

What skills/knowledge should students have once they complete units four and five (and possibly the optional unit six as well) and enter unit seven?



Exclusively whole-class activities

Most students should be able to:

- identify most of the vocabulary introduced in these units by comprehending the teacher's gestures and producing the gestured words;
- ***most importantly, they should be able to use the words, whether they can produce the gestures very well 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;***
- understand and effectively contribute to a gesture association review of advanced brainstorming (*Les mots qui vont ensemble*), where an increasing amount of associative vocabulary is identified without teacher assistance;
- understand the technique and expectations of Teacher-Led Self-Expression;
- learn to sing a more challenging song (based on the play) than was found in units one to three;
- learn a more challenging dance (based on the play) than was found in units one to three;
- read and answer questions based on a simple story representing a cultural activity;
- do entry routines one to twelve with some assistance from the teacher for the newly introduced routines, and no assistance for the simpler routines;
- perform the entry routine rap;
- learn a less repetitive play in which each character is developed, 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 expectation of *les cartes* system and the group point system, and work cooperatively to support others;
- understand the process and expectations of the *Café-Théâtre*, and take on increasingly more challenging roles and responsibilities, beyond those of units one to three;
- effectively perform a play and dance for an audience.

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

Most 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*
- *Les phrases coupées* (basic)
- *Les mots qui riment*
- *Les phrases qui riment*



Décris l'image et fais un dessin

Describe the process of carrying out these activities, in simple language, with increasingly less dependence on teacher gestural support (TLSE).

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

Most students should be able to:

- work cooperatively with a partner to create a longer, more detailed oral story retelling as they progress from one unit to the next, understanding the concept of paraphrasing, without repeating any sentence directly from the original play;
- work cooperatively to complete a story retelling and story extension in writing, through oral discussion and collaboration with a partner.
- complete longer, more detailed stories containing a wider range of vocabulary, increased grammatical and spelling accuracy, as they progress through units four to six;
- incorporate required words into an oral/written story retelling
- brainstorm rhyming words, and once completed, retell the story from the unit in rhyme;

- understand the process and expectations of book publishing, the writing process and illustration;
- understand how to effectively carry out the *Décris l'image et fais un dessin* activity, and demonstrate a good ability for descriptive language;
- engage in basic creative improvisational storytelling in partners to create a simple story
- with good grammatical accuracy and detail.

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 and more complex sentences with words from units one to six;
- understand the expectations of the *Monsieur/Madame dit* game, identify when a student has made an error and describe the process that occurs 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 a wide variety of increasingly more challenging 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. Each unit will contain a more challenging selection of activities.



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;
- identify correctly the gender of high-frequency nouns;
- be aware of contractions in French, and be able to identify the correct sound of words with contractions e.g. not *je pense que elle* but *je pense qu'elle*, not *à le magasin* but *au magasin*, and explain which form is correct by learning and using the rules that regularize these forms—*les règles en rap #3* and *#4*;
- identify correct adjectival agreement by what sounds right, matching the gestured article with the corresponding gender gesture (e.g. *la fille est contente*);
- identify the double verb construction form as the teacher gestures in the context of a story, language manipulation activities, questions or TLSE, with high-frequency verbs ending in *er, ir, ire, oir* and *oire*;
- independently identify the correct form of high-frequency verbs of all types by what sounds right in targeted gesture work with infinitives, and begin to analyze these forms, identifying words that signal the infinitive form as they learn the rule that regularizes the use of infinitives in French—*la règle en rap #1*;
- notice the variations in verb endings *e/s/t/d/x* and begin to develop an awareness of when each is used, and increase accuracy with this concept by knowing and using the rule that regularizes these forms (*la règle en rap #2*);
- understand how to form *le négatif* in a basic way (in context as teacher gestures) and also independently, in response to questions;
- understand how to produce the negative form in targeted gesture work, where sentences include the change to *de* after *un, une, du, de la* or *des*, and also identify the rule that regularizes the use of the negative—*la règle en rap #5*;
- identify high-frequency verbs in the past tense (using *être* or *avoir*) as the teacher gestures the *é, u, i* or *ert* in the context of the story, or spontaneously during TLSE;
- identify independently, without gestural assistance, the correct forms of high-frequency verbs in *le passé composé* in targeted gesture work with regular and irregular high-frequency verbs;



- identify independently the verbs used with highest frequency in *l'imparfait* in targeted gesture work;
- identify the form and placement of object pronouns as the teacher gestures them when reviewing the play, questions or in TLSE;
- be aware 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, by what sounds right, as well as by analysis, in some cases;
- spell correctly high-frequency words and less frequently used words introduced so far;
- understand and use *y* in a basic way;
- engage in *Les contraires* as a targeted gesture activity, whereby students must quickly and independently identify words and their opposites, introduced so far;
- understand and carry out effectively the activity *Complète la phrase et devine le mot*, where students must listen to a sentence spoken quickly by the teacher and complete the last word or phrase, thus demonstrating comprehension of the sentence as well as the definition of the target word;
- identify plural verbs and their endings through targeted gesture work with plural verb forms, and demonstrate an ability to apply this knowledge in oral form with verbs ending in *ont*, and in written form with verbs ending in *ont* and *ent*.



Oral and written ability to communicate spontaneously in unstructured situations

Most students should be able to:

- express themselves well in oral and written communication, with a good range of vocabulary, with confidence, a good accent and accurate pronunciation in oral communication;
- speak and write with good grammatical and spelling accuracy with respect to high-frequency words and concepts;
- interact spontaneously to express in simple and increasingly more complex terms, with some detail, needs, requests, give explanations and accurate descriptions;
- engage in sustained speech and communicate in complete thoughts consistently;
- display 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 or partner oral language activities that review these concepts in the units that they have just completed (e.g. questions based on the play, gesture review, *Les mots qui vont ensemble*, *Les contraires*, 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, and you may also observe students engaging in open-ended creative story telling (Creative Improvisational storytelling), oral and/or written story retelling, to get a general awareness of your students' language level.

As students move further in the program, the possibility for gaps in knowledge and skills increases. What do we do if there are gaps?

- 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

