to choose the 10 items for an event. For this unit, camping will be the event, however this could be replaced with a different topic depending on student interest.</p> <p>Note: In the consolidation of lesson students will be asked to narrow their choices to 5 most important items they will need for the event.</p> <p>An example might be: “Tu vas faire du camping pour un voyage de classe. Choisis les 10 choses que tu vas apporter avec toi.”</p> <p>Another example might be a sleep over at your best friend’s house: “Tu vas passer le week-end chez ton ami(e). Choisis les 10 choses que tu vas mettre dans ton sac à dos.”</p> <p>However, if neither of these examples is applicable to your students’ experiences then choose another topic (more suggested events can be found to the right in the Connections column on right).</p> <p>Teachers may want to use the images on “Cartes : le camping” that are included at the end of this resource in order to give students an idea of what they might choose. Ensure that the items include items that are necessary and others that are more for convenience or entertainment.</p> <p>Another suggested strategy to develop vocabulary is the Picture Word Induction Model (PWIM). Using the image provided at the end of this resource, teacher and students label the image with various vocabulary.</p> <p><b>Intéraction orale:</b> With a partner, students will share orally the 10 items they would bring with them.</p> <p>Suggested sentence stems for anchor chart posted for student reference. <i>Pour faire du camping, je vais apporter...</i> <i>Dans mon sac à dos pour le camping, j’ai...</i></p>	<p> -teacher may want to choose different topics depending on the students’ experiences and it does not have to be the same event for all of the students – some other experiences might be going on a picnic, going sledding, going to the park, going on a bike ride, going shopping, going to the movies, going skating, going swimming, going to the beach, making snowman</p> <p> -students may want to find pictures in magazines or on the internet rather or draw them</p> <p> -ensure vocabulary accessible to support all students: PWIM, vocabulary cards, anchor chart with sentence starters</p> <p> Assessment <b>for</b> learning - observation of student participation and prior knowledge of topic</p>

## Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

### Whole Class and/or partners (20 minutes)

#### Description: UN BESOIN / UN DÉsir

This activity will help students make a distinction between a need and a desire.

#### Part 1:

Post the words BESOIN and DÉsir and then use concept attainment to illustrate the difference. Using the attached cards, add each image, one at a time, under the appropriate category. Pause after adding each card to see if students think they know the difference between “besoin” et “désir”. Ensure all students understand the difference before continuing.

#### Intéraction orale :

With a partner, students can sort the remaining cards under each category being prepared to justify their decisions.

Leave the titles, “besoin” and “désir” up in the classroom for reference and if possible, keep the example images underneath each title.

#### Part 2:

In order to reinforce the idea of needs versus wants, teacher will revisit the minds-on activity and present a new problem where they can only choose the 5 most important items to bring with them.

#### Production écrite :

Students will complete the short writing task “Tu vas faire du camping tout seul. Écris une liste des 5 choses les plus importantes que tu vas apporter avec toi.”

Use BBLM 1 - Ma liste pour le camping for this activity.



Assessment for learning -

observation of student participation and understanding of concept



-some students may prefer to work in small groups



-groups who finish earlier may be given cards to make their own examples for each category

## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

### Small group or whole class (10 minutes)

#### Description:

In order to consolidate and demonstrate their learning, students will share orally with small groups or with a partner their list of 5 items, being prepared to justify their decision. Teacher may choose to complete this as a whole group.

In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.

**A<sup>as</sup>L** Assessment **as** learning - student may self-assess their participation in the interaction with partner



-students can draw backpack and its contents or flyers/internet/magazines can be used to find items

-topics could change depending on the time of year: i.e., planning for a birthday, Mother's or Father's Day, year-end party, class trip, religious or spiritual gathering, etc.

**A<sup>of</sup>L** Assessment **of** learning - Collect completed writing task ( a list of 5 items)

<p><b>Unit: Le camping</b> <b>Day 2 - Je prépare mon sac à dos</b></p>	<p><b>Core French Grade 4</b></p>
<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole Class (10 minutes)</b></p> <p>Description: <b>Intéraction orale</b> Using the list created on Day 1, students will share orally with classmates their list of items. Teacher may challenge them to find another student(s) with the same 5 items on their list.</p> <p>Suggested sentence starters to model:</p> <ul style="list-style-type: none"> <li>• J'ai..... et toi, as-tu.....sur ta liste pour le camping ? <ul style="list-style-type: none"> <li>○ Oui, j'ai.... sur ma liste pour le camping !</li> <li>○ Désolé, je n'ai pas.....sur ma liste pour le camping.</li> </ul> </li> </ul> <p>Teachers may want to also review how to read prices in French. An example of this is using 3 dice: one die representing dollar amounts, a second with tens (cents) and a third with ones (cents).</p> <p>Suggested app for devices to create dice: Photo Dice (free app for download from various online stores)</p>	<p><b>A for L</b> Assessment <b>for</b> learning - observation of student participation and understanding of concept</p> <p> -ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.</p> <p>-students who are not ready to share orally may want to use picture cards to point to objects</p>
<p><b>Action!</b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	

## Whole Class and individual (20 minutes)

Description: During this activity, students will determine the price of items needed to fill their pack sack for camping excursion. Students will be asked first to estimate cost of certain items then will be given a list of camping items with price lists or French store flyers to find actual price.

