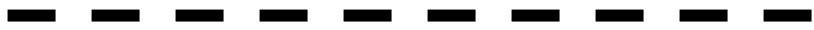


ZÉNITH

LA LECTURE PARTAGÉE



Ensemble AA

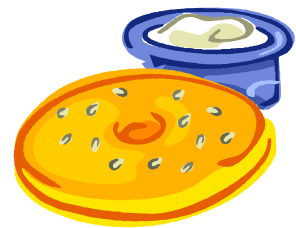


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OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>Identifying important information</p>	<p>“nourishment”, or “nutrition”. “Centaine” has the word “cent” in it. “Pond” is found in the same sentence as “oeufs” and “centaine”, the meaning should become evident. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 1</u></p> <p>Students will learn to identify the difference between important information in a text and supporting details. Using the clear acetate, go through the text with the students one sentence at a time, looking for important information. To facilitate this, tell students that they have to choose the two most important words from the sentence. <i>Maintenant, on va lire l’histoire encore pour décider quels points sont les plus importants et quels points sont des détails. On peut choisir seulement deux mots par phrase. On doit choisir les deux mots les plus importants.</i> It will be necessary for the teacher to model several sentences before asking the students for their input. The teacher circles two words that summarize the meaning of the sentence and connects them with a line.</p> <div data-bbox="456 978 1141 1121" style="border: 1px solid black; padding: 5px;"> <p>La tortue de mer vit dans tous les océans du monde.</p> <p>Elle peut nager longtemps et demeurer sous l’eau plus de trois heures.</p> </div> <p>After finding the key words of the text, teachers will model how to take these words and write a sentence to indicate the meaning.</p> <div data-bbox="456 1287 1141 1373" style="border: 1px solid black; padding: 5px;"> <p>La tortue habite dans l’océan.</p> <p>La tortue peut nager longtemps.</p> </div>	<p>overhead copy of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3rd Reading</p> <p>Finding important information</p> <p>Identifying problems and supporting information.</p> <p>Reflect</p>	<p>Step 1 Re-reading the text together, have students indicate key words and ideas as being positive or negative. This can be done on chart paper or using coloured markers. <i>Regarde les mots du texte. Trouve des mots ou des idées que tu penses sont positifs. Trouve des mots ou des idées que tu penses sont négatifs.</i> The teacher will then read the full sentence surrounding the words chosen by the students and with the teachers assistance, students will confirm or challenge whether they are negative or positive in the context of the story.</p> <p>Step 2 Using the affiche «Je réagis au texte », the teacher will write « Les tortues de mer sont en danger » in the box ‘Le problème’. Students reflect on the sentences they indicated as being negative and give reasons for the problem, filling out the section ‘Les raisons du problème’. Full sentences can be pulled from the text. (ex: « Les mouettes et les crabes mangent les bébés tortues qui sont sur la plage. » « La tortue de mer peut tomber malade et mourir si elle mange des déchets jetés à la mer ».)</p> <p>Step 3 The last box of the page will be the most challenging for the students, as the answers cannot be found directly in the text. Using the reasons listed for the problem, the teacher models sentences, beginning with « Je pense que...” (ex. « Je pense que les personnes ne devraient pas jeter des déchets dans l’océan. » « Je pense que les personnes ne devraient pas chasser les tortues ». Students will offer answers in English. Encourage them to say whichever words they do know in French, but accept the English and write it for them in French.</p> <div data-bbox="776 1579 1161 1810" style="text-align: center;"> </div>	<p>« Je réagis au texte » graphic organizer</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Students may research other endangered species and create posters similar to this reading activity sheet. 2. Students may write booklets using a pattern such as double verb construction. (La tortue de mer peut nager. La tortue de mer peut rester sous l'eau pendant trois heures.) Each page can be illustrated to demonstrate comprehension. This also demonstrates their ability to extract important facts from the reading passage. 3. Students could make comparisons between land and sea turtles using double verb construction as well as the negative. (La tortue de mer peut rester sous l'eau. La tortue de terre ne peut pas rester sous l'eau.) 4. Students could relate the problems of pollution with the sea turtles to our waterway animals and birds. A beach clean up could be organized. A shoreline clean up is done each fall in our area. Students count and graph the different types of déchets found at the beaches. This might be a good project for Earth Day. 5. Models of turtles could be made of plasticene. Students can give an oral or written comparison between sea turtles and land turtles. 6. Words containing the same sound could be printed on turtles from construction paper. Small groups could be given one sound to explore. Other familiar words containing that particular sound could be added to the list. 7. A big book could be made by the class. Each student could make a page with a fact about les tortues de mer. The pages could have backgrounds done with bubble paint. (Liquid tempera is put in a plastic drinking glass with some water and liquid dish soap. The student blows into a straw placed in the paint mixture and when the paint covered bubbles rise above the lip of the glass, the paper is placed upon them to burst them, leaving behind the print of the bubbles. Cool blues and greens should be selected for backgrounds.) 	

