



# Learning Experiences to Introduce French Language and Culture Grade One

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## 1 Background

In August 2008, following extensive consultation, a revised model for French second-language learning in New Brunswick was announced. It was decided that beginning in September 2008, all students would commence their public education journey in English from kindergarten through to the end of grade 2. This Universal Program respects the importance of children achieving a strong foundation in literacy in their mother tongue, particularly reading and writing, during the early years of school.

During the consultation process, concerns regarding the lack of access to French language at the K-3 level were voiced. It was decided, therefore, to provide an early introduction to French language and culture at these grades as a means to develop students' interest in learning a second language.

*Quality Learning in French Second Language in New Brunswick*, by Rehorick et al. (2006), suggests the Department of Education “develop a promotion and marketing plan for French as a second language.” This includes encouraging the notion that “there are many reasons to learn French” and that “learning French is fun.” Similarly, Canadian Parents for French (2004) state the need for students to be “positively motivated in French language learning.” The intent of the activities is to develop within students a positive attitude toward learning a second language.

A committee was formed at the Department of Education, including French Second Language and Literacy Learning Specialists, classroom teachers, an art specialist, music specialist and a coordinator for the promotion of language and culture. The committee has designed learning opportunities to address the overall goal of the activities: engendering enthusiasm for learning French as a second language.

### 1.1 Culture and Language Awareness in the Literature

Culture may be defined as “the set of cognitions, emotions, and behaviour that uniquely identifies each of us as individuals, reflects where we live and the web of social relations through which we have lived our lives.” (Handwerker, 2002)

These activities involve several opportunities for students to be exposed to French language and culture. French folk songs, traditional French dances, French children's books, Francophone guest speakers and the opportunity to interact with Francophone peers have been included in this document.

A language awareness project (Young & Helot, 2003) with similar activities has proven successful. Young and Helot noted that having primary children make comparisons between their own and others' cultures was beneficial to learning and appreciating the perspective of others. In our bilingual province, this encouragement of respect for other cultures is imperative to building positive relationships and understanding.

Similar positive effects are also noted in Met (2004) and Malcolm (2006). Met suggests “best practices in language education address one additional programmatic feature - cultural interaction. Such interaction provides students with opportunities to gain cultural understanding and skills in knowing how and what to say to whom. This exposure is best achieved through direct contact with native speakers, either face-to-face or through technology.” (Pg.3)

Malcolm (2006) discusses improved cultural awareness through interactions that began with a simple pen pal program. The initial contact led to video exchanges, internet connections, and a student exchange. Similar activities are outlined in the document for these activities. Opportunities for students to become penpals to Francophone students and support for on-line twinning of classes provides further opportunities to enrich students’ understanding of cultures other than their own.

## ***1.2 Implementation in New Brunswick Classrooms***

The learning experiences described in this document are for implementation in Grade one, beginning January, 2009. **Suggestions have been considered from the Minister’s Advisory Committee on French Second Language and the Provincial Curriculum Advisory Committee.** In December, 2008, representatives from each school district will receive training on the materials and integration of these experiences.

The activities are intended to be embedded in classroom rituals, with the homeroom teacher and school specialists facilitating learning opportunities within daily activities. These activities are not intended to be viewed as stand alone “events” but rather a natural exposure to another language within the context of their English classrooms.

**Teachers are not expected to complete all activities in the document. The variety of activities provided ensure many choices for relevant learning based on student interests and learning needs.** Within each of the activities, there is an overview of the focus area and suggested facilitator(s) for the activity. New Brunswick education curriculum outcomes are defined, followed by an explicit procedure for how to facilitate the activity with the students. Required materials are also included in the overview.

In order to determine the effectiveness of each activity, a survey is included for the teacher to complete. It is suggested that teachers access the surveys on the portal site and complete the three questions upon completion of each one of the activities. The data generated will provide feedback to the development committee so that future enhancements may be made.

In addition to print resources, the dedicated portal site has been designed for teachers to easily access core activity resources and additional links for extending activities. An area for teachers to share ideas and materials offers educators further resources to access.

### **1.3 The Teacher's Role**

For some students, this will be their first exposure to French language and culture; therefore, it is important that these learning experiences be positive.

**Within a one week period, it is expected that a minimum of thirty minutes per week highlight the activities provided. These minutes may be cumulative or represent an extended attention to one of the learning experiences. Many teachers will exceed the minimum as these activities address current Grade one curricular outcomes and support existing teaching plans.**

Many of the suggested activities involve children creating items to demonstrate their response to what they are learning. The teacher may choose one area in the classroom as a site to display student responses. Similarly, schools may also encourage this exposure by having a display in the main halls of the building.

Contact information is provided on the inside cover of the resource kit in the event teachers have questions or requests.

## 2 Overview of the Support Document

The following learning experiences are grouped according to overall curricular areas to facilitate integration into the daily planning and activities in the classroom. In the resource kit provided to teachers, a section is designated for each of the subject areas, as well as necessary materials to facilitate the activities.

A detailed explanation is included for each learning experience, providing links to curricular areas. Many of the activities will extend beyond one session. Ideally, the activities are built into the daily routines of the class and are not meant to be one time occurrences.

### 2.1 Music

The CD “French Folk Songs Children Love” and the supporting booklet are provided. The lyrics are in French, but include directions and activities in English. A translation for each of the selected songs is included. The *Musicplay* program for Grade one (currently in schools) also has four French songs with activities that teachers may share.

