

# Me and My School

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Core French Model Unit  
Grade 3



Ministère  
de l'Éducation  
de la Saskatchewan

1999

P102.3

TEACHING MATERIALS  
*from the*  
STEWART RESOURCES CENTRE



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**Field of Experience:**        **School**

**Topic to be developed:**    **Me and My School**

**Experiential Goal:**        **Create Group Booklets pertaining to “Me and My School” with an accompanying role play**

**Learning Objectives**

The students will:

- create a booklet pertaining to ‘Me and My School’
- gain an understanding of the variety of booklet formats
- role play the contents of their booklets
- develop their cooperative skills by working in groups
- communicate their ideas clearly (written and verbal)
- improve their presentation skills (body language, voice, enunciation...)
- develop an understanding of schools from different perspectives (cultural, gender, age, role...)

**The Experiential Goal**

- use of the writing process in creating booklets
- descriptions of sub-topic
- collaboration in creating the booklet and role play
- school comparisons between groups
- school vocabulary
- descriptions of school objects, rooms, people...
- presentation skills

**Evaluation**

- checklist of unit vocabulary used in conjunction with flashcards, booklet and role play
- reflection discussion sheet
- booklet evaluation form (reflecting expectations on **annexe 1**)

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**Topic to be developed:    Me and My School**

**Experiential Goal:         Create Group Booklets pertaining to “Me and My School” with an accompanying role play**

**Suggested Steps:**

1.    Become familiar with vocabulary relating to the goal.
2.    Explore examples of how information can be recorded in a variety of booklet formats.
3.    Brainstorm possible sub-topics that could be covered under the topic ‘Me and my school’.
4.    Choose and create an outline of their sub-topic.
5.    Share vocabulary needs.
6.    Plan and create the format for their booklet and divide the tasks.
7.    Create the ‘rough draft’.
8.    Publish booklet in final form.
9.    Plan and practice accompanying role play.
10.  Present booklets and role plays.
11.  Reflect and discuss unit.

This unit was developed following the curriculum guidelines by:

Kim Engel, teacher and principal  
Gray S.D. No. 101

**Field of Experience:** School

**Topic to be developed:** Me and my school

**Experiential Goal:** Create Group Booklets pertaining to “Me and My School” with an accompanying role play

FUNCTIONS	LINGUISTIC CONTENT	
	Suggested Structures	Possible Vocabulary
<ul style="list-style-type: none"><li>• problem solving</li><li>• decision making</li><li>• describing</li><li>• working in a group</li><li>• making a list</li><li>• gathering information</li><li>• organising information</li><li>• identifying/recognising</li><li>• making comparisons</li><li>• asking for and giving information</li><li>• presenting information</li><li>• role playing</li><li>• editing</li><li>• reflecting</li></ul>	<ul style="list-style-type: none"><li>• présent (Je vais, J'aime...)</li><li>• les pronoms (je, tu, on)</li><li>• impératif (fais, complète, utilise...)</li><li>• négation (ne...pas)</li><li>• articles (definite, indefinite)</li><li>• possessive adjectives (mon, ma, mes, ton, ta, tes)</li><li>• interrogative Qu'est-ce que c'est ?/ Qui est-ce que ?</li></ul>	<ul style="list-style-type: none"><li>aimer</li><li>aller</li><li>regarder</li><li>écouter</li><li>être</li><li>jouer</li><li>la nourriture</li><li>les vêtements</li><li>les objets de l'école</li><li>les sujets</li><li>les personnes de l'école</li><li>les couleurs</li><li>les formes</li><li>les pays</li><li>les adjectifs</li></ul>

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## Suggested Vocabulary

de la colle - glue  
la neige - snow  
le soleil - sun  
les lèvres - lips  
les yeux - eyes  
un bonbon - candy  
un bureau - desk (teacher)  
un cahier - workbook  
un chat - cat  
un cheval - horse  
un chien - dog  
un crayon - pencil  
un livre - book  
un nez - nose  
un professeur - teacher  
un pupitre - desk (student)  
un stylo - pen  
un tableau - chalkboard  
une craie - chalk  
une école - school  
une fenêtre - window  
une pomme - apple  
une porte - door  
une règle - ruler  
une salle de classe - classroom

casser la croûte - to have a snack  
écouter de la musique - to listen to music  
faire mes devoirs à la maison  
- do my homework at home  
jouer avec mes amis - to play with my friends  
regarder la télé - to watch television

des oeufs - eggs  
des toasts - toast  
du jus de pomme - apple juice  
du saucisson - sausage

la bibliothèque - library  
la salle d'équipement - equipment room  
la salle de classe de Mme Smith  
- Mrs. Smith's classroom  
la salle des professeurs - staff room  
le bureau - office  
le gymnase - gymnasium  
les toilettes des filles - girls' washroom  
les toilettes des garçons - boys' washroom

des chaussettes - socks  
des chaussures - shoes  
des jeans - jeans  
un manteau - coat  
un t-shirt - tee shirt

l'éducation physique - physical education  
le français - French  
les arts - art  
les mathématiques - math  
les sciences - science

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**Field of Experience:**            **School**

**Topic to be developed:**    **Me and my school**

**Experiential Goal:**            **Create Group Booklets pertaining to “Me and My School” with an accompanying role play**

**Suggested Steps:**

**1. BECOME FAMILIAR WITH VOCABULARY RELATING TO THE GOAL.**

**ACTIVITIES:**

1.1 The topic will be discovered by using a concept chart on the board. Students determine whether a picture flashcard should be placed under ‘*oui*’ or ‘*non*’. Initially, they will be guessing until enough cards are placed under the ‘*oui*’ side of the chart. When at least 5 flashcards have been placed under the ‘*oui*’ side, students may begin to verbalize their guesses.