Une visite au zoo

Grade Level: Junior

Related Theme: Visages 2: Les animaux en danger, On y va 2: Bizarre et fascinant

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading</p> <p>Predicting, making connections</p> <p>Provide good oral model</p> <p>Build vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Display text to students. Encourage students to make predictions about what they are going to read and make connections to their own personal experiences at the zoo. <i>Quel est le sujet de cette histoire? Comment sais-tu? (les images, les symboles, le mot « zoo », etc.) Est-ce que tu as déjà visité un zoo? Lequel? Est-ce que tu aimes les animaux? Quel animal est-ce que tu veux visiter au zoo?</i></p> <p><u>Step 2</u> Teacher reads text aloud to students.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Teacher and students reread text in unison.</p>	<p>green and red washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>prepositions, giving directions</p>	<p><u>Step 1</u> Reread text.</p> <p><u>Step 2</u> Ask general questions to gain an understanding for what the students already know about the various animals. (ex: <i>Qui mange les bananes? Qui nage très vite?, etc.</i>) Ask comprehension questions regarding position of animals in the zoo (ex : <i>Est-ce que les singes sont à côté des lions ou les ours ?</i>, etc) Introduce vocabulary needed to give directions (ex : avancer, reculer, tourner, à gauche, à droite, en arrière, en avant etc.). After modelling, have students give directions to the various animals in the zoo.</p>	
<p><u>3rd Reading</u></p> <p>Create a map</p>	<p><u>Step 1</u> Using the graphic organizer “Je fais une carte”, create a map of the classroom, using symbols in the legend to identify various parts. (ex: a book to represent the reading corner, music note to represent a listening centre, etc.)</p>	<p>graphic organizer “Je fais une carte”</p>
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Have students create their own map, using the BLM provided. 2. Have students practice giving each other directions using the map of the zoo, or one of their making. 3. verb “aller” 4. pronoun “y” 5. Make booklets about caring for the animals. (ex: Je veux visiter les éléphants. Les éléphants mangent des plantes. Je veux visiter les lions. Les lions mangent de la viande.) 6. Create a bulletin board (or chart paper) model of a zoo. Have students orally describe to the teacher where they are going and what animals they are going to see. 	

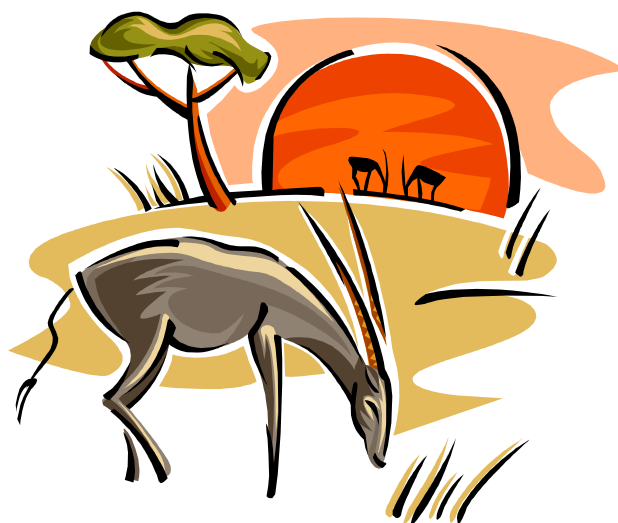
Le Safari

Grade Level: Junior / Intermediate
 Related Theme:
 L'arbre Ungali, La Francophonie en Afrique



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading Activating prior knowledge</p> <p>Provide oral model</p> <p>Vocabulary</p> <p>Strategies for understanding unfamiliar text</p> <p>Reading fluency</p>	<p><u>Step 1</u> Look at pictures together. See if students can identify any of the animals in French. Give them the words they don't know, while using them in a sentence. (ex: <i>Le hippotomane a des grands dents. Il est un animal très dangereux, etc.</i>). Brainstorm other African animals. Ask students what their favourite animal is?</p> <p><u>Step 2</u> Teacher reads and then students join in the second time through.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Have students read in unison. Explain the importance of using different tones of voice when reading. Make special note of the words « énormes » and « très dangereux » in the last paragraph. Assure that students understand the function of the exclamation mark.</p>	<p>red and green washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>Verify comprehension</p>	<p><u>Step 1</u> Read through the first paragraph. Teacher asks comprehension questions. Teacher models finding the «fait important» and «les details» from the paragraph and records them on the graphic organizer. (Fait important: Deux personnes ont fait un safari au Kenya. Détails : L'une des deux personnes s'appelle Emilie. Les deux personnes veulent apprendre des choses sur les animaux. Les animaux ne sont pas en cage. La narratrice préfère les hippopotames et Emilie préfère les girafes.)</p> <p><u>Step 2</u> Repeat the process of finding the main idea and supporting details for each of the two subsequent paragraphs, using the written text and photos.</p>	<p>graphic organizer « Qu'est-ce qui est important? »</p>
<p><u>3rd Reading</u></p> <p>Grammar Point: Intermediate – passé composé Junior – 3rd person plural of present tense</p>	<p><u>Step 1</u> Students read the text one paragraph at a time. Teacher assures correct pronunciation of grammar point being addressed.</p> <p><u>Step 2</u> Using coloured pens, students identify grammar point under consideration. Identify the subject and verb.</p> <p><u>Step 3</u> Teacher selected verb game to reinforce concept.</p>	<p>coloured markers</p> <p>verb game</p>
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Create a class big book. Have students work in pairs to write key facts and illustrate one animal. 2. Students write about a holiday they had. 3. Students create a poster of a French-speaking African country. 	