### 2.2 Physical Education

Step Lively 2 provides direction for leading two traditional French dances: *La Bastringue* and *Les Saluts*. The music is in French, but the explanatory text is in English. An additional dance has been designed to accompany *Frère Jacques*, a well known French round. The explanation for these three dances is provided in the supporting documents. A demonstration video of these dances is provided on the teacher portal site.

### 2.3 You and Your World: Cultural Awareness

- Flag Activity: Children explore the Francophone flags for each of the provinces across Canada. After discussing qualities of each flag, children design their own classroom flag.
- Interest Centre: The teacher places items in an area that can be easily accessed by students. Photos from the Acadian Cultural Village and King’s Landing are present for children to draw similarities between cultures. A map of New Brunswick highlights areas where French language is predominantly spoken and identifies cultural landmarks for both Francophone and Anglophone cultural landmarks.
- Community Partners: A letter is provided that invites parents/guardians to suggest individuals of French heritage to visit the school. Similarly, community schools coordinators will work to identify guest speakers and resources regarding French culture.

## Learning Experiences to Introduce French Language and Culture - Grade One

- Some New Brunswick Anglophone schools have a French monitor present in their building. These individuals are Francophone and offer a viable opportunity to enhance the awareness of language and culture. These individuals may offer to do a read aloud in French and discuss their experiences and customs.

### **2.4 English Language Arts: Language Awareness**

There are several opportunities to integrate English Language Arts outcomes in the activities provided.

- Buddy Readers: Weekly pairing of Grade one students with French immersion or Intensive French students provide a consistent opportunity for the younger student to hear French language from their peers. The older students may read a simple French text to the grade one students as outlined in the Read-to-Me activity included in the resource kit.
- Introducing French poems to students as a shared reading opportunity: Simple poems with an accompanying CD are provided and once introduced by the teacher, may be posted in the classroom and added to the student listening centre.
- Introducing French children's books: A series of books with audio support will offer students the opportunity to hear the French language as they follow along in the text. The text is clearly supported through vivid illustrations on each page. A guideline is included for how teachers may introduce each text before it becomes part of the student listening centre.
- Dialogue NB has agreed to pilot their pen pal program for Grade one students. English classes will be paired with French classes to establish connections and cultural exchanges. An application for joining the program is included in the resource kit.

### **2.5 Technology**

Students from Grade one English classrooms may be twinned with Francophone Grade one classes to exchange simple videos through Bridgit software. A description of the initial activity: *C'est Ma Classe /This Is My Class* is included in this document. Classes interested in this exchange will find contact information in this section. The portal has an embedded link for uploading these videos so that other school may have access to these as well.

### **2.6 Enrichment**

Teachers may lead further study in French culture through an investigation of language, customs, traditional food, etc. Suggested activities are outlined and a Powerpoint presentation explaining the process is available on the portal site.



## **2.7 Resources Directory**

Suggested websites are listed, including interactive educational sites, virtual experiences of cultural landmarks and related organizations. Of particular interest to teachers is a highly recommended daily children's program in French. Mini TFO (<http://www.tfo.org/jeux/mini/>) is an engaging and interactive program with French language supported through props and gestures.

### 3 Activities

#### 3.1 Traditional French Music

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
French Culture through Music: <i>Fais Dodo</i>	Homeroom/Music Teacher

#### **Curriculum Outcome(s):** Music

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Students will be expected to

- explore expressing thoughts, experiences, and feelings through music
- explore and respond to music of the French culture while singing with others
- use music and role-play to interpret their world
- demonstrate an awareness of rhythmic/melodic concepts and patterns in music.

#### **Cross-Curricular link(s):** You and Your World

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Students will be expected to

- demonstrate an understanding of the similarity and diversity of social and cultural groups

#### **Suggested Activity:** Teach song “*Fais dodo*”

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Explain that this song is a “lullaby” – a song to put a baby to sleep. Ask what kind of lullabies that they know. Are they mostly in English? Draw attention to the fact that other languages/cultures have lullabies of their own.

#### **Procedure:**

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If teachers are not confident singing in French, they may use the CD to teach the song, following this process:

- Play the song and listen to a complete verse.
- Return to the beginning of the song.
- Play one short phrase and pause the CD.

## Learning Experiences to Introduce French Language and Culture - Grade One

- Have children sing that part back.
- Complete each phrase until the end of the song.
- Return to the beginning of the song.
- Play a longer section of the song and have the children sing back each part.
- Return to the beginning of the song.
- Play the entire song and have the children sing it back to you

When the children know the song, try singing it softly and then loudly. Ask the students which way is the most appropriate? Why? Ask: “Should the song be sung fast or slow? Why?” If teachers have stuffed toys in their classroom, they could give one to each child to “rock to sleep” as they sing or children may bring a stuffed toy from home.

This song is in  $\frac{3}{4}$  time – there are 3 beats in each measure. Help children to feel the three beats in the measure by adding a pat, clap, snap. Ask: “How are the beats grouped?”

### **Source Material(s):**

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- “*French Folk Songs Children Love*” Pg. 5, CD Track # 7
- CD player

<b>French Language and Culture Exposure Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Culture Through Music: <i>Vive la Compagnie</i>	Homeroom/Music Teacher

**Curriculum Outcome(s): Music**

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Students are expected to

- sing alone and with others
- understand musical concepts including: echo singing, high-low, melodic contour, rhythms, and music from other cultures
- combine music and movement in their music making
- explore and respond to music of various cultures (e.g., French)
- will use music and role play to interpret their world as they explore cultural influences of music

**Cross-Curricular link(s): You and Your World**

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Students are expected to

demonstrate an understanding of the similarity and diversity of social and cultural groups.

