

LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAY
French	<i>EntreCultures 1</i>	<i>Unité 1: L'Identité</i>		

ESSENTIAL QUESTIONS	UNIT GOAL(S)
<ul style="list-style-type: none"> Who am I? How does what I do define who I am? How do I exchange information about my identity and that of others? What are cultural similarities and differences between myself and others in a Francophone community? 	<ul style="list-style-type: none"> Interpret images, video, audio, and print texts in French to gain insights into identity. Interact to express your identity, ask for and give personal information, and express preferences about activities. Present basic information about yourself.

CAN-DO STATEMENTS	PERFORMANCE TASKS
<p>Communicatif:</p> <ul style="list-style-type: none"> I can understand some words and phrases relating to activity preferences. I can ask and answer questions about activities I like and dislike. I can write simple sentences about myself and activities that I like and dislike. <p>Interculturel:</p> <p>I can identify popular sports in Quebec and France and how they are similar to or different from sports in my community.</p>	<p>Have learners:</p> <ul style="list-style-type: none"> Act out or select activities that represent what they hear. Indicate their favorite activities and note how they compare to those of the French. Survey a classmate about his or her favorite activities. Write a comparison between themselves and their partner. Complete a <i>Réflexion interculturelle</i> that identifies popular sports in Quebec and France and compares them to their own community.

LANGUAGE (VOCABULARY/STRUCTURES)	INTERCULTURAL CONNECTIONS
<i>Comment dit-on 2: Mes activités préférées</i>	Popular sports in Quebec and France

LEARNING EXPERIENCES

Introductory Activity

Le Québec, la France, ma communauté, ou tous?

- Display a set of images that represent sports from each of the three places. [Be sure to include some that are unique or featured in certain places, such as handball in France.]
- Have learners work individually to predict which place or places the images represent by writing the letter of the image that applies in the appropriate column(s).
- Have learners compare choices with a partner.
- Share predictions using a strategy, such as one of the following:
 - Project the images on a whiteboard at the front of the room and have volunteers note the first letter of the place (i.e., Q, F, C) by the image.
 - Project a copy of the organizer and have volunteers write the letter of the image in the column they predict it represents.
 - Use a software, such as Padlet, to organize the images in their respective columns.

Transition: *Point to images and ask learners to indicate with thumbs up/thumbs down if they like the activity.*

MATERIALS

- PowerPoint slide with images
- 3-column organizer with the name of one of the places at the top of each column (or have learners make their own)
- Vary depending on strategy employed:
 - Whiteboard, markers
 - Software, such as Padlet, with images and place labels pre-loaded

LEARNING EXPERIENCES (CONTINUED)

Guided Practice: *Comment dit-on? 2: Mes activités préférées*

Vocabulary Introduction: *J'aime* p. 56

- Make a series of statements about things you like from the list pictured and have learners touch the photo of the item you mention.
 - *J'aime* Hilo et The Baby-sitters Club.
 - *J'aime* l'art.
 - *J'aime* le café.
 - *J'aime* la pizza.
 - *J'aime* Fortnite.
 - *J'aime* les Avengers.
 - *J'aime* regarder un film avec Sam, Jill, et Louise.
 - *J'aime* Taylor Swift.
 - *J'aime* le floss.
 - *J'aime* les mathématiques.
 - *J'aime* le violon et la guitare.
- Repeat by having learners note the identity (i.e., *athlète* from *Comment dit-on? 1*) associated with the activity: *J'aime jouer au basket. Qui suis-je?* Have them write the identity on paper, whiteboards, or digitally.
- Extension: Complete a third round with books closed. Include the name of the activity in the description and have learners act it out: *J'aime lire (Harry Potter)*.

Document: *Les activités*

- Have learners work in pairs to complete a Venn diagram in which they indicate whether the verbs are school activities, leisure activities, or both.
- Display a copy of the document and have volunteers come forward to write the activities in the parts of the diagram.

MATERIALS (CONTINUED)

- Textbook or FlexText® p. 56
- Paper, whiteboards and markers, or digital device
- Document: *Les activités* on Explorer

LEARNING EXPERIENCES (CONTINUED)

Activité 9: Quelle identité? p. 57

- Have learners listen to speakers talk about their favorite activity and select the correct identity from the list provided.
- Have learners refer to the additional vocabulary in *On peut aussi dire* on the same page as needed.
- Review responses and ask learners to name the activity mentioned that led to their choices.

Activité 11: Qu'est-ce que j'aime? p. 58

- Have learners choose the activity associated with each person described.
- Review responses and ask learners to name key words that led to their choices.

Activité 12: Les activités préférées des Français p. 59

- Have them rearrange the list of activities according to their own preferences from 1 (most favorite) to 10 (least favorite).
 - Have learners indicate on the graphic organizer to what degree their responses compare with those of the French.
- | | | |
|------|--------------------|----------|
| + | = | - |
| lire | écouter la musique | cuisiner |
- Have learners complete *Étape 1* by asking a classmate if he or she likes a particular activity from the infographic and noting his or her response.

MATERIALS (CONTINUED)

- *Activité 9* p. 57
- (Optional) Quiz in Explorer
- *Activité 11* p. 58
- (Optional) Quiz in Explorer
- Infographic, *Activité 12* p. 59
- Graphic organizer (+ = -)
- *Activité 12 Étape 1* p. 59

LEARNING EXPERIENCES (CONTINUED)	MATERIALS (CONTINUED)
<p>Independent Practice Not applicable</p> <p>Closure</p> <p>Exit ticket: Have learners write several simple sentences in which they compare themselves to their partner using information from <i>Activité 12 Étape 1</i> p. 59. Provide a sentence frame for them to complete: <i>Je suis comme mon/ma partenaire parce que j'aime ...</i></p> <p>Homework: Have learners read the <i>Zoom culture</i> p. 58 and complete the activity associated with it. Also, have them read and respond to the <i>Reflexion interculturelle</i> p. 59.</p>	<ul style="list-style-type: none"> Exit ticket (<i>Étape 2</i> p. 59) <i>Zoom culture</i> p. 58 <i>Reflexion interculturelle</i> p. 59 (Optional) Forum on Explorer

SUPPORTS / CHALLENGES



STILL A GOAL

- Images & gestures
- Word bank with cognates



WITH HELP

- Organizers with models
- Think-Pair-Share
- Pair work



INDEPENDENTLY

- Expanding word bank
- Removing organizers, models, or sentence frames