Le calmar



Grade Level: Junior

Related Theme: Visages 3: Le monde sous-marin

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading Prior Knowledge</p> <p>Oral Model</p> <p>Vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Teacher asks questions to get students thinking about the title. (ex: <i>Est-ce que tu as déjà entendu le mot « calamari » ? Est-ce que tu as jamais mangé de « calamari » ? Qu'est-ce que c'est « calamari » ? Où est-ce qu'on trouve le calmar ? Dans le lac ou l'océan ?</i>)</p> <p><u>Step 2</u> Question student about how they feel about various things in the ocean. (<i>Quelles sortes de choses dans l'océan te font peur ? (réquins, poissons, etc.) Pourquoi ces choses te font peur ? (la grandeur, les dents, le venin, etc.)</i>)</p> <p><u>Step 3</u> Teacher reads text to students.</p> <p><u>Step 4</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 5</u> Teacher and students read in unison.</p>	<p>red and green washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>Finding facts in the text</p>	<p><u>Step 1</u> Reread text together.</p> <p><u>Step 2</u> Present the graphic organizer « Je trouve des faits. » Write the word « calmar » in the oval in the middle. Ask students to supply facts found in the text about the «calmar ». Write the facts in the outside circles, drawing more circles if needed.</p> <p><u>Step 3</u> Reread the text together.</p>	<p>graphic organizer « Je trouve des faits »</p>
<p><u>3rd Reading</u></p> <p>Reading fluency</p> <p>Using photos to facilitate comprehension</p>	<p><u>Step 1</u> Reread the text together, discussing the importance of intonation while reading. Demonstrate for students what a person’s voice does when one arrives at a period and when one arrives at an exclamation point. Have students practise doing it.</p> <p><u>Step 2</u> Have students explain the function of the illustrations. <i>Pourquoi est-ce qu’il y a des images ? (L’image explique le texte.)</i> Identify sentences from the text that could serve as a caption for each of the illustrations. Write the sentence identified below the illustration.</p>	
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Construct sentences using the comparative. Compare the size of other animals. (ex: Un chien est plus petit qu’un calmar.). Create comparative sentences, writing each word on a separate piece of paper. Work with students to arrange the cards in the proper order. Have students illustrate their comparative sentences. 2. Take students to computer lab to research whether the fact “des calmars géants auraient fait chavirer des bateaux” is in fact a fact or a myth. 3. Learn the Charlotte Diamond “Petit poisson” song. 4. Read “Qui suis-je?” (available at the media centre). Use a Venn diagram to compare and contrast a squid and octopus. 5. Have students complete the BLM “Je trouve des faits” for an animal of their choice. 	