**Suggested Activity:** Teach the song "*Vive la Compagnie*"

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"*Vive la Compagnie*" is a traditional French song, but the words have been altered slightly, in this arrangement, to teach students the parts of the body.

**Procedure:**

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If teachers are not confident singing in French, they may use the CD to teach the song, following this process:

- Play the song and listen to a complete verse
- Return to the beginning of the song
- Play one short phrase and pause the CD
- Have children sing that part back
- Complete each phrase until the end of the song.
- Return to the beginning of the song

## Learning Experiences to Introduce French Language and Culture - Grade One

- Play a longer section of the song and have the children sing back each part.
- Return to the beginning of the song
- Play the entire song and have the children sing it back to you

Add actions to the song to show the various parts of the body and to perform the actions indicated in the words to the song.

During the chorus, ask the students to create a dance. They could put their left heel out and back, then the right heel out and back – or-, get as they are able to perform.

### **Source Material(s):**

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- "Vive le Compagnie" is found in *French Folk Songs Children Love* , Pg. 12, track #25
- CD player

### 3.2 Traditional French Dance

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Culture Through Dance: <i>La Bastringue</i>	Homeroom/Physical Education Teacher

#### **Curriculum Outcomes:** Physical Education

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Students will be expected to...

- follow directions
- move through personal and general space, changing direction and maintaining control
- cooperatively link movement and rhythmical patterns

#### **Cross-Curricular Links:** Music

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Students will be expected to

- combine movement in music making
- explore cultural influences in music of their community
- keep a steady beat
- recognize patterning (following directions to the dance)

#### **Suggested Activity:** Teach the dance for *La Bastringue*

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Students will be able to explore traditional French Canadian Fiddle Music through movement and learning dances which expose them to simple vocabulary in French. *La Bastringue* is a favourite French Canadian folk dance popular in Quebec and the Maritimes.

#### **Procedure:**

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All of the actions should be practiced individually without the music so children will achieve success when the music is introduced.

## Learning Experiences to Introduce French Language and Culture - Grade One

Students should stand next to a buddy or partner. Most of the dance is done individually until instruction #5. Steps #5 to #7 should be done with a partner. The directions for the dance are on the next page, followed by the teaching process.

<b>Dance Movement:</b>	<b>Teacher Cue:</b>
1. Snap fingers 8 times.	Count in French – un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8)
2. Walk forward three steps, raise your knee and clap on the fourth beat giving a loud hoot or whoo. (1,2,3, up). Then walk back three steps; on the fourth beat do a small jump with a hand clap. Example - “Step, two, three, clap / Back, two, three, clap” Repeat.	un (1), deux (2), trois (3), whoo un (1), deux (2), trois (3), whoo
3. Clap hands 8 times, stomp 8 times.	
4. Circle on own 8 steps. Change direction and circle the opposite direction 8 steps.	un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8)
5. Face your buddy and dos si dos (8 beats). Students walk forward 4 steps, pass by their partner and then reverse 4 steps. Arms are folded in front chest high.	un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8)
6. Swing your partner (8 beats). Hook right elbows and walk around each other for 8 beats.	un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8)
7. Promenade 16 steps (16 beats) Partners can shake hands with right hand and then with the left, turn sideways and walk forward for 16 or 32 beats.	un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8), neuf (9), dix (10), onze (11), douze (12), treize (13), quatorze (14), quinze (15), seize (16)
8. Repeat the song.	

### **Process:**

- Students should find a good self space next to a buddy or assigned partner
- Teach Step One and Two (‘Tap eight times’, and ‘Step, two, three clap / Back, two, three, clap’) of the dance first – without music. Repeat the sequence until all students can perform this part of the dance smoothly
- Teach Step Three and Four (‘Walk eight times in one direction,’ ‘Walk eight times in the other direction’ – it does not matter in which direction one starts – left or right). When students demonstrate their understanding of this part of the dance, go back to the beginning and see if they can perform Steps One to Four of this dance – don’t forget to repeat Step One and Two before going into the ‘circle’ steps.
- Teach Steps Five and Six together. Explain and model ‘dos si dos’ – or ‘back to back’
- Two students need to face each other as partners, approximately 1 metre apart.
- Each student folds their arms in front the their own body with their arms layered one on top of the other with hands out flat.



## Learning Experiences to Introduce French Language and Culture - Grade One

- Then each student walks toward their partner and goes around them to their left until they are ‘back to back.’
- Next, they will go around their partner backwards to the right until they are facing each other again.
- Then each partner walks backwards to return to their starting place – facing their partner again.
- This entire step will take eight beats (or should be completed within eight even steps).
- When teaching Step Six, again model how to ‘swing your partner.’
- Partners hook each others’ right arms together and turn in a clockwise circle for eight beats (usually making a complete circle twice during the eight beats).
- To teach the ‘promenade’ step, students will need to use the same partner.
- To set up or the ‘promenade’ students face each other and shake hands – right hand to right hand, left hand to left hand – and then they hold their hands together and walk forwards – shoulder to shoulder – for 16 steps.
- Review the song by practicing all of the steps, giving verbal cues. When students can follow the verbal cues by the teacher, add the music and perform the dance.