**Concept Introductory Lesson:**

- A. Place blank chart on board or overhead with headings ‘*Oui*’ and ‘*Non*’ (see model in **annexe 1**). (Pictures for flashcards are included in **annexes 2 and 3**)
- B. Place the picture flashcards in the order you plan to ask the students - go from general to specific.
- C. Explain to the students that they will discover what they will be learning about in the new unit by being ‘private investigators’. They need to guess whether a clue is *oui* or *non*. Once the clues are placed on the board, in their minds, they need to guess what the *oui* section could be. It will become clearer as more clues are placed on the chart. After at least 5 clues have been placed under the *oui* section of the chart, they can raise their hands to begin guessing. Only one guess per new card will be allowed after that point (see Concept Chart Example, **annexe 1**).

**Teaching Notes**

1.2 As a class, find the matching French vocabulary through a dictionary search or using vocabulary reference charts or flashcards which include images and vocabulary

1.3 In groups, have students become familiar with the vocabulary through the creation of flashcard matching games (illustration card + vocabulary card).

Play « *Qu'est-ce que c'est ?/Qui est-ce ?* » with students remaining in their existing groups. The teacher holds up a poster flashcard and asks the question, *Qu'est-ce que c'est ?* or *Qui est-ce ?*. Each group is given a turn with a specific flashcard (i.e.) Group #1 = Flashcard #1. They are given a time limit. If they can't answer in the allotted time, the other groups are given the opportunity to steal and gain a point.

**Teacher Note:** Group numbers should be limited to 4 or 5, if possible. Depending on the classroom culture, you may not wish record points.

## 2. EXPLORE EXAMPLES OF HOW INFORMATION CAN BE RECORDED IN A VARIETY OF BOOKLET FORMATS.

**Teacher Note:** The assignment goal, expectations and vocabulary sheet will be shared with the students at this time (**annexes 4 & 5**).

### ACTIVITIES:

2.1 The students determine what should be included in a booklet. (i.e.) title page, the author's name, illustrations, text, page numbers etc...

2.2 Explore examples of traditional and non-traditional formats of booklets (i.e.) traditional - rectangular, square; non-traditional - shapes of booklet topics (animals, buildings, people, food) geometrical (circle, diamond, triangular).

**Teacher Note:** Examples should be teacher and student-generated.

### Teaching Notes

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2.3 Explore examples of traditional and non-traditional text and illustration placement. Traditional - illustration at top/text at bottom or text at top/illustration at bottom. Non-traditional - text written around the edge of the page/illustration centre; text in centre/illustration surrounding.

2.4 Hand out and discuss booklet/role play assignment from **annexe 4**. See **annexe 8** for example of a completed booklet without illustrations.

**Teacher Note:** It is recommended you make examples of booklet styles with different sub-topics ahead of time, see p. 19 of *The Do-It-Yourself Project Book* for ideas.

### 3. BRAINSTORM POSSIBLE SUB-TOPICS THAT COULD BE COVERED UNDER THE TOPIC “ME AND MY SCHOOL”.

#### ACTIVITIES:

- 3.1 Brainstorm and record what students think of when asked about school (i.e.) extra-curricular clubs/sport activities; subjects; a typical day; celebrations; their classmates; games...
- 3.2 Explore with students other ‘creative’ possibilities: a booklet about our school written from the viewpoint of a mouse, the principal, a teacher, a new student, someone visiting us from Africa...

#### Teacher Note:

- Topic focus could be on comparisons between schools:
  - now and during the pioneer era;
  - in other lands and Canada;
  - in Saskatchewan and other provinces

#### Teaching Notes

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#### 4. CHOOSE AND CREATE AN OUTLINE OF THE SUB-TOPIC.

##### ACTIVITIES:

An example of a filled-in outline sheet can be found in **annexe 6**.

- 4.1 Place students in groups of 2 to 3. Have them choose a sub-topic from those listed on the board and complete step 1 of their outline planning sheet (**annexe 3** - step 1).
- 4.2 Each group creates a list of vocabulary words they will need to learn in order to do their booklet and role play (an example is shown in **annexe 3** - step 2).

#### 5. STUDENTS SHARE VOCABULARY NEEDS.

**Teacher note:** the unit vocabulary sheet will be finalized through this activity. it will be charted in final format on experiment paper and on 8.5 x 11 paper for each student.

##### ACTIVITIES:

- 5.1 After sub-topic headings have been placed on the board, a student from each group goes forward and records the words their group needs to learn that weren't covered during Step #1.
- 5.2 The class brainstorms other possible words the groups may have overlooked and highlights the words multiple groups have in common.
- 5.3 Each group looks up their set of words and records the French beside the English under their sub-topic.
- 5.4 After all groups have recorded and the teacher verifies the accuracy of their findings, the students record their new words on their vocabulary sheets.

#### Teaching Notes

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## 6. PLAN AND CREATE THE FORMAT FOR THE BOOKLET AND DIVIDE THE TASKS.

### ACTIVITIES:

- 6.1 In groups, students will decide on a format style for their booklet (traditional or non-traditional), recording their decision on a Format Planner sheet (**annexe 7** - step 3). **Annexe 6** provides a model.
- 6.2 Students will refer to their outline and divide the work according to their list (i.e.) Sub-topic: *Moi et mon école*.