Les traces



Grade Level: Junior

Related Theme: Visages 1: Les Pattes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1st Reading</u> Predicting Making connections</p> <p>Asking questions as one reads</p> <p>Provide good oral model</p>	<p><u>Step 1</u> Look at pictures together. Ask students what they think they are going to read about. Discuss the title: “Les traces”. Have students identify the English cognate for “empreintes”. Ask students if they have ever seen prints before? (<i>Est-ce que tu as déjà vu des traces? De quel animal ?</i>)</p> <p><u>Step 2</u> Explain to students that good readers ask questions as they read to gain a deeper understanding. (<i>Maintenant on va poser des questions. Pour bien lire, on pose des questions avant, pendant et après la lecture.</i>) Using the graphic organizer « Je pose des questions », brainstorm with students a list of questions that one would ask about « les traces » before reading the text. (<i>ex : Est-ce que tous les animaux laissent des traces? Est-ce qu'on peut déterminer l'animal par ses traces? Pourquoi est-ce qu'il y a deux empreintes par animal ?, etc.</i>)</p> <p><u>Step 3</u> Read one paragraph at a time, identifying the cognates and unknown words. After each paragraph ask questions to ensure comprehension. When students understand the content, brainstorm a list of questions they now have regarding what they read. Record the questions in the second column of the graphic organizer. Do this for each of the remaining paragraphs</p> <p><u>Step 4</u> After completing the reading, ask students what other questions they would ask about the subject if there was an expert in the room. (<i>Maintenant, est-ce que tu as d'autres questions? S'il y a un expert, qu'est-ce que tu demandes?</i>) Record these questions in the third column.</p>	<p>graphic organizer « Je pose des questions ».</p>
<p><u>2nd Reading</u> Model good reading</p> <p>Reflect on information presented</p>	<p><u>Step 1</u> Read the text to the students.</p> <p><u>Step 2</u> Review the questions created on the graphic organizer together. Go through them one at a time, and indicate whether that question was answered during our reading or not.</p>	<p>graphic organizer “Je pose des questions.”</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3rd Reading</u></p> <p>Pronunciation</p> <p>Vocabulary</p>	<p><u>Step 1</u> The teacher rereads the text one sentence at a time, while a student uses a marker to indicate letters that are not pronounced. After completing the text, make the observation for the students if they do not come to it themselves, that it is often that last part of the word that is not pronounced.</p> <p><u>Step 2</u> Have students brainstorm a list of actions word that animals do with their paws. (<i>ex: courir, sauter, creuser, ouvrir, laver, déchirer, grimper, etc.</i>).</p> <p><u>Step 3</u> Create with the students sentences that include one of the animals indicated and a verb from the list. (<i>ex: Le raton-laveur peut ouvrir les portes. Le kangourou peut sauter. L'ours peut gratter les arbres pour chercher des insectes.</i>)</p>	
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Create booklets following the format from the 3rd reading, step 3. 2. Create “Qui suis-je?” booklets. Students illustrate the empreinte and create sentences as clues. The animal could be hidden under a “flap door” at the end of the book. This assignment could also be create in poster format. 3. Have students do their own “empreinte” in paint. Discuss what humans can do with their “pattes”. 4. Six million dollar man idea. What could a human add to their hands and feet to make them more able to do things. Students could make a creative “robot” (like Inspector Gadget) and write about what he/she “peut faire...”. 	




Le vétérinaire

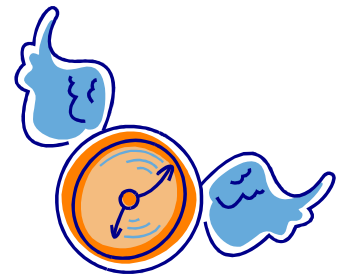


Grade Level: Junior
Related Theme: Visages 1: Les animaux de compagnie, Visages 3: Au travail,
 On y va 2: Choix multiples

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1st Reading</u></p> <p>Prior knowledge</p> <p>Provide good oral model</p>	<p><u>Step 1</u> Using the graphic organizer « J'apprends davantage ». Brainstorm everything that students know about visiting a veterinarian and the work of a veterinarian. Fill in the top portion of the graphic organizer. It will be necessary to model a few examples for the students. (ex: Le vétérinaire aime les animaux. Le vétérinaire donne les médicaments aux animaux.)</p> <p><u>Step 2</u> Teacher reads the text to the class.</p>	<p>graphic organizer « J'apprends davantage »</p>
<p><u>2nd Reading</u></p> <p>Prior knowledge</p> <p>Oral model</p> <p>Vocabulary building</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Discuss personal experiences about animals and the vet. (<i>Qui a un animal de compagnie? Qu'est-ce que c'est? Qu'est-ce que tu fais quand ton animal est malade?</i>)</p> <p><u>Step 2</u> Read the text in unison.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Reread the text together.</p>	<p>red and green washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3rd Reading</u></p> <p>Finding information in the text.</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> On chart paper or overhead, the teacher shows a pre-made fill in the blank “story”. (<i>Je m’appelle _____ . Je suis un _____ qui prend soin des _____ . etc.</i>) Read all of the sentences to the students. Then go back and one sentence at a time, demonstrate for students how to find the answer from the text to fill in the blank.</p> <p><u>Step 3</u> Reread the text together.</p>	<p>Teacher prepared fill in the blank story.</p>
<p><u>4th Reading</u></p> <p>Reflecting on reading</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Complete the second portion of the graphic organizer « J’apprends davantage ». Students list what they learned from reading this text, pulling key words or sentences from the text.</p> <p><u>Step 3</u> Have volunteers read a portion of the text.</p>	<p>graphic organizer «J’apprends davantage »</p>
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Create a model similar to that in the 2nd reading. Have students complete the model for different careers. (Je suis _____ et je prends soin de _____ . Students illustrate their description and these can be assembled into a class book. 2. Matching exercise, on sentence strips in a pocket chart. Students match parts to make a logical sentence. This activity addresses the langue structure “une fois...” Une fois le chat endormi...on peut l’opérer. Une fois les mains lavées...on peut manger. Une fois le chat réveillé...il peut retourner à la maison. 3. Students ‘interview’ individuals from various careers (ie : Qu’est-ce que tu portes au travail ? Qu’est-ce que tu fais au travail ? Est-ce que tu aimes ton travail ?) 	