### **Source Material(s):**

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- Step Lively 2 by Marian Rose, track #7 – “La Bastringue”
- CD Player
- A video demonstrating this dance may be found on the portal site
- Music for “La Bastringue” also can be found on YouTube  
<http://www.youtube.com/watch?v=0AMuq46gEwU>

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French culture through dance: <i>Les Saluts</i>	Classroom Teacher

**Curriculum Outcomes:** Physical Education

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Students will be expected to

- . demonstrate space and body awareness
- . move through personal and general space, changing direction and maintaining control
- . perform locomotor and non locomotor skills with a change in speed
- . create simple movement sequences
- . cooperatively link movement and rhythmical patterns
- . follow directions and share space

**Cross-Curricular link(s):** Music

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Students will be expected to

- . create movement during music making
- . explore cultural influence in music of their community
- . internalize language
- . keep a steady beat
- . recognize patterning (following directions to the dance)

**Suggested Activity:** Teach the dance for Les Saluts

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Explore a French Canadian folk dance that originated from Isle d’Orleans near Quebec city. The word “salut” means to bow or greet

**Procedure:** Students need to find a good self space.

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- Students will touch their head 8 times saying: “la tete” (head) with each touch (8 beats)
- Students will touch their eyes 8 times saying “les yeux” (eyes) with each touch (8 beats)

## Learning Experiences to Introduce French Language and Culture - Grade One

- Students will touch their mouth 8 times saying “la bouche” (mouth) with each touch (8 beats)
- Students will touch their legs 8 times saying “les jambes” (legs) with each touch (8 beats)
- The music then slows down and the students take 3 steps, saying “un, deux, trois, salut”. On the word “salut” they will bow or acknowledge another student. They repeat this 3 more times always trying to “salut” someone different each time.
- Repeat from the top.

### **Source Material(s):**

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- “Step Lively” Canadian Dance Favourites , track 8, pg. 22 collected and arranged by Marian Rose
- CD Player
- Demonstration video on Portal site

**French Language and Culture Activities: Grade One**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Culture Through Dance: <i>Frère Jacques</i>	Classroom Teacher

**Curriculum Outcomes:** Physical Education

---

Students will be expected to

- follow directions
- share space with others
- move through general space, changing direction and maintaining control
- plan and perform simple movement sequences

**Cross-Curricular Links:** Music

---

Students will be expected to

- create movement during music making
- echo sing
- internalize language
- sing with others to practice pitch production
- respond to music through movement to simple melodies with emphasis on rhythm

**Suggested Activity:** Teach *Frère Jacques* through a simple dance

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Students will be able to explore a traditional French folk song through movement using patterning and creativity.

**Procedure:**

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This activity focuses on rhythm syllables and moving to traditional French folk music.

Teachers could begin by teaching students the following actions to perform this folk song. When students are comfortable with the pattern (walking, clapping, patting, and stamping) they could create their own movement for the song.

<b>Words</b>	<b>Movement</b>
1. <i>Frère Jacques</i> <i>Frère Jacques</i>	Walk forward four steps Walk back four steps
2. <i>Dormez-vous?</i> <i>Dormez-vous?</i>	Clap Clap Clap Clap Clap Clap
3. <i>Sonnez les matines</i> <i>Sonnez les matines</i>	Pat-Pat-Pat-Pat-Pat-Pat Pat-Pat-Pat-Pat-Pat-Pat
4. <i>Ding, din, don</i> <i>Ding, din, don</i>	Stamp, Stamp, Stamp Stamp, Stamp, Stamp

**Process:**

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- Students will need to stand to do this activity.
- Allow students to listen to the song first on the CD (this should be repeated more than once – students should be encouraged to sing along with the song).
- Reinforce the rhythm syllables by teaching the following movement to the song: begin with Step One - *Frère Jacques, Frère Jacques* and walk up four steps / then back four steps.
- Teach Step Two by clapping the rhythm syllables to the words *Dormez-vous, Dormez-vous*.
- Teach Step Three by patting the rhythm syllables to the words *Sonnez les matines, Sonnez les matines*.
- Teach Step Four by stamping the rhythm syllables to the words *Ding, din, don Ding, din, don*.
- Repeat the song on the CD and perform as a class.

**Source Material(s):**

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- French Folk Songs Children Love – Compiled by Kim Kun, Track # 13, pg. 22
- CD Player
- Demonstration video on Portal site

### 3.3 *You and Your World: Cultural Awareness*

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
You and Your World: Create a class flag	Homeroom Teacher

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**Curriculum Outcome(s):** You and Your World

Students will be expected to

- demonstrate an understanding of the similarity and diversity of social and cultural groups.

**Cross-Curricular link(s):** Art

Students will be expected to

- meet visual awareness criteria by recognizing that illustrations hold meaning and are intended to work together with print to tell a story.

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**Suggested Activity:** Create a class flag

Children explore the symbols on Francophone flags of Canadian provinces and design their own flag. The flags should be posted in a prominent location in the classroom. The aim of this lesson is to convey to students that one similarity between people is that they use symbols to represent themselves or groups to which they belong.

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**Procedure:**

- Review the definition and characteristics of groups.
- Explain that people join together to form groups and that within groups there are certain characteristics that bring these people together (locally, nationally and globally). Introduce the idea that flags are used to represent groups. Discuss common examples (e.g. sporting team flag; Girl Guide/Scouting flag; NB provincial flag etc.).

## Learning Experiences to Introduce French Language and Culture - Grade One

- Students will be interested to learn that each provincial and territorial French cultural group has its own flag.
- Display flags on SMARTBoard (as shown below) or using an LCD projector and discuss the meaning behind the symbols used on each flag.
- Explain to students that their task is to design a flag to represent their class – to reflect the characteristics that they share in common as classmates and what makes their class unique.

Below are the flags as well as related background information, as provided by Heritage Canada:

There are two official languages in Canada — French and English — with French being the mother tongue of 6.7 million Canadians (2006 census). This large Francophone community is an integral part of Canada's identity and contributes to its unique character.

The majority of Francophones live in **Quebec** [which has its own provincial flag], but almost one million are found in Canada's other provinces and territories.