#### Ideas outline:

- *Une carte de mon école*. (A map of my school.)
  - *Les vêtements je porte à l'école*. (Clothes I wear to school.)
  - *Mes sujets favoris*. (My favourite subjects.)
  - *Ce que je mange pour le déjeuner*. (What I eat for lunch.)
  - *Mes Amis*. (My friends.)
  - *Ce que je fais après l'école*. (What I do after school.)
- 6.3 Each student begins gathering and recording information according to their assigned task (see 6.2) by finding the information they need by interviewing, reading, using the internet (**annexe 7** - step 4). **Annexe 6** provides a model.

An example of idea development is:

#2) Les vêtements que je porte à l'école

\* Je porte...des jeans, un t-shirt, des chaussures, des chaussettes, un manteau...

## 7. CREATE THE "ROUGH DRAFT".

### ACTIVITIES:

- 7.1 Students create small sentences incorporating their ideas.
- 7.2 Students create rough illustrations to accompany their text.
- 7.3 Students edit their own work, then further the edit as a group.
- 7.4 Rough drafts are submitted for the final edit.

### Teaching Notes

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## 8. PUBLISH BOOKLET IN FINAL FORM.

### ACTIVITIES:

- 8.1 Final drafts are written and illustrated upon approval from teacher.
- 8.2 Students verify they have all components of the booklet completed (title page, coloured illustrations, complete sentences, page numbers)

## 9. PLAN AND PRACTICE ACCOMPANYING ROLE PLAY.

### ACTIVITIES:

- 9.1 Instruction will be given on how to present a role play while a story is being read to explain each action (body language, stance, voice, facial expressions...). Student volunteers will be asked to give examples and non-examples.
- 9.2 In their groups, students decide on roles - who will narrate and who will act?
- 9.3 Students plan and practice their role play presentation.

## 10. PRESENT BOOKLETS AND ROLE PLAYS.

### ACTIVITIES:

- 10.1 Students present their booklets and role plays to the class.
- 10.2 Students respond to questions posed by teacher and class relating to their presentation.

## 11. REFLECT AND DISCUSS THE UNIT.

### ACTIVITIES:

- 11.1 **Annexe 9** Discussion. What did you learn about schools? What did you learn about presenting to a group? What French did you learn?...
- 11.2 Students fill in reflection sheets.

### Teaching Notes

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**EVALUATION**

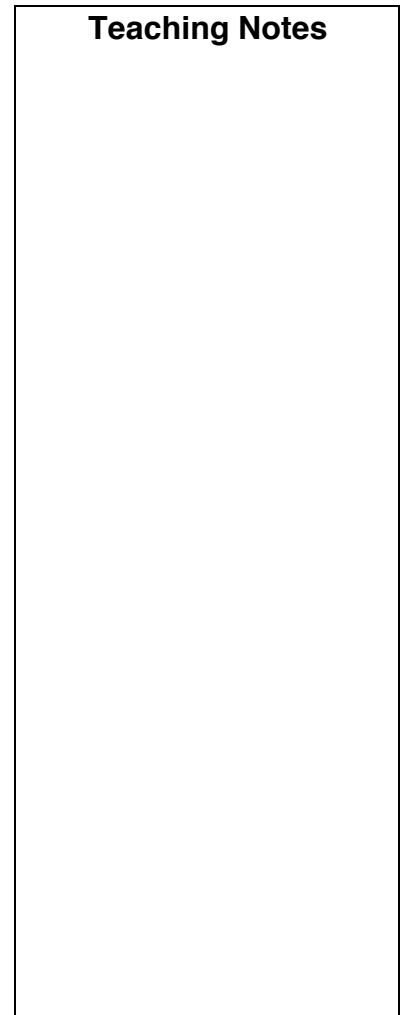
**Annexe 10** provides a sample grid to evaluate vocabulary.

**Annexe 11** may be used to evaluate the experiential goal  
(booklet and role play)

**SUPPLEMENTARY RESSOURCES**

A list of webistes is provided in **annexe 12**.