Avant et maintenant



Grade Level: Junior

Related Theme: Visages 2: Dans les nuages

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1st Reading</u> Predictions Prior Knowledge</p> <p>Oral Model</p> <p>Vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Have students examine the drawings and pictures and encourage them to make predictions. (<i>Regardez les dessins et les photos. Pourquoi est-ce qu'il y a des dessins et des photos? Est-ce que les photos représentent le passé ou le présent? Est-ce que les dessins représentent le passé ou le présent? Est-ce que tu connais des groupes de personnes qui n'utilisent pas de l'électricité ou qui n'ont pas d'autos? (Pioneers, Mennonites, Amish)</i>)</p> <p><u>Step 2</u> Teacher reads the text to the class.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Students and teacher read in unison.</p>	<p>green and red washable markers</p> <p>reading strategies bookmark</p> <p>dictionary pages on overhead transparency</p>
<p><u>2nd Reading</u></p> <p>Verify comprehension</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Teacher poses oral comprehension questions, following the « questions totales » and « questions partielles » format. (<i>Est-ce que Julien utilise un poêle à bois ou un grille-pain pour cuisiner? Est-ce qu'il faut allumer un feu avant ou après de cuisiner? Est-ce que Julien écrit des courriels ou</i></p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>Make comparisons</p>	<p><i>envoie des lettres par cheval ? Qui utilise un grille-pain ? Pourquoi est-ce que tu peux lire au coucher du soleil ?, etc.)</i></p> <p><u>Step 3</u> Using the graphic organizer « Je fais des comparaisons ». Have students identify items from the text used in the past and list them in the first column, « Avant ». In the second column, « Maintenant », have students propose what is used now to replace the old way of doing it.</p> <p><u>Step 4</u> Reread the text together.</p>	<p>graphic organizer « Je fais des comparaisons »</p>
<p><u>3rd Reading</u></p> <p>Making connections to text, self and world</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Using the graphic organizer « J'établis des liens », demonstrate for students the reading strategy "making connections". In the first column either write a few words or draw a picture of something in the text that reminds you of something you have experienced, read about, watched or heard about. In the second column indicate either with words or pictures the connection you made. (ex: Le texte dit...Cela me rappelle des histoires de mes grand-parents). Have students offer connections that they made.</p> <p><u>Step 3</u> Reread the text together.</p>	<p>graphic organizer « J'établis des liens »</p>
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Create posters for products for sale. Divide into three sections (passé, présent, futur). Students illustrate an example for each and write a simple sentence. (ex: Passé: Un poêle – Je mets le pain sur le poêle. Présent : Grille-pain – Je mets le pain dans le grille-pain. Futur : creation of the students' choice) 2. Write using feathers and ink to simulate what it was like in the past. Pickled beet juice makes great ink and stiff feathers are available at most dollar stores. 3. Brainstorm list of ways to reduce electricity consumption. Create posters. 	

Un sondage sur les bagels

Grade Level: Junior/Intermediate


Related Themes: Visages 2: La pizza, On y va 2: Au casse-croûte

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading</p> <p>Prior knowledge</p> <p>Provide good oral model</p> <p>Build vocabulary</p> <p>Strategies for understanding unfamiliar text.</p> <p>Dictionary skills</p>	<p><u>Step 1</u> To introduce the term “sondage”, create a mini-sondage with your students about a topic that interests them, being sure to repeat the word “sondage” many times. This will serve as a pre-reading activity to get them thinking about what they are about to read. The graphic organizer “Je fais un diagramme” will facilitate this.</p> <p><u>Step 2</u> Teacher reads the text to the class.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n’est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Teacher and students read in unison.</p> <div data-bbox="760 1717 1144 1957" data-label="Image"> </div>	<p>graphic organizer “Je fais un diagramme”</p> <p>red and green washable marker</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>Questioning to ensure comprehension</p> <p>Reinforce vocabulary</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Teacher poses comprehension questions orally. (ex: Est-ce qu'on fait des bagels dans une boulangerie ou dans une librairie? Comment s'appelle l'homme qui fait des bagels ?)</p> <p><u>Step 3</u> 21 cards divided in half are distributed to students in groups of 4. One half has a picture of a food item, the other half of the card has the name of a different food item in French. The cards are evenly distributed to the team members, and the last card is placed face up in the middle. Students then take turns matching the pictures with the name of the food items and vice versa, in the way of a game of dominos. If they don't have a match for either the picture or the word, they miss a turn. The player who gets rid of all their cards first is the winner. Students have to say the word out loud each time they take a turn. This activity works well with groups of four, but can be done with pairs or even groups of 5.</p>	<p>teacher created game cards</p>
<p><u>3rd Reading</u></p> <p>Creating a survey</p> <p>Oral questioning</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Teacher models how to decide a topic for a sondage, how to formulate the questions and possible answers, and then how to assemble the data into a chart, using a topic such as favourite subjects in school as an example.</p> <p><u>Step 3</u> Divide students into small groups, giving each student a copy of the BLM "Je fais un diagramme". Have students work together to create a sondage about a topic of their choice. Students may need to look up unknown vocabulary in the dictionary.</p> <p><u>Step 4</u> One group at a time, students will ask the class their survey questions, while the rest of the class responds by raising their hand to show their preference.</p> <p><u>Step 5</u> Students complete their graphic organizer.</p>	<p>graphic organizer "Je fais un diagramme"</p> <p>black line master « Je fais un diagramme »</p>

