

What skills/knowledge should students have once they complete unit two (and possibly the optional unit three as well) and enter unit four?

Exclusively whole-class activities

Students should be able to:

- identify most of the vocabulary from these units by comprehending the teacher's gestures and producing the gestured words;
- *most importantly, use these words, whether they know the gestures or not, in structured or spontaneous oral and written communication— the knowledge of gestures should be seen as an effective tool to accelerate acquisition, not the goal itself;*
- identify a select number of high-frequency associations, with the assistance of the teacher;
- understand the technique and expectations of Teacher-Led Self-Expression (speaking chorally with the rest of the class) and Gestural Mirroring (speaking chorally with the rest of the class as they identify the teacher's gestures when s/he communicates spontaneously with them);
- learn to sing a very simple song based on the play;
- learn a simple dance based on the play;
- read and answer questions based on a simple story representing a cultural activity;
- do entry routines one to six, with gestural assistance from the teacher;
- learn a simple, repetitive play, memorize individual roles and/or a whole play, and dramatize it effectively;
- work effectively with a small group to rehearse the play for eventual performance;
- participate in song and dance rehearsals;
- understand the expectations of *les cartes* system and the group point system, and work cooperatively to support others;
- understand the process and expectations of the *Café-Théâtre*;
- perform effectively a simple, repetitive play and dance for an audience.



Cahier activities/language-manipulation activities—modelled by teacher, then in partners

Students should be able to:

- understand and complete with accuracy the following language-manipulation activities:
- *Choisis le bon mot* (basic—in the present tense),
- *Mets les mots en ordre*
- *Les phrases bizarres*
- *Mes phrases bizarres*
- *Les questions totales* (present tense)
- *Les questions partielles* (present tense)
- reading the play in small groups
- *les marionnettes*
- describe, in simple language, possibly teacher-led (TLSE), the process of carrying out these activities.



Storytelling/creative writing activities (modelled teacher-led, then in partners)

Most students should be able to:

- work cooperatively with a partner to do a simple oral story retelling, understanding
- the concept of paraphrasing, without repeating any sentence directly from the original play;
- work cooperatively with a partner to complete a simple story retelling and story extension in writing, through oral discussion and collaboration with the partner.

Other - Games /other activities

Most students should be able to:

- understand the expectations of *Les mots en action!* game and be able to play it, using simple sentences with words from units one to three;
- understand the expectations of the *Monsieur/Madame dit* game, be able to identify when another student has made an error and describe the

- process that occurs in the game as a result of the error;
- understand how to play the game *Questions et Réponses*, and work cooperatively with a group to ask and answer questions;
- understand how to complete and effectively evaluate a play and dance presentation by peers, in simple terms, using a basic checklist;
- effectively self-evaluate the skills and knowledge acquired so far in French, in simple terms, using a basic checklist;
- understand how to effectively put together and present a portfolio presentation to parents and other family members.

Targeted gesture work with refinements/vocabulary building/grammar focus

Most students should be able to:

- understand that in French all nouns have a gender, and identify these gender differences as the teacher gestures them;
- begin to identify correctly the gender of high-frequency nouns;
- begin to be aware of contractions in French, and be able to identify the correct sound of words with contractions (without necessarily being able to explain why) e.g. not *parce que il* but *parce qu'il*;
- identify high frequency words and their opposites, with the assistance of the teacher;
- identify correct adjectival agreement by what sounds right, matching the gestured article with the corresponding gender gesture;
- identify the double verb construction form as the teacher gestures high-frequency verbs ending in *er, ir, ire, oir* and *oire*, in the context of a story, language- manipulation questions or TLSE, and begin to identify the correct form by what sounds right, not by analysis. Identify the ending, in context, as the teacher gestures the *r* (*infinitif* indicator);
- begin to identify words that signal the infinitive form, by what sounds right as opposed to analysis, through basic targeted gesture work with infinitives;
- notice the variations in verb endings *e/s/t/d/x* and begin to develop an awareness of when each is used;
- understand how to form *le négatif* in a basic way, in context as teacher gestures the word *pas* or independently, in response to questions;
- identify high-frequency verbs in the past tense (using *être* or *avoir*) as the



teacher gestures the *é, u* or *i* in the context of the story or spontaneously during TLSE;

- identify the form and placement of object pronouns as the teacher gestures them when reviewing the play, questions, or in TLSE;
- recognize that there are reflexive verbs and produce the correct form of known reflexive verbs as the teacher gestures, and begin to produce them correctly when responding to questions or speaking spontaneously;
- recognize an incorrect form of a reflexive verb (*je se lève*) and correct it (*je me lève*) when asked a total question (*Est-ce que c'est 'je se lève' ou 'je me lève'?*);
- understand how to correct grammatical errors, not by analysis but by what sound right;
- spell correctly high-frequency words introduced so far;
- understand and use *y* in a basic way, in the context of the play in unit two.

Oral and written ability to communicate spontaneously in unstructured situations

When entering unit four after completing unit two (or the optional unit three as well), most students should be able to:

- express themselves in oral and written communication, with basic, limited vocabulary, with a developing accent and pronunciation in oral communication;
- speak and write with some grammatical and spelling accuracy, with particular accuracy when using high-frequency words and expressions;
- interact spontaneously to express needs, requests, give explanations and descriptions in very simple terms, with limited detail;
- engage in sustained speech to a limited degree (when storytelling) and communicate in complete thoughts consistently;
- display developing confidence when communicating in French.

How can you tell if the students have these skills/this knowledge?

- Observe students as they engage in any of the whole-class oral language activities that review these concepts in the units that they have just completed (e.g. questions based on the play, gesture review, etc.).
- Have students independently complete the assessment package unit that corresponds to the last unit completed. It will evaluate fluency development – both oral and written language skills.
- The best way to check for true knowledge of skills is in the students' ability to apply the skills, not by providing a test that decontextualizes these skills. The Assessment Kits provide activities that are appropriate.

What do you do if the students have areas of weakness?

- If the whole class displays certain areas of weakness, review and focus on these areas in the unit that you are using.
- If a small number of students are weak in certain specific areas, either work on these areas with the whole class, as review (as all may benefit from review!) or group students according to weakness and, during selected IPG work time (not every class!), review those concepts throughout the year until they understand them and can apply them in their oral and written communication.
- Provide recommendations for at-home review.
- Provide an extra help class in the morning, at lunch or after school to boost students with certain areas of weakness.
- Ask some students to be student leaders and review concepts with individuals or small groups. Teaching a concept is the best way to reinforce it for oneself! Peer assistance is an important component of this program and should increase as students gain experience. Students learn very well from each other.