**Teaching Notes**



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# ANNEXES


























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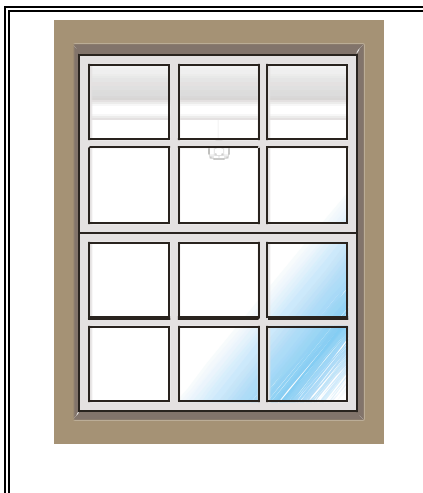
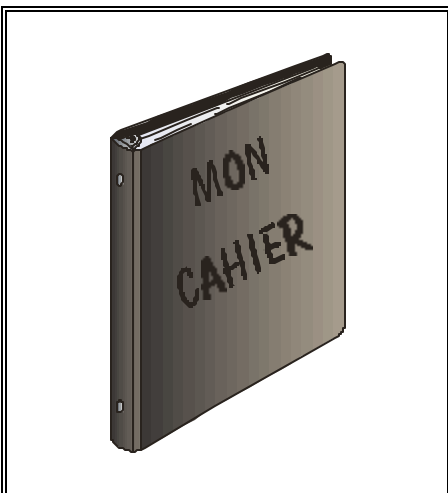
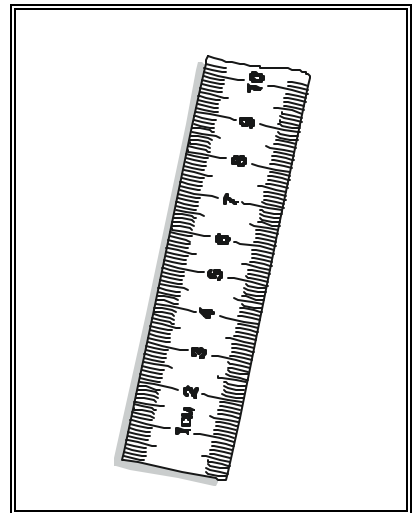
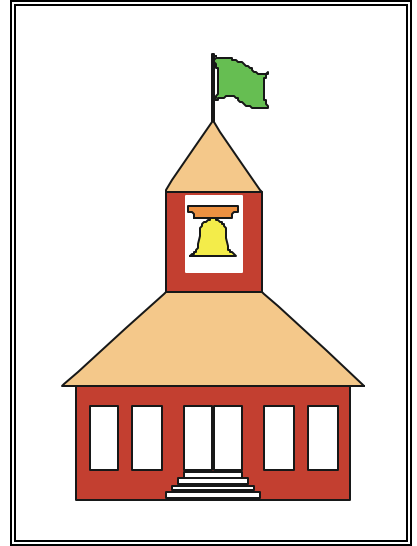
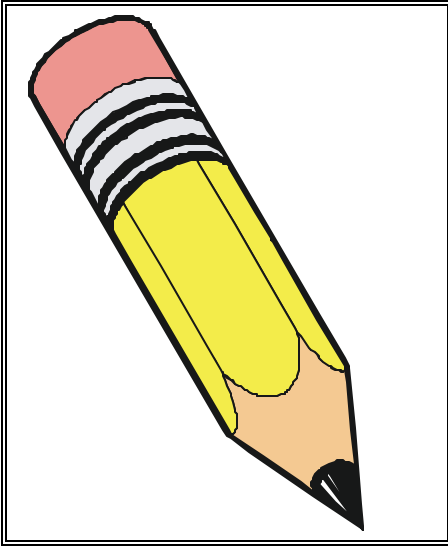
**ANNEXE 1 - CONCEPT CHART**

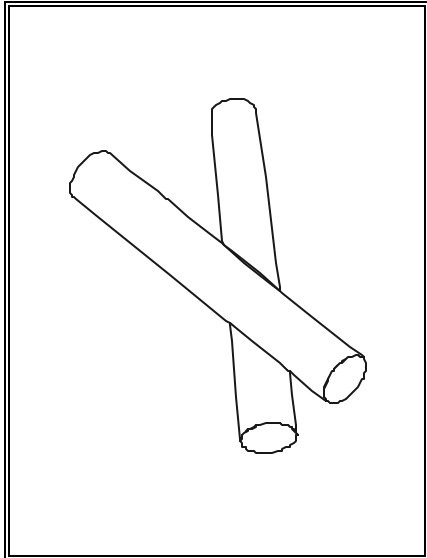
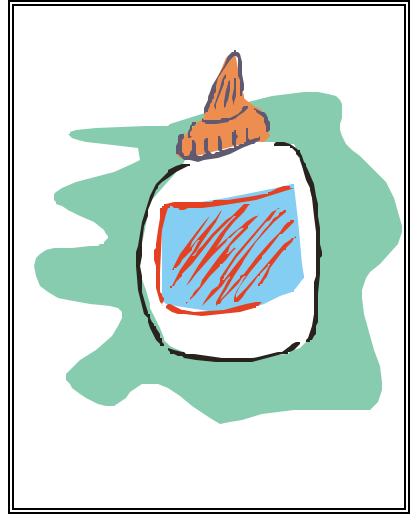
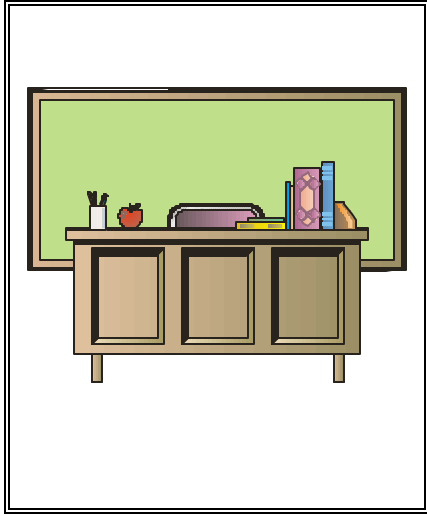
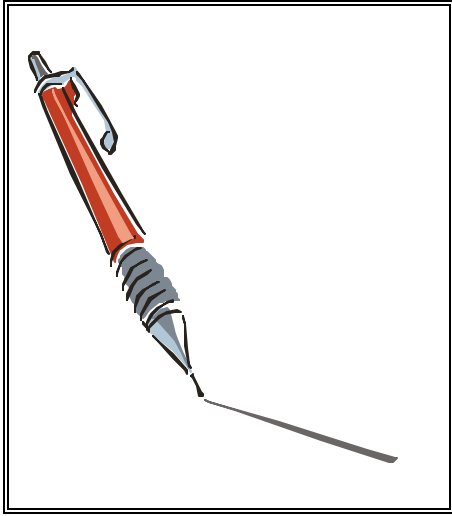
OUI	NON

