

***When is each activity introduced in
Histoires en action!?***



Flow of activities — When is each activity introduced in this program?

As each student is different, the time it takes to master a certain concept depends on many factors, including the student's:

- willingness to participate in whole-class activities (speaking as the teacher is gesturing);
 - learning style/multiple intelligences;
 - linguistic aptitude;
 - level of focus and attention;
 - willingness and confidence to apply what s/he is learning and use the language in spontaneous interactions;
 - age/cognitive level of development, which affects the ability to apply grammatical concepts;
 - ability to think creatively (to write stories)
 - ability to write and read;
 - ability to work cooperatively with others;
 - willingness to take risks;
 - dramatic, dance, musical skills;
- and much more.



It is impossible to predict when a child will master a concept. Any one of the many concepts taught in this program may be mastered by different students at different times, affected by the above-mentioned factors. Some students will master one concept, such as answering questions orally, before they master the ability to respond to the question in writing. This especially occurs with students who are young or who have special needs in the area of reading and writing. In fact, some students actually master what we would consider 'higher-level' concepts faster than 'basic' concepts. For example, some students internalize the meaning of the gestures and learn to apply them as they speak spontaneously in the language, yet have difficulty remembering the gestures! On the other hand, some students learn the gestures, yet take much longer to learn to apply their knowledge of these words learned in spontaneous communication.

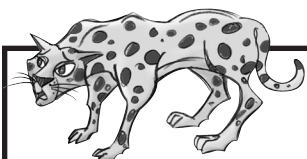
For this reason, the testing of the gestures is not recommended, as they are the tools to language acquisition, not proof of language acquisition itself. It is the application of the knowledge (i.e. strong oral and written fluency) that should be our constant goal for the students. As you progress through the units, it is essential to try to ensure that most average to above average students at the grade three level and up have learned and can apply in structured and spontaneous situations most of what you have taught in any given unit. What we hope is that students will master many more concepts faster than they would in a program that does not have the multi-modal strategies and accelerative nature of *Histoires en Action!*



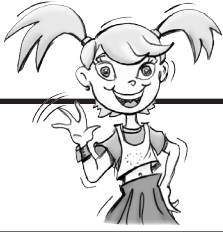
• Unit of introduction of *Histoires en action!* activities, the activities may appear in every unit from then on.

	Les trois petits cochons	Comment y aller?	L'arbre ungali	Louis la grenouille	Chat Angora	Le bistro des animaux	Veux-tu aller au Carnaval?	Marc le magicien	Chaperon Rouge et le loup fou
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
<i>Les phrases bizarres</i>	•								
<i>Mes phrases bizarres</i>		•							
<i>Les phrases coupées</i> (basic)				•					
<i>Les phrases coupées</i> (advanced – in the past tense)								•	
<i>Les mots qui riment</i>					•				
<i>Les phrases qui riment</i>						•			
<i>Décris l'image et fais un dessin</i>				•					
<i>Les questions totales</i> (present tense)	•								
<i>Les questions partielles</i> (present tense)	•								
<i>Les questions totales</i> (past tense)								•	
<i>Les questions partielles</i> (past tense)								•	
Students create <i>questions totales</i> and <i>partielles</i> in the past tense									•
Reading the play in small groups	•								
<i>Les marionnettes</i>	•								
STORYTELLING/ CREATIVE WRITING ACTIVITIES (modelled teacher-led, then in partners)									
Oral story retelling			•						
Oral/written story retelling (basic)		•							
Oral/written story retelling (advanced in the past)								•	
Oral/written story extension (basic)		•							
Oral/written story extension (advanced – incorporating required words)					•				
Oral/written story extension (most advanced – grammatical analysis)							•		
Oral/written story retelling in rhyme						•			
Writing an entry routine rap							•		
Writing a leaving routine rap								•	
<i>Les mots en action!</i> game	•								
<i>Monsieur/Madame dit</i> game	•								
Book publishing				•					
<i>Décris l'image et fais un dessin</i>						•			


- Unit of introduction of *Histoires en action!* activities, the activities may appear in every unit from then on.



	Les trois petits cochons	Comment y aller?	L'arbre ungali	Louis la grenouille	Chat Angora	Le bistro des animaux	Veux-tu aller au Carnaval?	Marc le magicien	Chaperon Rouge et le loup fou
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
Creative improvisational storytelling in partners (basic)						.			
Creative improvisational storytelling performance requirement (advanced)							.		
<i>Les euros</i> correction system in which students peer-correct oral language use							.		
<i>Les gens en action!</i> (basic – oral only)							.		
<i>Les gens en action!</i> (advanced oral/written)								.	
<i>Le journal</i> – personal journal writing in the past tense (basic)							.		
<i>Le journal</i> (advanced – predict future, celebrations, specific topics)								.	
Formal analysis of what makes a good story							.		
In creative writing, students must include and prove their use of certain aspects of grammar or vocabulary, by identifying (underlining, circling etc.)							.		
Story retelling and creative story writing in the past								.	
Brainstorming/writing favourite fairy tales in the past in narrative in prose, as a play, or in poetry									.
<i>La vie en action!</i>									.
OTHER - GAMES / OTHER ACTIVITIES									
<i>Questions et Réponses</i> game		.							
Spontaneous communication	.								
Introduction of simple repetitive play – several characters with the same role	.								
Introduction of less repetitive play – each character is developed				.					
Introduction of play containing the past tense								.	
Small-group play rehearsals	.								
Self- and peer -evaluation (basic – checklist)	.								
Self- and peer-evaluation (advanced questions)							.		



- Unit of introduction of *Histoires en action!* activities, the activities may appear in every unit from then on.

	Les trois petits cochons	Comment y aller?	L'arbre unjali	Louis la grenouille	Chat Angora	Le bistro des animaux	Veux-tu aller au Carnaval?	Marc le magicien	Chaperon Rouge et le loup fou
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
Portfolio presentation to parents and other family members	•								
<i>Une interview avec un personnage</i>								•	
TARGETED GESTURE WORK WITH REFINEMENTS/ VOCABULARY BUILDING/ GRAMMAR FOCUS									
Gender (basic in context only)	•								
Contractions (basic in context only)	•								
Les contraires (basic, in context)	•								
Les contraires (targeted gesture activity)				•					
<i>Complète la phrase et devine le mot</i>						•			
<i>Les contraires</i> partner activity							•		
Contractions (<i>la règle en rap 3</i>)					•				
Contractions (<i>la règle en rap 4</i>)				•					
Adjectival agreement	•								
Double verb constructions (basic in context only)	•								
Double verb constructions (targeted gesture work)		•							
Double verb constructions (<i>la règle en rap 1</i>)				•					
Verb endings e/s/t/d (basic, in context only)		•							
Verb endings e/s/t/d (<i>la règle en rap 2</i>)				•					
Plural verbs (basic, in context)		•							
Plural verbs (targeted gesture work with <i>ent</i>)		•							
Plural verbs (targeted gesture work with <i>ent</i>)				•					
<i>Le négatif</i> (basic in context only)	•								
<i>Le négatif</i> (targeted gesture work)				•					
<i>Le négatif</i> (<i>la règle en rap 5</i>)						•			
<i>Le passé</i> (basic in context only)	•								
<i>Le passé composé</i> (targeted gesture work form of regular/irregular high frequency verbs)				•					