Pourquoi une balle rebondit-elle?

Grade Level: Intermediate

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading Predicting</p> <p>Build vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p>Step 1 Show the reading selection to students, while asking questions to encourage students to make predictions about what they are about to read. Point to the different balls and ask <i>Qu'est-ce que c'est? (C'est une balle) Qu'est-ce que la fille fait? Answers will vary (Elle lance les balles. Les balles tombent.) Qu'est-ce que l'homme fait ? (Il frappe la balle).</i></p> <p>Step 2 The teacher will then demonstrate the verb « rebondir », by having several types of balls – some that bounce and others that do not. Through repetition of the word “rebondit” the students will learn that it means “bounce”. <i>Regarde! Cette balle rebondit. Cette balle rebondit aussi. Cette balle ne rebondit pas. Cette balle rebondit très haut. Cette balle rebondit un peu.</i> Once the students have grasped the meaning of « rebondit », the teacher can then refer to the title. Using an equal sign (=) the teacher writes the title on the board as it appears in the text, and also with the form est-ce que “Pourquoi est-ce que la balle rebondit?”. This is to illustrate for students that it means the same thing. Unless inversion is something that is being studied (Gr.7), this explanation will suffice.</p> <p>Step 3 The teacher reads the story to the class being sure to use a lot of expression to assist with comprehension. Use a pointer, so that students can follow along as you read. Second time through, invite students to read in unison with you. The third time through, the teacher reads and the students follow along. Each time there is a cognate, have the students do a stride jump or another action. Have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> While referring to the students' bookmark of reading strategies, work with them to figure out the meaning of the circled words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p>	<p>Various balls – some that bounce, others that do not.</p>  <p>reading strategies bookmark</p> <p>overhead copy of dictionary pages</p>

<p><u>2nd Reading</u> Activating prior knowledge</p> <p>Identify cause and effect</p>	<p><u>Step 1</u> Have students recall if a warm ball or a cold ball bounces highest. <i>Est-ce que une balle chaude ou une balle froide rebondit le plus haut?</i> Bring in some pre-heated and pre-cooled tennis balls to demonstrate this. Allow students to try.</p> <p><u>Step 2</u> Using the graphic organizer “Que se passe-t-il?”, work with students to determine cases of cause and effect from the story. It may be beneficial to do some examples together prior to digging into the story. (ex: Quand il fait chaud, j’ouvre la fenêtre. Quand j’ai faim, je mange de la pizza.) Have the students suggest some, insisting that they choose things that they can say in French for the most part. After this activity they should have a good concept of what is expected with regard to the graphic organizer. It is now time to go through the text and find examples of cause and effect. Alternate between giving them a cause and them finding the effect and you giving the effect while they find the cause. <i>Maintenant on va trouver des causes et effets dans le texte.</i> (ex. « Quand une balle rebondit sur une surface dure, il se passe ceci : elle change de forme ». « Quand une balle est chaude, il se passe ceci : elle rebondit plus haut qu’une balle froide ».</p>	<p>pre-heated tennis balls pre-cooled tennis balls</p>
<p><u>3rd Reading</u></p> <p>“on” sound</p> <p>verbs</p>	<p><u>Step 1</u> As teacher re-reads the text, over emphasize the “on” sound each time you encounter it. Have students repeat you. Brainstorm together a list of words that they know that have the sound “on”. (ie: mon, ton, son, crayon, maison, tout le monde, cochon, bonbon, vont, font, monter, montrer, monstre, bon, etc.)</p> <p><u>Step 2</u> Verb attack : Teacher creates cards with verbs from the text written on them. Cards are distributed to students. Teacher writes the following headings on the board: -er -ir -re -irrégulier Students run up with their verb card and stand by the ending they think it goes under. Those not holding a card will verify it it’s correct or move them to the correct one. They have to say why it is or isn’t correct (ex: “rebondit” has the ending that goes with il or elle for –ir verbs.). To play this game, it is assumed that students have had exposure to all three types of verbs and a variety of irregular verbs. If this is not the case, this game can be submitted with an activity of the teacher’s choosing.</p>	<p>teacher created verb cards from the text.</p>
<p><u>Extension Activities</u></p>	<p>1. Create a bar graph indicating the height reached of the various balls.</p>	

