



**St. Kateri Outdoor Learning Centre**  
**Lesson Plan**  
**Un jour en français**



Target Station(s):	The class will walk the self-guided trail in the morning. The entire trail is 2.5 km long. In the afternoon, the students will be at the stage.
Total Length of Time Required:	Five hours
Target Grade(s):	Grades 4 - 6
Target Subject(s):	Core French as a Second Language
Overall Curriculum Expectation(s):	<p>Grades 4 - 6</p> <ul style="list-style-type: none"> <li>• A2 – Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences</li> <li>• 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</li> <li>• B2 - Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences</li> <li>• C1 – Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies</li> </ul>
Specific Curriculum Expectation(s):	<ul style="list-style-type: none"> <li>• Grade 4 French - 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 about familiar and personally relevant topics</li> <li>• Grade 4 French - A2.2 – Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</li> <li>• Grade 4 French – B1.2 - Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support</li> <li>• Grade 4 French - B1.3 – Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions</li> <li>• Grade 4 French – B2.1 – Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</li> <li>• Grade 4 French - B2.2 – Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</li> <li>• Grade 4 French – C1.1 - Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate</li> <li>• Grade 4 French - C1.2 – Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support</li> </ul>

	<ul style="list-style-type: none"> <li>• Grade 5 French - 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</li> <li>• Grade 5 French - 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</li> <li>• Grade 5 French – B1.2 - Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support</li> <li>• Grade 5 French - B1.3 – Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communication about personal and familiar topics</li> <li>• Grade 5 French – B2.1 – Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</li> <li>• Grade 5 French - B2.2 – Interacting: engage in brief, structured spoken interactions, with their peers and the teacher, using familiar words and expressions, with teacher modelling and support</li> <li>• Grade 5 French – C1.1 - Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts</li> <li>• Grade 5 French - C1.2 – Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required</li> <li>• Grade 6 French - 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</li> <li>• Grade 6 French - A2.2 – Interacting: respond with understanding to what others say while participating in guided interactions about familiar topics, with contextual and visual support</li> <li>• Grade 6 French – B1.2 - Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual support</li> <li>• Grade 6 French - B1.3 – Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics</li> <li>• Grade 6 French – B2.1 – Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</li> <li>• Grade 6 French - B2.2 – Interacting: engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support</li> <li>• Grade 6 French – C1.1 - Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts</li> <li>• Grade 6 French - C1.2 – Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate</li> </ul>
Catholic Graduate	<ul style="list-style-type: none"> <li>• CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle</li> </ul>

Expectation(s):	<ul style="list-style-type: none"> <li>• CGE5a – works effectively as an interdependent team member</li> <li>• CGE5e – respects the rights, responsibilities and contributions of self and others</li> <li>• CGE5f – exercises Christian leadership in the achievement of individual and group goals</li> <li>• CGE7i - respects the environment and uses resources wisely</li> </ul>
Connection to FNMI Perspectives and/or Teachings:	
Learning Goals:	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>• Talk to our friends and teachers in French using everyday vocabulary.</li> <li>• Co-operate with our friends to plan and present a skit in French.</li> </ul>
Prerequisite Knowledge and/or Skills:	<p>Before arriving at St. Kateri, students should have:</p> <ul style="list-style-type: none"> <li>• Learned some general vocabulary for objects and situations that one might encounter while on a hike (e.g., tree, branch, leaves, trail, rock, hike, stream, rock climbing, grass).</li> <li>• Been divided into groups of 3 or 4. It will be important to have students working together who will stay on task, as the group will have to work independently of other teams along the self-guided trail.</li> <li>• An understanding of the importance of having a beginning, middle and end to a short story/skit. Paper and pencils are provided for planning, so if they know how to create a rough storyboard, it might make the planning process more efficient.</li> <li>• An awareness that they are spending the entire day outside so they need to be dressed for the weather.</li> </ul>
Required Materials:	<p>The tote will include:</p> <ul style="list-style-type: none"> <li>• 10 French/English dictionaries</li> <li>• Pencils and lined paper</li> <li>• Bags/containers to collect materials</li> <li>• Clipboards</li> <li>• Popsicle sticks</li> <li>• Skit starter cards in a small bag</li> <li>• Photocopies of the student self-assessment form</li> <li>• Photocopies of oral presentation rubric</li> <li>• Prayer</li> </ul>
Activity and Approximate Times:	<p><b>ACTIVITY 1: <u>Setting the Context</u></b> (30 minutes)</p> <ol style="list-style-type: none"> <li>1. Meet under the picnic shelter and say the morning prayer as a class. The lesson bin or tote should be there waiting for you.</li> <li>2. Divide students into groups of 3 or 4.</li> </ol> <p style="padding-left: 40px;">**Each teacher/EA/ECE will need to bring a stack of popsicle sticks with them for the hike.</p> <ol style="list-style-type: none"> <li>3. Explain that today is a “Jour en français” ...so the goal is to speak as much French as possible! Teachers will be carrying around “des bâtons de popsicles” and if students are heard speaking French to one another, they will be given a popsicle stick. Popsicle sticks are to be collected as a group throughout the hike. Students can put them in the bag they</li> </ol>

use to collect materials throughout the hike. At the end of the hike, each group will count their popsicle sticks. The group who earned the most will pick their skit scenario card first (\*\* if there is an incentive that would better suit your group of students, please feel free to substitute).