**...Over the years, the Francophone communities of Canada have adopted flags and emblems as symbols of their pride and vitality.**

The Acadian national flag was adopted at the second national convention of Acadians held in Miscouche, Prince Edward Island, in 1884. It is the symbol of Acadians from **Nova Scotia, New Brunswick and Prince Edward Island**. The flag is based on the national flag of France and the star represents Our Lady of the Assumption — patron saint of Acadians.



3.3.1.1.1.1

Acadian (1884)

The green and white of the flag of the **Ontario** French-speaking community represent the diversity of Ontario's climate (green symbolizes summer, and white represents winter). The fleur-de-lis evokes the French speaking community worldwide whereas the trillium is the official floral emblem of Ontario. This flag was adopted as the emblem of the Ontario French speaking community by an Act of the Legislature of Ontario in 2001.



3.3.1.1.1.2

Franco-Ontarian  
(1975)

The flag of the Fransaskois uses the colors of **Saskatchewan**. Yellow symbolizes the wheat fields, green the pine forests, and red — the color of the heart — represents the province's Francophones. The cross is a solemn testimony to the missionaries who founded most of the Francophone settlements in Saskatchewan, while the fleur-de-lis is a symbol of the worldwide Francophone community.



3.3.1.1.1.3

Fransaskois  
(1979)

The Franco-Manitoban flag is adorned with a red band representing the Red River and a yellow one representing **Manitoba's** wheat. The deep green roots turn into a leafy plant that is also a stylized "F" signifying Francophone.



3.3.1.1.1.4

Franco-  
Manitoban  
(1980)



The Franco-Columbian flag features the dogwood, the floral emblem of **British Columbia**. The blue lines evoke images of the sea, while the raised lines represent the Rocky Mountains. The fleur-de-lis symbolizes the Francophone community; one of the petals is pointing toward the sun, represented by the yellow disc.



3.3.1.1.1.5 Franco-Columbian (1982)

The Franco-Albertan flag is blue, white and red. The fleur-de-lis symbolizes French culture; the stylized wild rose and the blue, **Alberta**; the white, the worldwide Francophone community. The blue and white bands represent the waterways and routes used by the explorers and early settlers.



3.3.1.1.1.6 Franco-Albertan (1982)

The blue in the flag of the Francophone community in **Yukon** symbolizes the worldwide Francophone community; the gold evokes the 1898 Gold Rush; and the white symbolizes the snow that covers the Yukon landscape for a good part of the year.



3.3.1.1.1.7 Francophone community in Yukon (1985)

The blue, white and red of the flag of

**Newfoundland and Labrador's**

Francophone community represent the community's French origins. The two yellow sails, the color of Acadia, signify the arrival of their common ancestors. The upper sail is decorated with a tamarack branch, the emblem of Labrador, and the large sail has a pitcher plant, the official floral emblem of the province.



3.3.1.1.1.8 Francophone community in Newfoundland and Labrador (1986)

The flag of the Francophone community in the **Northwest Territories** depicts a curved base with a bear. White symbolizes the snow and blue

the Francophone community the world over. The curve represents the Territories' location above the 60th parallel, close to the North Pole. The polar bear, a symbol of freedom and nature in the spacious North, is looking at the snowflake and the fleur-de-lis, which represent the Francophone community in the North.



3.3.1.1.1.9 Francophone community in the Northwest Territories (1992)

In the Franco-**Nunavut** flag, the blue represents the Arctic sky, and the white represents snow.

The central shape evokes an igloo and contains an inuksuk (a stone structure), symbolizing the human footprint in this vast territory. At the base of the inuksuk is a dandelion, which reflects

Canada's and Nunavut's Francophone community: tenacious and enduring, it stands strong and adapts to its environment,



3.3.1.1.1.10 Association des francophones du Nunavut (1981)

embellishing it with color (*Ceremonial and Canadian symbols promotion*, 2008, section: Canada and the Canadian Francophonie).

**Source Material(s):**

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[http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6_e.cfm)  
(Heritage Canada site containing flags and related information)

## French Language Exposure Activities: Grade One

Focus Area(s)	Suggested Facilitator(s)
You and Your World:  Create a class interest centre	Homeroom teacher

### Curriculum Outcome(s): You and Your World

Students will be expected to

- demonstrate an understanding of the similarity and diversity of social and cultural groups
- demonstrate an understanding that the way people live in their community evolves over time

### Cross-Curricular link(s): English Language Arts

---

Students will be expected to

- regard reading/viewing as sources of interest, enjoyment, and information

### Suggested Activity: Create a Class Interest Centre

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- Create a French “interest centre” in the classroom available for students to examine (whether as part of a lesson or in their free time [before, after class; at lunch]).
- Ensure that the materials located in the centre illustrate how Francophone communities in New Brunswick are similar, and yet unique, compared with Anglophone communities. The focus is on similarities however differences may be apparent. Sample materials include:
  - A computer displaying the website [http://www.virtualmuseum.ca/Exhibitions/Acadie/index\\_e.html](http://www.virtualmuseum.ca/Exhibitions/Acadie/index_e.html) “Acadia – Lifestyle in the days of our ancestors!” This site portrays the lives of Acadians between 1770 and 1939.
- A map of New Brunswick, with pushpins identifying predominantly Francophone areas in the province (Acadian Peninsula, Northern New Brunswick).
- Photos of “Kings Landing” should be located around the computer to allow students to compare the images they are seeing (enabling them to view the similarities between

Learning Experiences to Introduce French Language and Culture - Grade One

these historic villages). Location of each of these cultural villages could also be identified on the map.