L'utilité des pédales



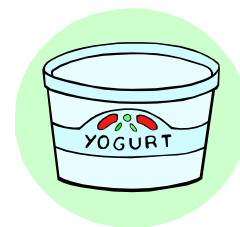
Grade Level: Junior

Related Theme: Visages 2: Dans les nuages

Objectives	Teaching Strategies	Materials
<p>1st Reading Prior knowledge</p> <p>Provide good oral model</p> <p>Build vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Discuss how many students have bicycles, what colour it is and where they ride on their bike. (<i>Qui a une bicyclette ? Quelle couleur est ta bicyclette ? Où est-ce que tu vas sur ta bicyclette?</i>)</p> <p><u>Step 2</u> Teacher reads the text to the class.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. Make special note of the use of the imperfect in this text. Have students realize that it is not necessary to understand every ending. Since they know the root of the word they can understand the meaning. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Students and teacher read in unison.</p>	<p>red and green washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

Objectives	Teaching Strategies	Materials
<p><u>2nd Reading</u></p> <p>Vocabulary</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Teacher shows a picture of a bicycle and provides labels for the students of the different parts. Students and teacher work together to label the bicycle.</p> <p><u>Step 3</u> Discuss the meaning of “mono” “bi” “tri”. (<i>Combien de roues est-ce qu’il y a sur un monocycle? Point to picture. Combien de roues est-ce qu’il y a sur une bicyclette ? Point to picture. Combien de roues est-ce qu’il y a sur un tricycle? Point to picture. Alors si on doit choisir un numéro pour représenter le mot « mono », quel numéro est-ce que tu choisirais ? Repeat question for « bi » et « tri ».</i>)</p> <p><u>Step 4</u> Reread the text together</p>	<p>picture of a bike</p>
<p><u>3rd Reading</u></p> <p>Questioning to ensure comprehension</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Teacher poses oral comprehension questions, following the « questions totales » and « questions partielles » format. (<i>Est-ce qu’une draisienne a une pédale ou n’a pas de pédales ? Est-ce que les personnes utilisent leurs pieds ou leurs mains ? Est-ce qu’une draisienne est confortable ou n’est pas confortable ? Comment s’appelle la première bicyclette ? Quelle bicyclette n’a pas de pédales ? Pourquoi est-ce que le vélo n’est pas confortable ?, etc.</i>)</p> <p><u>Step 3</u> Have volunteers read a portion of the text.</p>	
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> Using the graphic organizer « Je fais des comparaisons », compare old and new bicycles. Design your own “bicyclette idéale” complete with labels. 	

Comment fait-on du yogourt?



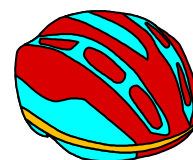
Grade Level: Junior

Related Theme: Visages 2: La pizza

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading Prior knowledge</p> <p>Oral Model</p> <p>Vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Get students to think about their own experiences cooking. (ex: <i>Qu'est-ce que tu as déjà fait? Est-ce que tu aides tes parents faire la cuisine ou est-ce que tu la fais toute seule? Est-ce que tu aimes faire la cuisine? Qui prépare le dîner à ta maison?</i>)</p> <p><u>Step 2</u> Read the text to the students.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Students may indicate the word « déguster » as a word that resembles the English word “disgusting”. Explain to the students that although it does look like it, and that they were doing a good job using their strategies, it does not mean it. Introduce them to the term « faux amis ». Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importants, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Teacher and students reread the text in unison.</p>	<p>green and red washable markers</p> <p>reading strategies bookmark</p> <p>dictionary pages on overhead transparency</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2nd Reading</u></p> <p>Verify comprehension</p> <p>Read portions of text out of order and put in correct order.</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> Ask comprehension questions, using the format « questions totales » or « questions partielles ».</p> <p><u>Step 3</u> Prior to this lesson, the teacher types out the steps to follow of the recipe and cuts them apart. With the teacher’s assistance, students read a section from the directions and try to put them back in the proper order. This process can be facilitated by using a pocket chart to maneuver them or just by having a piece of tape on the back.</p>	<p>Teacher prepared sentence strips.</p>
<p><u>3rd Reading</u></p> <p>Read portions of text out of order and put in correct order</p>	<p><u>Step 1</u> Reread the text together.</p> <p><u>Step 2</u> This lesson follows the same format as the previous reading, but with the students acting as one step of the process. Students will be given a portion of the text and must find the students that have the part that proceeds and follow theirs. As students start to find each other they form a line to indicate the proper order. It may be necessary to have multiple copies of the same text to ensure that all students receive a portion. In this case put students in groups before distributing the text so that they know who they have to choose from, or colour-code the texts, so that students will find students of like colours.</p> <p><u>Step 3</u> Once students are standing in the proper order, according to the recipe, have them each reread their section.</p>	<p>Teacher prepared sentence strips.</p>
<p><u>Extension Activities</u></p>	<ol style="list-style-type: none"> 1. Make yogurt together, following the recipe. 2. Create a recipe for another easy dish that students could make. 3. Brainstorm a list of other recipes that require milk in them. 4. Have students do a survey on what flavour of yogurt their classmates like. 5. Students create food booklets. On each page they illustrate a food that they either like or dislike and write a sentence indicating so. If it is a food that they do like, have them make a “bite” out of it on the side of their page. 	