Tell students that they will be completing a self-assessment at the end of the day to determine if they put forth their very best effort to speak French with their friends and teachers.

4. Each group will need to bring one bag/container with them on the self-guided trail. Groups will also need a French/English dictionary along the hike. Explain to the class that, while hiking, they are to collect 5-6 objects that they will be using during the afternoon activity (skit presentation). If they do not know the French word for a particular object that they would like to add to their collection, they can use the dictionary to look it up.

For the hike:

\*Teachers need: popsicle sticks, water, snack

\*Students need: dictionary and bag (1 per group), snack, water

**ACTIVITY 2: Hiking the Self-Guided Trail** (90 minutes)

5. Hike the self-guided trail. Groups collect 5-6 objects along the walk. Hand out popsicle sticks for “catching” students speaking French with each other as well as with teachers.
6. About halfway along the trail (Station 7), the class can stop to have a snack and a break. Encourage students to continue speaking French! Hand out popsicle sticks.
7. Finish the self-guided trail and go back to the picnic shelter for lunch.

**Lunch and Free Time** (60 minutes)

8. Once finished their lunch, students can have some free time to play with their friends. Again, groups can still be collecting popsicle sticks. During free time, if you wish, you can play some of the French games explained at the end of the lesson.

**ACTIVITY 3: Planning Skits** (60 minutes)

9. Bring the class to the stage area. Students are to sit with their groups. Bring the paper, pencils, clipboards, dictionaries and skit scenario cards with you to that area. Students can also bring their afternoon snack and drink because the rest of the afternoon will be spent at the stage.
10. Explain that, for the afternoon portion of the day, each group is going to pick a skit scenario card and create “un sketch”. The skit should be no longer than 3-4 minutes and remind students to include a beginning/middle/end so that the audience can understand the flow of “le sketch”.
11. In addition to creating “le sketch”, the group must creatively use all 5-6 objects that they collected along the self-guided trail as props. The objects can be used in their natural state (i.e., a branch is used as a branch), they can transform them into something completely different, or the audience can be expected to use their imagination about how the object is being used (e.g., a pinecone being used as a cell phone).

12. Groups count their popsicle sticks. The group with the most popsicle sticks can be first to pick a skit scenario card from the bag.

13. Once all groups have picked their scenario, have them find an area to develop and practise their skit.

\*Each group needs: skit scenario card, a clipboard, paper, pencils and their bag of materials/props.

\*Encourage students to roughly brainstorm and plan out their skit on paper first so that they are organized. If your class has made a storyboard in the past, you can use that as a way to explain how to roughly plan the flow of the skit.

\*Tell the students that they can choose to have a snack while working with their group.

#### **ACTIVITY 4: Performing Skits** (45 minutes)

14. Each group presents its skit on the stage.

If there is time at the end of the day before the bus comes, three games, en français, that can be played with the class follow.

An afternoon prayer is included for the end of the day.

#### **ACTIVITY 5: French Games** (if or as time allows)

##### ***1) Qui suis-je?***

The student in the hot seat is to think of an object or person, and the class then has to guess who or what it is by asking questions. The answers may only be “oui” or “non”. If the class cannot work out the object/person, then the same student has another turn.

This game can also be played the opposite way, with the teacher or a student writing a word or drawing a picture on a clipboard for the class to see. The person in the hot seat does not know what it is and can only ask yes/no questions to determine what/who the object or person is.

Some examples of questions that the students can ask include phrases in French such as:

- ***Est-ce que c'est un animal ?*** (Is it an animal?)
- ***Est-ce que c'est une personne ?*** (Is it a person?)
- ***Est-ce que c'est un homme ?*** (Is it a man?)
- ***Est-ce que c'est une femme ?*** (Is it a woman?)
- ***Est-ce que c'est dans la classe?*** (Is it in the class?)
- ***Est-ce que c'est un(e) athlète?*** (Is it a sports person?)
- ***Est-ce que c'est une personne du passé ?*** (Is it a person from the past?)