Part 1: Teacher will bring a backpack/rucksack filled with camping gear or will present students of images of items that are in her/his backpack/rucksack. Ask students to estimate the total cost of all of the goods. Students will then estimate the cost of each item and the total cost of items in the teacher's backpack using the camping checklist worksheet. **(BBLM 2 - Dans le sac de mon enseignant)**

Note: If teacher is unable to bring in backpack/rucksack, this can be done virtually with a slideshow, pictures from magazines, etc.

### ***Compréhension de l'écrit :***

**Part 2:** Using price lists or store flyers (French), students will then determine the actual cost of items in teacher's backpack/rucksack and add it to the worksheet.

**Part 3:** Using the list created on Day 1, students will determine the cost of their own backpack/rucksack list using the flyers or price lists. **(BBLM 3 - Je prépare mon sac.)**



Challenge students to spend the least amount of money by choosing items that are on sale or not name brand etc



This activity can be done individually or to provide more opportunity for oral interaction students could work in partners to allow negotiation of price estimations and discussion.



Assessment for learning - collect student worksheets to determine understanding of concept and to guide further instruction

## **Consolidation**

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

## Whole Class or partners (10 minutes)

Description:

### **Production orale :**

In order to consolidate and demonstrate their learning, students will share the total cost of their packsacks on class data chart and share their thinking.

Teacher will lead discussion, or will ask partners to share their answers, with prompts that will incite students to think critically about their choices.

Suggested prompts for discussion:

- Qui a dépensé le plus d'argent?
- Qui a dépensé le moins d'argent?
- Comment pouvez-vous épargner de l'argent?

In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.



Assessment **as** learning - student may self-assess their participation in the interaction with partner

<p><b>Unit: Le camping</b>  <b>Day 3 - Je m'inscris au terrain de camping (partie 1)</b></p>	<p><b>Core French Grade 4</b></p>
<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p> <p>DI (Differentiated Instruction):  Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole Class or Groups (10 minutes)</b></p> <p>Description:  During this short activity, students will practice answering simple questions regarding their personal information.</p> <p><b>Intéraction orale :</b>  Using inside-outside circle strategy (also known as “speed dating”), students will arrange themselves into two circles. The outside circle moves to the counter-clockwise (to the right) after each question asked by the teacher.</p> <p>Suggested questions: <b>(see BBLM 4: Fiche d’inscription)</b>  <i>Quel âge as-tu?</i>  <i>Quel est ton adresse?</i>  <i>Quel est ton prénom?</i>  <i>Quel est ton nom de famille?</i>  <i>Quel est ton numéro de téléphone?</i></p> 	<p><b>A for L</b> Assessment <b>for</b> learning - observation of student participation and understanding of concept</p>  <p>-visual reference should be visible for students</p>

## Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

### Whole Class (20 minutes)

Description:

**Part 1:** During this first part of the activity, students will listen to a modelled recording “Je voudrais faire du camping” accompanied by visuals in a slide show.

#### **Compréhension de l’oral :**

Using the Power Point, students will listen to the slide show to acquire the vocabulary necessary to reserve a camp site and complete the **BBLM4 - Fiche d’inscription**. They will use this as a reference for the activity on Day 4.

#### **Production écrite**

**Part 2:** As students practiced sharing the information orally in the Minds-On activity, students should be ready to complete “une fiche d’inscription pour un terrain de camping.



-some students may need have access to PPT to listen to a few times to ensure comprehension.

-PPT could be posted on class website or on shared files for reference

-a completed “ fiche d’inscription” with examples might be needed for some students.



Assessment **for** learning

and



Assessment **of** learning - collect student worksheets to determine understanding of concept and to guide further instruction

## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

### Whole Class (10 minutes)

In order to consolidate the learning, the teacher and a volunteer student will model ordering a campground. Students will offer suggestions and comment on interaction. Establish success criteria for a good interaction. ( To be used on Day 4)

Finally, in order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.



Assessment **for** learning creation of success criteria will allow teacher and students to assess their understanding of the concept.



Assessment **as** learning - student may self-assess their listening skills during the Power Point.