**CONCEPT CHART EXAMPLE**

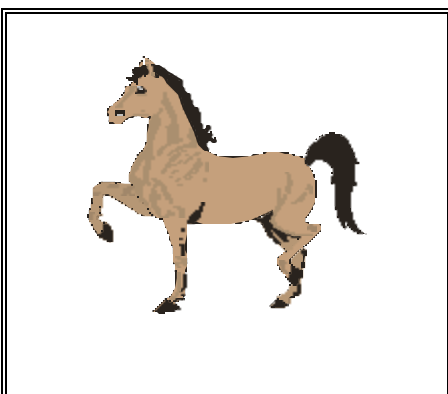
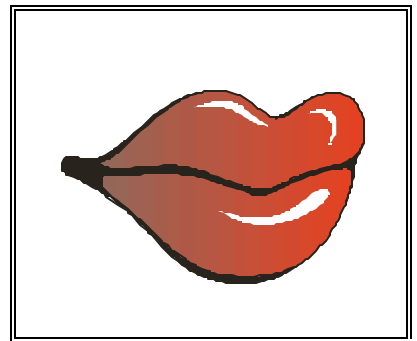
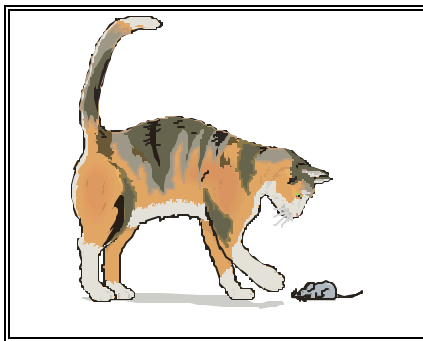
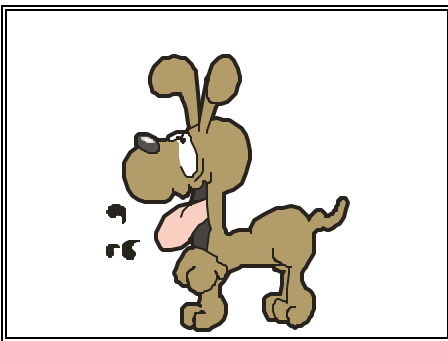
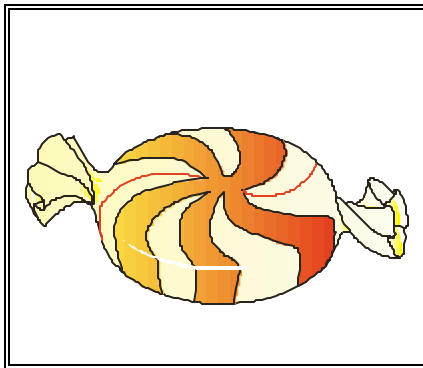
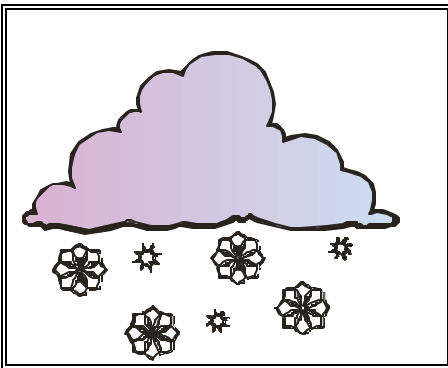
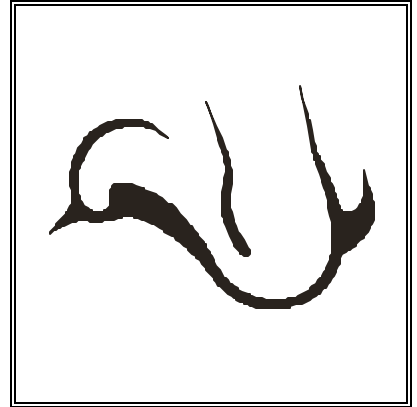
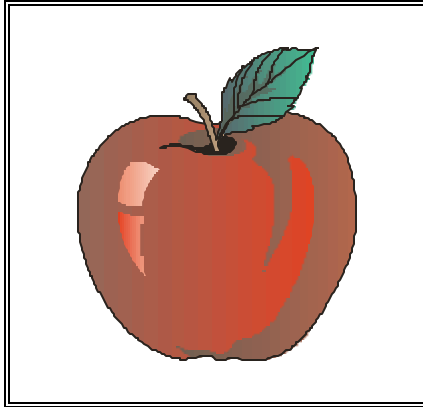
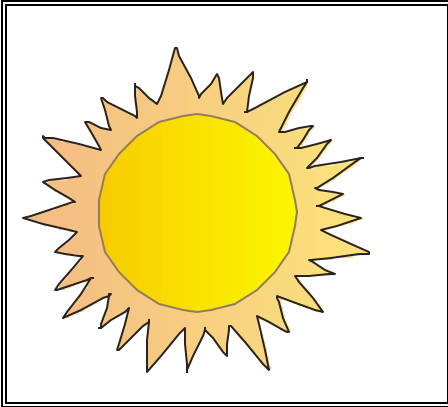
OUI				NON		
						
						
						
						

ANNEXE 2 - «OUI» FLASHCARDS





ANNEXE 3 - «NON» FLASHCARDS



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## ANNEXE 4 - FAIRE UN LIVRE

\* Fais un livre avec ton groupe, le sujet est «Moi et mon école»

**Les attentes :**

a) Le livre :