Photos below are taken from the Kings Landing Historical Settlement website:  
<http://www.kingslanding.nb.ca/english/index.htm>





As a class determine what other types of items should be added to the centre. Some possibilities include the songs and poems on audio, and the French storybooks after they have been introduced by the teacher.

Teachers may also want to consider related activities such as a lesson involving students in the creation of a brochure to highlight their community (as the historic communities are highlighted on the virtual website [Acadian] and in the photos [King's Landing]).

### **Procedure:**

---

The teacher discusses with the class each of the items in the interest centre and elicits suggestions to how Anglophone culture is similar to Francophone (similarities between King's Landing and the Acadian Village, children read storybooks and have their own favourite poems and songs). How has life for Acadians changed since what has been depicted at the Acadian village? How has life changed since King's Landing? After the initial introduction, the area remains on display for children to visit during break times or when deemed appropriate by the teacher.

### **Source Material(s):**

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- Two websites are listed within the section entitled: Suggested Activity.
- A New Brunswick map is included to highlight French cultural sites and areas where French is predominantly spoken.
- If there are French visitors or guest speakers to your class, their pictures and materials should be included in the centre.

<b>French Language and Culture Activities: Grade One</b>
--

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Culture: Who Speaks French at my school?	Classroom Teacher

**Curriculum Outcomes:** You and Your World

---

Students will be expected to

- demonstrate an understanding of the similarity and diversity of social and cultural groups

**Cross-Curricular Links:** Math

---

Students will be expected to

- count in a variety of ways.
- compare the size of sets in many different contexts.

**Suggested Activity:** Find out who speaks French at home in the school

---

Students will examine the number of students in their school who have French language spoken in their homes.

**Procedure:**

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- Model in your homeroom class by asking students the following question: Who speaks French at home or has a family member who speaks French at home?
- Ask students to count how many students put their hand up. Write down each of the names of the students and take a digital picture of each student.
- Visit other classes and count how many students in each class speak French. Take their pictures.
- Create a spot in the school for a display, titled: “Guess who speaks French at home?”

## Learning Experiences to Introduce French Language and Culture - Grade One

- Ask students the following questions:

Which classes had the most students who spoke French at home?

Which classes had the least students who spoke French at home?

What do you think of this information? Any surprises?

Teachers help students to create a display with pictures of the students who speak French at home. The idea is to demonstrate to students that French language is used where they live as well as other areas of the province.

### **Source Material(s):**

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- Digital camera
- Bulletin board display paper



### 3.4 English Language Arts: Language Awareness

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts through Reading Buddies	Homeroom & IF teacher or FI teacher

**Curriculum Outcome(s):** English Language Arts

Students will be expected to

- make personal connections to texts and share their responses in a variety of ways
- express opinions and give simple explanations for some of their opinions (I like ...because)
- develop an understanding and respect for diversity

**Cross-Curricular link(s):** Personal Development (Guidance)

---

Students will be expected to

- utilize effective listening skills
- communicate personal feelings and thoughts

**Suggested Activity:** Reading Buddies

---

Once a week, older students in Intensive French or French Immersion class will practice reading a French book to a grade one English student.

**Please note:** IF or FI teachers should model for the older students how to do a read aloud with younger readers prior to this activity.

**Procedure:**

---

- Older students should prepare appropriate questions ahead of time to solicit an opinion from the young listener (e.g., Did you like the book? What did you like about the book? Did you like the pictures?)
- As a follow-up to this activity, the homeroom teacher could ask students to do a treasure hunt in the library to find books by the same Francophone illustrator.

## Learning Experiences to Introduce French Language and Culture - Grade One

- Students may discover that the illustrators of the books they listened to may illustrate English books as well.

Explain to students that sometimes books are translated so that people can read them in French or English.

Once a book has been read aloud, it may be placed in the listening centre for students to enjoy. If a book is not available on CD, the IF or FI teacher may wish to do a project with their students that would require them to record short stories for younger students to listen to while in the Listening Centre.

### **Source Material(s):**

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The following books are available in the teachers' resource kit:

*En route papillon!*  
*Casimir le maladroit*  
*Tchou! tchou! tchou!*  
*Hourra! Tout un plat!*  
*Qui a peur?*

Other suitable books may be found in the school or public library, or in IF and immersion classrooms. Simple, engaging stories, supported with rich illustrations are recommended for reading buddies.

On-line access to New Brunswick libraries: <http://www.gnb.ca/0003/index-e.asp>

<b>French Language and Culture Activities: Grade One</b>
--

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

---

Students will be expected to

- respond to a variety of oral presentations and other texts
- use intonation, facial expressions, and gestures to communicate ideas and feelings

**Cross-Curricular link(s):** Music

---

Students will be expected to

- demonstrate an awareness of rhythmic/melodic concepts and patterns.

**Suggested Activity:** Shared Reading of Poem: Bateau Ciseau

---

Students will be introduced to a simple children's poem with accompanying audio support. The translation is:

Boat,  
scissors,  
the river, the river,  
boat,  
scissors,  
the river and canoe

**Procedure:**

---

- Students are directed to listen carefully to what they are going to hear.
- Play the audio of the poem.  
Ask: What did you notice? What were you thinking? They may notice that words in the poem rhyme. Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)
- Post the enlarged version of the poem and now point out the words as it is read on the audio. Are there any words that sound familiar? (riviere?). On further readings, invite students to make a wave motion when they hear the word "riviere."

## Learning Experiences to Introduce French Language and Culture - Grade One

Once the poem has been read aloud, it may be placed in the listening centre for students to enjoy.