<p><b>Unit: Le camping</b>  <b>Day 4 - Je m'inscris au terrain de camping (partie 2)</b></p>	<p><b>Core French Grade 4</b></p>
<p><b><u>Minds On</u></b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p> <p>DI (Differentiated Instruction):  Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole Class (10 minutes)</b></p> <p><b><i>Compréhension de l'oral :</i></b>  Description: During the activity, student will revisit reserving a campsite by observing teacher and student modelling. Using the success criteria established on Day 3, teacher will ask for another volunteer to model reserving a campsite. Teacher will ask students refer to success criteria to evaluate the modelled interaction.</p> <p>Teacher may also access the PPT instead of modelling with student.</p> <p><b><i>Production orale :</i></b></p> <p>Students will refer to the success criteria to share orally their observation of the modelled interaction.</p>	<p> Assessment <b>for</b> learning - success criteria will allow teacher and students to assess their understanding of the concept.</p>
<p><b><u>Action!</u></b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	

## Partners (25 minutes)

### **Interaction orale :**

Description: During this activity, students will have the opportunity to practice and apply their learning by participating in a oral interaction with another student. They will use the success criteria to evaluate their partner's participation in activity. They will identify strengths and offer suggestions for improvement.

If time permits, they can practice with more than one partner.



-some students may need have access to PPT to listen to a few times to ensure comprehension.

-PPT could be posted on class website or on shared files for reference

-students may need written script as a reference during the interaction



Assessment **for** learning success criteria will allow teacher and students to assess their abilities in reserving a camp site.



Assessment **of** learning using observation checklist , teacher can assess the student participation in interaction  
Note: teacher may wish to have student record themselves using devices for evaluation.

## **Consolidation**

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

## **Individual (5 minutes)**

Description: In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the success criteria. They may also use the checklist provided at the end of unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.



Assessment **as** learning:  
students may assess their oral interaction skills using the checklist

<p><b>Unit: Le camping</b>  <b>Day 5 - Chère amie / Cher ami</b></p>	<p><b>Core French Grade 4</b></p>
<p><b><u>Minds On</u></b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p> <p>DI (Differentiated Instruction):  Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole Class (15 minutes)</b></p> <p>Description</p> <p>During this part of the lesson, teacher should review camping vocabulary by playing charades with students. Students can play as partners or as a whole class. Vocabulary cards are put in bag or box, students pick a card and act out using the item, as other students try to guess.</p>	 <p>-challenge some students by only having the words with no visual reference</p>
<p><b><u>Action!</u></b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	
<p><b>Individual (20 minutes)</b></p> <p><b><i>Compréhension de l'oral :</i></b></p> <p>Description: During this activity, students will demonstrate learning acquired during the unit by applying listening skills to make meaning of a short oral text. They will listen to a short message from friend wanting to borrow items for camping answer questions regarding what they heard to demonstrate comprehension.</p> <p><b><i>Compréhension de l'écrit et production écrite :</i></b></p> <p>During this activity, students will demonstrate learning acquired during the unit by applying reading skills to make meaning of a short text. They will read a text from a friend wanting to return items borrowed and answer his questions.</p>	 <p>-teacher collects answer sheets to confirm comprehension of listening and reading activity.</p>
<p><b><u>Consolidation</u></b></p> <ul style="list-style-type: none"> <li>♦ Providing opportunities for consolidation and reflection</li> <li>♦ Helping students demonstrate what they have learned</li> </ul>	

### Whole Class (5 minutes)

Description: During this last consolidation of the unit, students will assess their reading, writing, listening and speaking abilities using the checklist provided. If teachers are using language portfolios, this activity will help student assess their strength and set next steps for improvement.

Note: teacher can also use this time to conference with students and discuss strengths and next steps and discuss the student self-assessment offering suggestions.

**A<sup>as</sup>L** Assessment **as** learning  
-students use self-assessment to determine next steps.

### Suggested Assessment of learning opportunities

- Create a personal *aide-visuel* with relevant vocabulary and use it to record a dialogue or spontaneous conversation between students
- Organize an imaginary visit to a hardware store or a grocery store, where students are given play money to make purchases; they should explain why they made their choices of which items to buy orally

### Student Self-Assessment Opportunities (Links to the CEFR Language Portfolios)

- Students may use peer-editing for their written work
- Students may reflect on the importance of success and task criteria and how they can be used to guide writing and speaking

### Next Steps in Learning

This activity can be extended by:

- packing items for an excursion at a different time of year to a different location
- making lists of *désirs* and *besoins* for young people in other parts of Canada
- exploring why we put money aside/save money (for trips and purchases, to help other people, to save for the future)

### Extending the learning

**Possible Extension Activities:**

- Reading short stories, poems, or children’s books about the outdoors
- Exploring images and websites of provincial and national parks
- Exploring images and websites of camping and living outdoors in different seasons (i.e., Inuit communities, First Nations and Métis communities, in rural areas)