- complète le plan avec ton groupe
- utilise le vocabulaire dont tu as besoin
- développe les phrases complètes
- fais et colorie les illustrations



b) Le jeu de rôle :

- quand tu as fini ton livre, planifie un jeu de rôle
- utilise les leçons de communication dans ta préparation

⇒ l'expression de ta voix



⇒ l'expression de ton visage



⇒ où et comment tu dois te tenir



- on n'a pas besoin d'écrire un texte, seulement planifier les actions qui sont nécessaires pour ton livre



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**ANNEXE 5 - MON VOCABULAIRE - L'ÉCOLE****LE VOCABULAIRE**

Trouve l'image correcte et colle-la dans la boîte.

le pupître	le bureau	le crayon
l'école	le stylo	la craie
la règle	le professeur	le livre
le tableau	la colle	la porte
la salle de classe	le cahier	la fenêtre

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**LES IMAGES**

 A teacher in a green suit stands at a chalkboard with the text 'LECTURE NOTÉE' and 'MATHS'. Two children are sitting on the floor, one holding a book.	 A red schoolhouse with a yellow bell tower and a green flag on top.	 Two white rolled-up papers or scrolls.
 A teacher in a blue dress stands next to a whiteboard, talking to a young boy who is holding a book.	 A brown door with a handle and a lock, set in a frame.	 A red ballpoint pen with a silver tip.
 A dark grey notebook with the text 'MON CAHIER' written on the cover.	 A wooden school desk with a purple chair attached to it.	 A wooden teacher's desk with a green chalkboard behind it. On the desk are books, a pen, and an apple.
 A yellow pencil with a pink eraser and a sharpened lead tip.	 A light blue book with the text 'TROIS PETITS COCHONS' on the cover.	 A white glue stick with a red cap and a green base.
 A window with a brown frame and six panes.	 A spiral-bound notebook with a black cover.	 A blackboard with a wooden base and several markers (green, yellow, white) on the ledge.

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**ANNEXE 6 - LE PLAN DE MON LIVRE - EXEMPLE****Thème : Moi et mon école**A) Étape 1 - Les descriptions

1. le sous thème :

a) idée #1

b) idée #2

c) idée #3

d) idée #4

e) idée #5

f) idée #6

**Moi et mon école****une carte de mon école****les vêtements que je porte à l'école****mes sujets favoris****ce que je mange pour le déjeuner****mes amis****ce que je fais après l'école**B) Étape #2 - Comment est-ce qu'on dit \_\_\_\_\_ en français ?

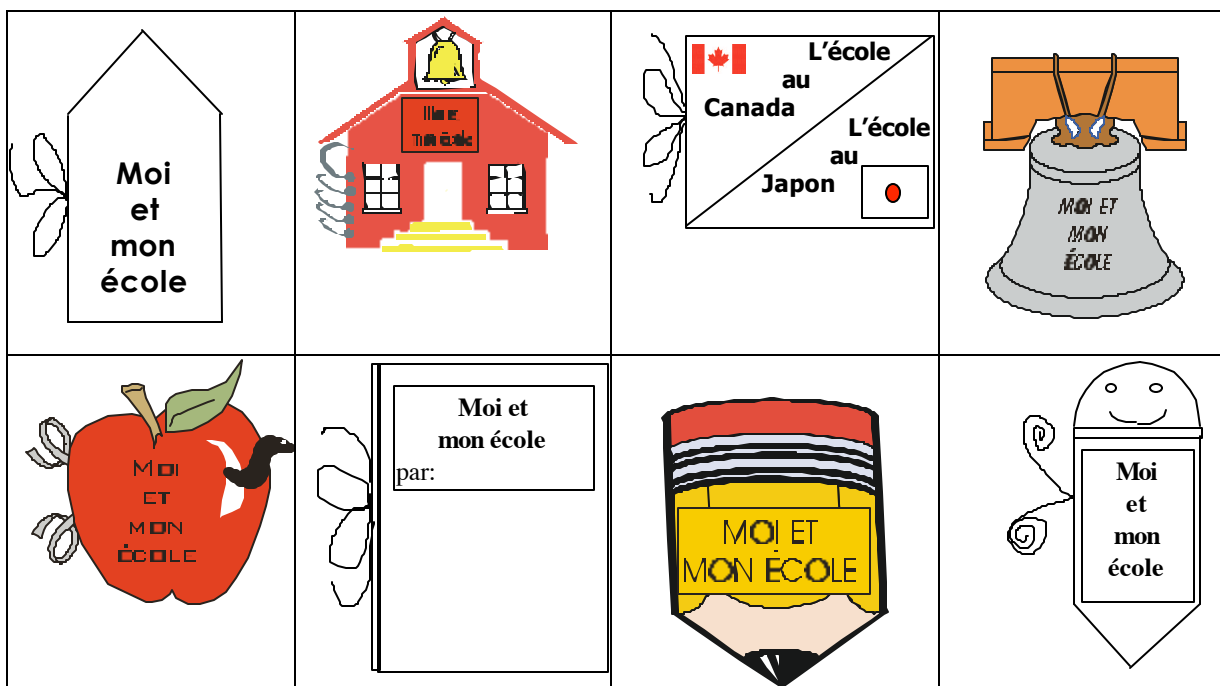
<b>ANGLAIS</b>	<b>FRANÇAIS</b>
<b>gym</b>	
<b>staff room</b>	
<b>washroom</b>	
<b>math</b>	
<b>jacket</b>	
<b>watch T.V.</b>	
<b>listen to music</b>	

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<b>play with</b>	
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C) Étape #3 - La présentation de mon livre

Voici mes idées pour la présentation de mon livre.  
(Dessine tes idées et encercle ton choix.)