### **Source Material(s):**

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- *100 Comptines* by Henriette Major, pg. 16
- CD Player

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

Students will be expected to

- respond to a variety of oral presentations and other texts
- use intonation, facial expressions, and gestures to communicate ideas and feelings.

**Cross-Curricular link(s):** Music

---

Students will be expected to

- demonstrate an awareness of rhythmic/melodic concepts and patterns.

**Suggested Activity:** Shared Reading of Poem: Un et un, deux

---

Students will be introduced to a simple children's poem with accompanying audio support. The translation is:

One and one, two  
A rabbit without a tail  
Two and two, four,  
A rabbit without legs

**Procedure:**

---

- Students are directed to listen carefully to what they are going to hear.
- Play the audio of the poem.  
Ask: What did you notice? What were you thinking? They may notice that words in the poem rhyme. Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)
- Post the enlarged version of the poem and now point out the words as it is read on the audio. Are there any words that sound familiar? (French numbers?). On further readings, have students use their fingers on both hands to hold up “one and one is two” and “two and two is four.”

## Learning Experiences to Introduce French Language and Culture - Grade One

Once the poem has been read aloud, it may be placed in the listening centre for students to enjoy.

### **Source Material(s):**

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- *100 Comptines* by Henriette Major, pg. 36
- CD Player

<b>French Language and Culture Activities: Grade One</b>
--

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

Students will be expected to

- respond to a variety of oral presentations and other texts
- make inferences by drawing on their own experiences and clues in the text

**Cross-Curricular link(s):** Music

---

Students will be expected to

- demonstrate an awareness of rhythmic/melodic concepts and patterns.

**Suggested Activity:** Shared Reading of Poem: Un escargot dans mon chapeau

---

Students will be introduced to a simple children's poem with accompanying audio support. The translation is:

A snail  
in my hat  
A ladybug on a ladder  
A spider in my basket

**Procedure:**

---

- Students are directed to listen carefully to what they are going to hear.
- Play the audio of the poem.  
Ask: What did you notice? What were you thinking? They may notice that words in the poem rhyme. Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)
- Have they heard of the word escargot? Has anyone eaten a snail before? Direct them to look at the picture in the book, if the "escargot" is in the "chapeau," can they guess what chapeau means? Explain to the class that just as they use pictures to help them read new words in English, French books also may have clues in the pictures as well.
- Post the enlarged version of the poem and now point out the words as it is read on the audio. On further readings, have students clap the syllables of the words as the poem is read. Do they notice the number of claps is the same for each sentence? (i.e. "Un escargot dans mon chapeau" has the same number of syllables as "Une coccinelle sur une échelle.")

## Learning Experiences to Introduce French Language and Culture - Grade One

Once the poem been read aloud, it may be placed in the listening centre for students to enjoy.

### **Source Material(s):**

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- *100 Comptines* by Henriette Major, pg. 40
- CD Player



**French Language and Culture Activities: Grade One**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Simple Children's Books: En route, papillions!	Classroom Teacher

**Curriculum Outcomes:** English Language Arts

Students will be expected to

- express opinions and give simple explanations for some of their opinions (I like ... because)
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- regard reading and viewing as sources of interest, enjoyment and information

**Cross-Curricular Links:** Math

Students will be expected to

- count in a variety of ways.

**Suggested Activity #1:** Book Walk followed by group listening activity

En route, papillons (Let's Go Butterflies) by Bertrand Gauthier

**Procedure:**

**NOTE: This will be the book used to introduce French children's books. Follow this model when introducing other French books provided. Read the following translation before introducing to students.**

**English Translation:**

Book: En route, papillons! Let's go, butterflies! par Bertrand Gauthier, Illustrations: Marie-Claude Favreau

Page 3: Maia plays on the beach.

Page 4: A butterfly lands on Maia.

Page 5: Another butterfly lands on Maia.

Page 6: Maia flies with the butterflies.

Page 7: Maia flies over the forest.

Page 8: Maia flies over the town.

Page 9: Maia flies over the mountain.

Page 10: Maia flies over the sea.

Page 11: Maia is a butterfly.

Page 12: Maia is a shooting star.

Page 13: Maia flies around the world.

Page 14: Maia returns to the beach.

Page 15: Maia runs to her dad.

Page 16: "Daddy, Daddy! The world is round, like my ball."

- Present the book to students in the same way you would an English story by doing a book walk.
- Draw students' attention to the cover of the book and explain that books in English and French are similar.
- Ask where do they think the title of the book may be? How did they know?
- Point out the location of the names of the author and the illustrator. Were they able to figure out what those words represented? Explain that authors and illustrators sometimes write in more than one language.
- Allow time for students to point out what they like about the cover of the book being presented. What is the character doing? (i.e., flying) Did you ever dream that you could fly? Where would you go if you could fly?
- Explain that the book being presented to them is written in French. Show students the title of the book and ask them to count the number of words in the title. Ask students if the title is laid out in the same way as a title tends to be in English books. Explain to

the students that they will listen to how the title, author and illustrator sound in the French language. **Press play on the first part of the CD where the title, author and illustrator are read.** Replay if they would like to hear it again.