La sécurité d'abord!



Grade Level: Junior

Related Theme: Visages 2: Les T-shirts, Visages 3: Au camp de vacances

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1st Reading</p> <p>Making connections</p> <p>Oral Model</p> <p>Vocabulary</p> <p>Strategies for understanding unfamiliar text.</p>	<p><u>Step 1</u> Teacher gets students thinking about the text, by asking questions that students can make connections to. (ex: <i>Qui porte un casque? Pourquoi est-ce qu'on porte un casque? Quand est-ce que tu portes un casque? Qu'est-ce que la fille fait? Est-ce que tu aimes grimper? Où est-ce que tu grimpes? Est-ce que tu portes un casque quand tu grimpes? Est-ce que tu utilises une corde ? (point to the bubble) Est-ce que tu portes des vêtements amples ? (point to the bubble)</i></p> <p><u>Step 2</u> Teacher reads the text.</p> <p><u>Step 3</u> Using the clear acetate over the story, have students indicate words that they already know the meaning of. Circle these words using a green washable marker. <i>Quels mots est-ce que tu connais déjà?</i> Next, have students indicate words that they think are important to know in order to understand the text, but that they do not understand. By stressing that we want only important words, students learn that it is not necessary to understand each and every word when reading. Circle these words in red. <i>Quels mots est-ce que tu penses sont importantes, mais que tu ne connais pas? Je veux seulement les mots importants. Ce n'est pas nécessaire de comprendre tous les mots du texte.</i> Using the strategies suggested on the student bookmark, walk students through the process of deciphering the meaning of these words. After having used these strategies, the teacher could then model on the overhead projector how to use a dictionary to find the meaning of the remaining words.</p> <p><u>Step 4</u> Teacher and students read in unison.</p>	<p>red and green washable markers</p> <p>reading strategies bookmark</p> <p>overhead transparency of dictionary pages</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2nd Reading</p> <p>Using context to understand unknown vocabulary.</p>	<p><u>Step 1</u> Reread text together.</p> <p><u>Step 2</u> Teacher pulls out vocabulary that the students are not likely to know. The point of the exercise is to model for students that although we do not necessarily know the meaning of a term, we can often figure out its meaning by learning what function it serves. Using the graphic organizer «La glossaire», start with a term that the students do recognize «la corde ». Write this in the left column. In the right column write down in point form or a simple sentence, the function that the cord serves. (<i>attacher la personne</i>). Now move on to one piece of the equipment that is less obvious. (<i>ex: baudrier</i>). Explain to students that as you read what it does, that it is not necessary to know the translation of this word for it to make sense. Complete the right column (<i>attacher la corde</i>). Complete with remaining terminology.</p>	<p>graphic organizer « La glossaire ».</p>
<p>3rd Reading</p> <p>Labelling</p>	<p><u>Step 1</u> Reread the etiquettes.</p> <p><u>Step 2</u> Using the graphic organizer «Un schema détaillé», the teacher will choose another activity and draw a picture or attach a picture of a person doing that activity with the required equipment. The teacher then models adding «etiquettes » to identify the various pieces of equipment and giving a brief explanation of the function the equipment serves.</p>	<p>graphic organizer «un schema détaillé »</p> <p>picture of a sport</p>
<p>Extension Activities</p>	<p>1. Students draw a picture of themselves doing an activity with the equipment they need to do it safely. Students then label the equipment, similarly to the etiquettes. Teacher can provide a list of vocabulary to choose from (<i>ex: écran solaire, manteau, mitaines, toque, un gilet de sauvetage, un maillot de bain, les souliers de sport, les patins, les bottes, etc.</i>). These pages could then be assembled to form a class booklet.</p>	

