

Resources: Idélo à l'écoute guide pédagogique

Série: Les fondamentaux - pour apprendre des notions fondamentales de grammaire en français

Vidéo: Le rôle des adjectifs qualificatifs (durée 1 min 56)

Feuille pédagogique: 23 - 1, (pour les 6 à 12 ans) Listening to understand

Zone du CEFR - A2

TIMELINE game

Brainbox game - Les inventions

Overall Expectation

A1 Listening to understand: determine meaning in a variety of oral French texts, using appropriate listening strategies ... before, during and after listening

Specific Expectation

A1.2 Demonstrate understanding purposes for listening; demonstrate an understanding of the purpose for listening in a variety of situations

Communicative Language Competences

- Understand descriptions of people, objects or animals
 - Descriptive vocabulary
 - Identify and use qualitative adjectives (Les adjectifs qualificatifs) to describe people
 - Understand what an adjective is and it's purpose
- “Les adjectifs qualificatifs précisent comment est ...”***
- ***précise le nom***
 - ***donne des informations sur le nom***
 - ***s'accordent en genre et en nombre avec le nom qu'ils accompagnent***

Assessment Criteria / Skills:

Use prior knowledge

Describe people, objects, (places) using adjectives

Identify adjectives drawing from known vocabulary

Acquire new vocabulary ... adjectives

Classify qualitative adjectives

Expand vocabulary by Identifying synonyms

Select correct form of adjectives (noun / form of adjective agreement in French)

Activity Plan

- A. **Minds On** (teacher provides cards / pictures / descriptions for students to use)
(leading into the role of adjectives)
- The teacher describes an object and the students must draw it.

(ex. Dessine un papillon)

or

- In pairs, one student describes an object and the other must draw it
(suggestion: to control timing, complexity of the descriptions, teacher could provide cards / pictures / descriptions for students to use)

Or Teacher shows students a white circle and asks them, "What does this circle remind you of?" ex. A snowman ... they are invited to describe a snowman.

Or Teacher shows students an object and asks them to describe it

- B. Resources: Idélo à l'écoute guide pédagogique
Vidéo: Le rôle des adjectifs qualificatifs (durée 1 min 56)
Video - first viewing - students listen / watch

Video - second viewing

- students write down the adjectives they see / hear

Video - third viewing

- students write down information they see / hear to define what an adjective is

C. **Partner activity**

- students work together and sort the adjectives into groups:

Forme / Couleur / Caractère

- students add adjectives from their existing knowledge into each category

- * Based on video, students should have the following:
Forme - rond, crevé, ovale, tordu, carré
Couleur - rouge, vert
Caractère - magnifique, bizarre, magique, accueillant, sauvage, perturbé, crétin

- D. **Consolidation** : Review the role / importance of adjectives -
Create definition based on video information:

"Les mots qui précisent comment est un objet, un lieu, un être vivant sont des adjectifs qualificatifs"

"Comment est ..." - Il faut trouver le bon adjectif qualificatif

L'adjectif qualificatif

- ***précise le nom***
- ***donne des informations sur le nom***
- ***s'accorde en genre et en nombre avec le nom qu'il accompagne***

Les adjectifs

This chart is a reference for noun / gender agreement using adjectives

<u>Masculin singulier</u>	<u>Masculin pluriel</u>	<u>Féminin singulier</u>	<u>Féminin pluriel</u>
drôle	drô les	drôle	drô les
intelligent	intelligents	intelligente	intelligentes
heureux	heureux	heureuse	heureuses
bon	bons	bonne	bonnes
fou	fous	folle	folles
gentil	gentils	gentille	gentilles
beau	beaux	belle	belles

E. Extension - Literacy Integration - supporting Science

Minds On - whole class discussion, teacher asks students:

Que veut dire le mot, “**Inventer**”? - students contribute their ideas

Que veut dire, “ **Être pionnier**”? - students contribute their ideas

Identifier les similarités / les choses en commun entre, “Inventer / Être pionnier”.