D) Étape #4 - Mes plans pour chaque idée.

<b>Idée : #3</b> mes sujets favoris	<b>Idée : #4</b> ce que je mange pour le déjeuner	<b>Idée : #5</b> mes amis
- le français - les arts - les sciences - l'éducation physique	- des toasts - des œufs - le saucisson - le jus de pomme	- Suzanne - Lise - Daniel - Marc - Richard - Giselle

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**ANNEXE 7 - LE PLAN DE MON LIVRE****Thème : Moi et mon école**A) Étape 1 - Les descriptions

1. le sous thème :

a) idée #1

b) idée #2

c) idée #3

d) idée #4

e) idée #5

f) idée #6


B) Étape #2 - Comment est-ce qu'on dit \_\_\_\_\_ en français ?

ANGLAIS	FRANÇAIS

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C) Étape #3 - La présentation de mon livre

Voici mes idées pour la présentation de mon livre.  
(Dessine tes idées et encercle ton choix.)


D) Étape #4 - Mes plans pour chaque idée

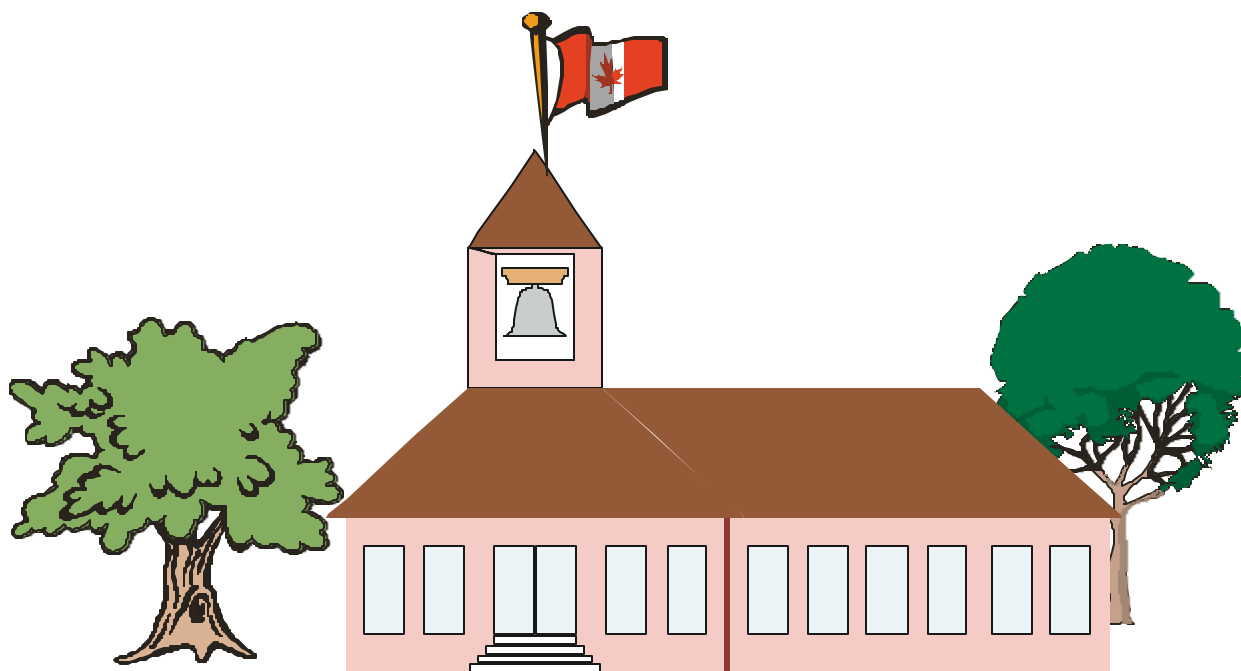
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Example of a booklet