	<ul style="list-style-type: none"> <li>• <b>Est-ce que c'est une personne vivante ?</b> (Is it a living person?) The students are practising listening, thinking in French and speaking skills.</li> </ul> <p><b>2) Un elephant</b></p> <p>This is a hand game like Stella Ella Ola. Students sit in a circle, each with their right hand over top of the left hand of the person sitting on their right. Someone starts clapping the hand of the person to their left and the clap moves around the circle to the left (to the beat of the song). While clapping, the students sing the song below. The person that is supposed to receive the clap for “boum” tries to move their hand before the person can clap it. If their hand is clapped, they are out of the circle and sit on the outside to help sing with the class (and the circle gets smaller each time).</p> <p><b>Un éléphant qui se balançaient Sur une toile, toile, toile... toile d'araignée Et qui trouvaient ce jeu tellement amusant Que tout à coup... Zip ! Wizz ! Boïng ! Badaboum !</b></p> <p><b>3) Roche, papier, ciseau, allumette</b></p> <p>This is a hand game like rock, paper, scissors, except with the added option of “allumette” (which is shown by raising your pinky finger). The same rules for the rock, paper and scissors apply. “Allumette” burns the paper, is cut up by the scissors and is crushed by the rock (there is not much chance of winning with allumette but students will like the added option).</p>
Suggested Modifications or Extensions:	<p>Although this lesson was written for junior-level grades, it can easily be adapted for a primary or intermediate classroom as well.</p> <p><i>Extensions:</i></p> <ul style="list-style-type: none"> <li>• Alternate skit starters can be created so that they relate to a topic the class is studying in études or français.</li> <li>• Once they return to class, the students could create an actual storyboard for their skit or make a Bitstrips comic about their scenario.</li> <li>• Before or after coming to do the self-guided trail, the students can read the book about the life of Saint Kateri. There is an English and a French version: <ul style="list-style-type: none"> <li>• <i>Saint Kateri Tekakwitha, Lily of the Mohawks</i> by Anne E. Neuberger</li> <li>• <i>Bienheureuse Kateri Tekakwitha</i> by Anne E. Neuberger; Kevin Davidson</li> </ul> </li> </ul> <p><i>Modifications:</i></p> <ul style="list-style-type: none"> <li>• Accommodations and modification for oral communication in French as outlined in the child’s IEP can be applied to this activity, as it would in the regular classroom. For example, sandwiching the English word with French words in order to boost the students’ comprehension or gesturing (or using AIM signs) while speaking in French may help some students to understand the gist of the message.</li> </ul>
Assessment:	Included is an oral communication <b>student self-assessment</b> form, as well as an <b>oral communication rubric</b> that can be used to assess the students during their skit (or throughout the day).
Created by:	Hannah Lettieri

Date:	July 20, 2016
Modified by:	
Date:	

*Morning Prayer:*

## **A Child's Prayer for the Earth**

Thank you for the sun,  
the sky,  
for all the things that like to fly,  
the shining rain that turns grass green, the earth we know -  
the world unseen -  
for stars and night, and once again  
the every-morning sun. Amen.

-Myra Cohn Livingston

from "On the Farm - Poems Selected by Lee Bennett Hopkins", Illustrated by Laurel Molk,  
Little, Brown & Company (Canada) Limited.

*Afternoon Prayer:*

Dear God,

Thank you for this beautiful planet.

Bless it and keep it safe from harm.

We pray for the protection of the animals, the soil, air and water.

May we care for all you have made.













Help us to love the Earth as you do. We pray in Jesus' name. Amen.

(<https://www.ncronline.org/blogs/eco-catholic/wheres-earth-prayer-when-you-need-one>)















### Auto-évaluation de la communication orale

Nom:

<b>Quand j'ai parlé aujourd'hui:</b>	<b>OUI</b>	<b>NON</b>	<b>PARFOIS</b>
J'ai participé aux discussions avec mes amis et mes professeurs.			
J'ai écouté les autres sans les interrompre.			
J'ai utilisé les phrases complètes.			
J'ai expliqué mes idées avec des détails ou des exemples.			

### Auto-évaluation de la communication orale

Nom:

<b>Quand j'ai parlé aujourd'hui:</b>	<b>OUI</b>	<b>NON</b>	<b>PARFOIS</b>
J'ai participé aux discussions avec mes amis et mes professeurs.			
J'ai écouté les autres sans les interrompre.			
J'ai utilisé les phrases complètes.			
J'ai expliqué mes idées avec des détails ou des exemples.			

### LA GRILLE D'OBSERVATION DE LA COMMUNICATION ORALE ET LA PARTICIPATION EN CLASSE

Nom:

La date:

LES CRITÈRES	OUI	NON	PARFOIS	COMMENTAIRES
- essaie de participer aux discussions avec leurs amis et profs				
- démontre un vocabulaire varié et une bonne prononciation				
- s'exprime en phrases complètes				
- utilise des phrases de longueurs variées				
- ajoute des détails ou des exemples				
- les idées sont exprimées d'une manière organisée				

### LA GRILLE D'OBSERVATION DE LA COMMUNICATION ORALE ET LA PARTICIPATION EN CLASSE

Nom:

La date:

LES CRITÈRES	OUI	NON	PARFOIS	COMMENTAIRES
- essaie de participer aux discussions avec leurs amis et profs				
- démontre un vocabulaire varié et une bonne prononciation				
- s'exprime en phrases complètes				
- utilise des phrases de longueurs variées				
- ajoute des détails ou des exemples				
- les idées sont exprimées d'une manière organisée				