F. Action

Look up definition of the words in the dictionary and share with class then refer back to what students suggested in the “Minds On” portion

Inventer - *créer le premier, en faisant preuve d'ingéniosité
(ce qui n'existait pas encore et dont personne n'avait eu l'idée)
Tirer de son imagination*

Inventeur / Inventrice - personne qui invente

Pionnier / Pionnière - personne qui fait les premières recherches dans un certain domaine

Qui prépare la route à d'autres

Personne qui part défricher des contrées inhabitées

- G. Ask students to identify any names of inventors, pioneers that they may be aware of
Ask students to suggest important inventions
- Ask students how inventors and pioneers are alike
 - teacher records student offerings

H. Whole Class Collaborative Task - create a time line of inventions (Media Literacy)

Resource: TIMELINE game

- teacher passes out an invention card to each student - be careful to place card so only the invention is showing, not the year - tell students they may not look at, or show the date side of their card to anyone else
- teacher asks a student to state the invention that is shown on their card - this becomes the reference point for the next player
- next student states the invention shown on their card and must decide if they think it comes before or after the previously shown invention
- activity continues with each student taking a turn, and then must decide where their invention fits into the time line that is being created
- once all students are part of the timeline, teacher asks students to turn over their cards and look at the actual year of the invention ... based on this, students will reorganize if there is a need, so all of the inventions are in order from oldest to most recent

I. Consolidation: Important Features of Time Lines - part 1

- in chronological order from most recent to oldest, or oldest to most recent
- Common Era (B.C.E , C.E) as reference points (Avant notre ère, Notre ère)
... compared to past reference points of B.C / A.D

J. Small Group Activity - Collaborate to Create a Time Line

- each group receives a set of information cards
- groups start by organizing the timeline by putting the cards into chronological order
- groups then place the invention next to the year they feel it belongs to

- groups then place the name of the inventor or pionner who is associated with that invention / event

K. Consolidation: Important Features of Time Lines - part 2

- timelines include key information, in point form
- information in a timeline is supported by visuals that help viewers make meaning
- * ask students how this timeline and the previous timeline that the class created are similar
(both include information about important events / inventions, information is concise / point form)
- * ask students how this timeline and the previous timeline that the class created are different
(one had pictures / date / invention but no name of inventor and one has date / invention/ name but no pictures)

L. Connecting to Previous Learning

- Teacher draws class attention to refer back to definitions from previous activity

Inventer / Inventeur / Invention / Inventif

Pionnier / Pionnière

***Inventer - créer le premier, en faisant preuve d'ingéniosité
(ce qui n'existait pas encore et dont personne n'avait eu l'idée)
Tirer de son imagination***

Inventeur / Inventrice - personne qui invente

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Qui prépare la route à d'autres
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Teacher states, Les inventeurs, ayant l'esprit inventif, inventent les inventions.

Teacher asks, "Quelles sont les similarités entre les inventeurs et les pionniers?"

M. Application: Teacher asks students,

"Quelles sont les qualités que les inventeurs / les pionniers possèdent?"
Ou "Quelles sont les qualités nécessaires pour être inventeur / pionnier?"

- students are reminded to think back to adjectives ...

- students are referred back to the definition of “les adjectifs qualificatifs”
- students are given time to think of adjectives
- students are encouraged to look up synonyms of the adjectives
(refer students to use a thesaurus - show them my copy)
- create a list based on the contributions from the class

N. **Independent Work - Français / Literacy / Science integration**

Articles:	La littératie en action 3	p. 50-51	Le livre, d’hier à aujourd’hui
		P. 52-52	La télévision, d’hier à aujourd’hui
		P. 54-55	Le téléphone, d’hier à aujourd’hui
		P. 56-57	La radio, d’hier à aujourd’hui
Articles:	Nelson Literacy 6b	p. 84-87	Mike Lazaridis and the Blackberry
		P. 123-125	Wright Flight

Students will read the above-mentioned texts

Focus for reading

- to learn about important inventions / inventors / pioneers

O. **Independent Assignment - Français / Literacy / Science Integration**

Task 1 Choose an invention. Research and create a timeline about that invention.

Alternative possibility - choose an inventor or important person in the field of science / technology

Research and create a timeline about that person. (ex. Chris Hadfield)(Leonard da Vinci) (Gustave Eiffel) etc.

Task 2 Choose an inventor, or pioneer related to the field of science and / or technology.

Research about that person.

Based on your research, prepare a report about that person, in relation to the following prompt.

“Pour être inventeur / inventrice ou être pionnier / pionnière il faut posséder certaines qualités.

“Les inventeurs / inventrices (pionniers / pionnières) doivent posséder certaines qualités importantes.”

Identifie les 3 qualités que tu penses sont les plus importantes et élabore comment la personne que tu as choisi démontre ces qualités. Il faut incorporer des informations de ta recherche pour appuyer ton opinion.

- 5 paragraphes - paragraphe d'introduction, 3 paragraphes (un pour chaque qualité) et paragraphe de conclusion