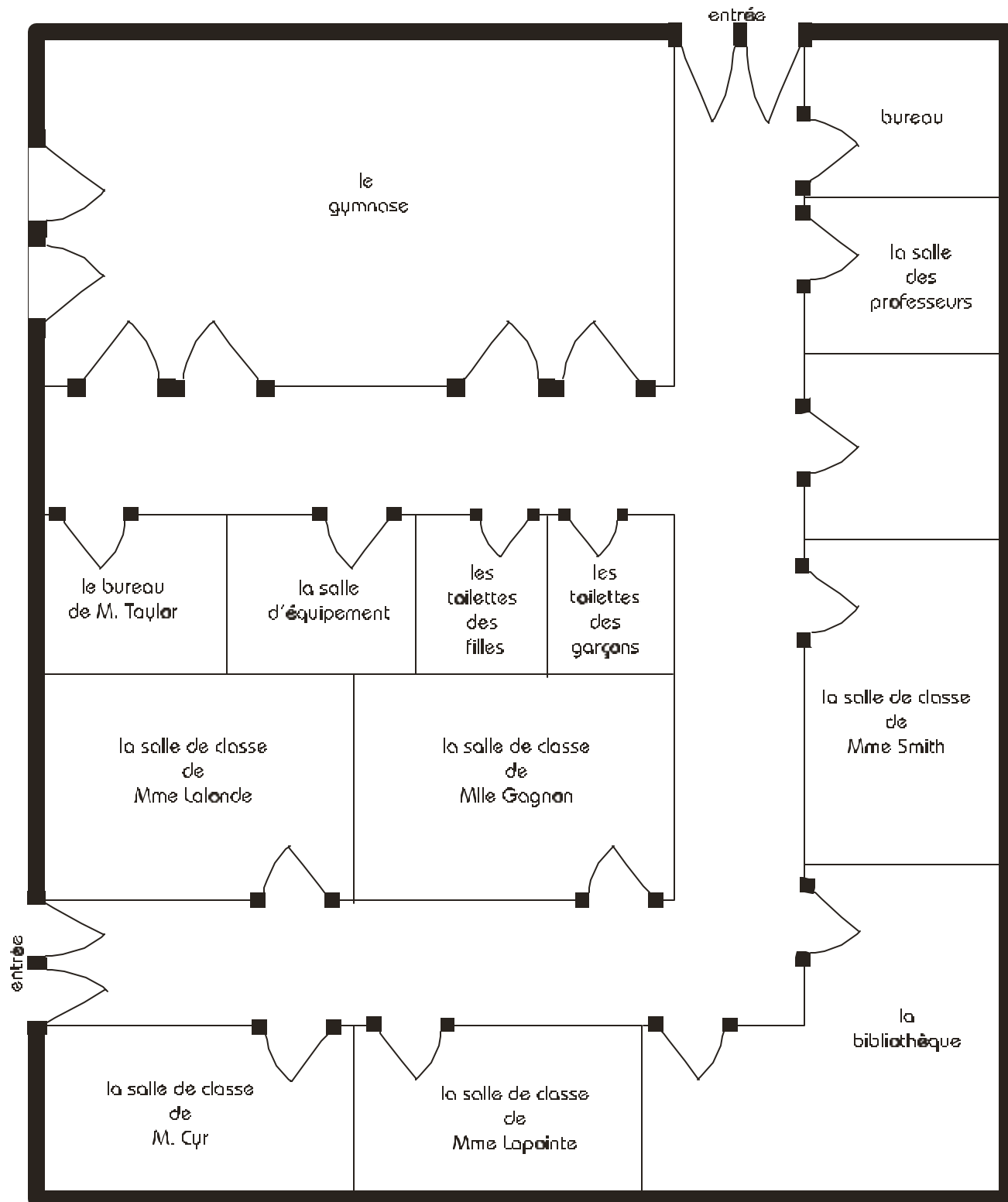
(Title Page)

# Moi et mon école



Par : Luc, Michelle et Nicole

# Une carte de mon école...



---

À l'école, je porte...

des jeans

un t-shirt

des chaussures

des chaussettes

un manteau

---

Mes sujets favoris sont...

les sciences

les mathématiques

les arts

le français

l'éducation physique

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Pour le déjeuner, je mange...

des toasts

des oeufs

de la saucisse

du jus de pomme

---

Mes amis sont...

Suzanne

Lise

Luc

Nicole

Daniel

Marc

Giselle

Richard

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Après l'école, je...

regarde la télévision

casse la croûte

joue avec mes amis

écoute la musique

fais mes devoirs à la  
maison

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**ANNEXE 9 - MY REFLECTION SHEET**

What did most students say they enjoyed about school in their presentations?

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What did you find challenging in this unit?

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What was the best part of this unit?

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What do you know now that you didn't know before?

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What did you do well when making your presentation to the class?

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What do you still need to improve on?

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What French did you learn?

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Out of all the activities, which one helped you learn the most French?

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## ANNEXE 10 - VOCABULARY EVALUATION

School: \_\_\_\_\_

Student's Name: \_\_\_\_\_

### Key

- ✓ = can comprehend
- = can use the vocabulary
- = can comprehend most
- = can use most of the vocabulary
- = cannot comprehend
- = cannot use the vocabulary



Theme Vocabulary	flashcards	booklet	role play
le pupitre			
le bureau			
le crayon			
l'école			
le stylo			
la craie			
la règle			
le professeur			
le livre			
le tableau			
la colle			
la porte			
la salle de classe			
le cahier			
la fenêtre			



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## ANNEXE 12 - WEBSITES

### Websites

[www.ac-toulouse.fr/piquecos/pages/ecoles\\_fr.html](http://www.ac-toulouse.fr/piquecos/pages/ecoles_fr.html)

- home pages for French language schools in France

[www.csvicto.qc.ca/assom/index.html](http://www.csvicto.qc.ca/assom/index.html)

- site of Notre Dame de l'Assomption School in Victoriaville, PQ

[pointe.minet.gov.mb.ca](http://pointe.minet.gov.mb.ca)

- French language school in Sainte-Anne, MB

[www.sasked.gov.sk.ca/schools.html](http://www.sasked.gov.sk.ca/schools.html)

- Saskatchewan schools on the web

[www.in.on.ca/~dwhite/etienne/lasalle.html](http://www.in.on.ca/~dwhite/etienne/lasalle.html)

- song «La Salle de Classe»

[www.wmht.org/trail/explor02.htm#kids](http://www.wmht.org/trail/explor02.htm#kids)

- multicultural education links



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## Resources:

The follow resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the «Core French Discussion Area» on the Sask Education (Official Minority Language Office) website ([www.sasked.gov.sk.ca/bmlo](http://www.sasked.gov.sk.ca/bmlo)).

*The Do-It-Yourself Project Book*

by Anne Burgess  
Watermill Press, 1994  
(Troll Book Clubs)

ISBN 0-8167-3343-0

*Pour Nos Petits Manitobains - Gr. 3*

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Centre de manuels scolaire de Manitoba  
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Souris, MB  
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