- Draw students' attention to the picture on the introductory page. Explain to students that sometimes, in French (as well as English), this page is repeated in the book and they may want to look closely to find it within the book while they listen to the story. Tell students that once they find the picture that is in the introductory page, they can stop at that page and make a wish. This will focus students' attention to the pictures in the book.
- Point out the word papillons (pap-ee-yon) and how the author has put a symbol for this throughout the book. Ask them to make their arms look like a butterfly flapping every time they hear the word papillons in the story.
- As you would with an English text, collectively describe the illustrations and elicit the story the pictures tell. Point out the character's name (Maia). Ask a child to point it out in the text. Some children may know a child named Maia.
- Show the students that the book they are using has a flap at the back of the book with a list of French words. **Play the next part of the audio which reads the key words on the back foldout of the book.** Explain to students that these words are underlined in the book. Invite students to find these French words in the book. (Note: the words are listed in the order they appear in the book).
- **Play the audio version of the book.** There will be a reminder when it is time to turn the page. Listen to the story while turning the pages. Once students have heard the audio version of the book, ask what they noticed about the voice. Take note if they were looking at the illustrations as they listened. Did they remember to flap their arms like a butterfly when they heard *papillons*?
- Now invite a student to come up and help turn the pages for the second listening. If children are still engaged, invite other volunteer(s) to come up and turn the pages. Children may also be in charge of starting and stopping the audio CD.
- The book may be re-visited the next day, or soon after to reinforce the introductory lesson. Other extension activities may include:
  - Students may create their own illustrated page of where they would go if they could fly. Compile their pages to make a class book.
  - Where would they like Maia to go next? Discuss how they would continue the story if they were the author. This may be a discussion or a shared writing experience.

- Once the activity is completed, the book may be placed in the listening centre for student access.

### **Source Material(s):**

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You may use the five books that are provided in your kit to conduct this activity or any books from the Mini-Rat de bibliothèque collection.

En route papillons!  
Qui a peur?  
Casimir le maladroit  
Tchou! tchou! tchou!  
Hourra! Tout un plat!

Other Translations:

#### **Qui a Peur?**

(Who is afraid?) by Dorothee Roy, Illustrations: Julie Cossette

Page 3: Who is afraid of my dog?

Page 4: The cat is afraid of my dog?

Page 5: Who is afraid of the cat?

Page 6: The mouse is afraid of the cat.

Page 7: Who is afraid of the mouse?

Page 8: The elephant is afraid of the mouse.

Page 9: Who is afraid of the elephant?

Page 10: The snake is afraid of the elephant.

Page 11: Who is afraid of the snake?

Page 12: The rat is afraid of the snake.

Page 13: Who is afraid of the rat?

Page 14: I am afraid of the rat.

Page 15: Who is afraid of me?

Page 16: My dog is afraid of me.

#### **Casimir le maladroit**

(Clumsy Casimir) by Bernadette Renaud, Illustrations: Diane Blais

Page 3: I'm five years old. Casimir is six.

Page 4: I put on my underwear.

Page 5: I put on my shirt.

Page 6: I put on my pants.

Page 7: I put on my sweater.

Page 8: Casimir isn't getting dressed.

Page 9: Casimir is too clumsy.

Page 10: I put on a sock.

Page 11: I put on the other sock.

Page 12: I put on one shoe.

Page 13: I put on the other shoe.

Page 14: Casimir isn't getting dressed.

Page 15: Casimir is too clumsy.

Page 16: But that's okay. Casimir is my best friend.

### **Hourra! Tout un Plat!**

Harry! A complete dish! by Sophie Morissette, Illustrations: Gabrielle Grimard

Page 3: Daddy prepares spaghetti.

Page 4: Daddy cuts up a carrot.

Page 5: Daddy cuts up a tomato.

Page 6: .My friend rings the doorbell.

Page 7: Daddy invites my friend to eat with us.

Page 8: Daddy adds an onion.

Page 9: Daddy adds celery.

Page 10: My uncle rings the doorbell.

Page 11: Daddy invites my uncle to eat with us.

Page 12: .Daddy adds leeks.

Page 13: Daddy adds a pepper.

Page 14: Mommy arrives home...

Page 15: with her soccer team.

Page 16: Daddy adds lots of tomato sauce.

**Tchou! Tchou! Tchou!**

(Choo!choo!choo!) by Nathalie Bertrand, Illustrations: Pascale Constantin

Page 3: It's the friends' party. Where are the friends going?

Page 4: The pig is in the train.

Page 5: Where is the train going?

Page 6: The rabbit is in a plane.

Page 7: Where is the plane going?

Page 8: The sheep is in the boat.

Page 9: Where is the boat going?

Page 10: The dog is in the truck.

Page 11: Where is the truck going?

Page 12: The cat is in the car.

Page 13: Where is the car?

Page 14: The cow is on the bike.

Page 15: Where is the bike going?

Page 16: The friends are going to Pepe's the ice cream vendors store. Choo! Choo!  
Choo!

**Les chapeaux de madame caron**

(Madame Charon's Hats) by Jan Mader, Illustrations: Gloria Gedeon

Page 2: Madame Charon has a red hat.

Page 4: Madame Charon has a blue hat.

Page 6: Madame Charon has a feathered hat.

Page 8: Madame Charon has a new hat

Page 10: Madame Charon has a funny hat.

Page 12: Madame Charon has a yellow hat.

Page 14: Madame Charon has six hats and...

Page 16: ...a cat.

### 3.5 Technology

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
Knowing Our Neighbour: French culture through technology (BRIDGIT)	Homeroom teacher/technology mentor

**Curriculum Outcome(s):** English Language Arts

---

Students will be expected to

- communicate information and ideas effectively and clearly, and to respond personally and critically.
- sustain one to one conversations and contribute to small- and large-group interactions

**Cross-Curricular link(s):** You and Your World

---

Students will be expected to

- demonstrate an understanding of the similarity and diversity of social and cultural groups

**Suggested Activity:** C'est Ma Classe/This is My Class

---

Five schools from the Anglophone sector and five from the Francophone sector will pilot this activity in January 2009. Students will exchange basic information about their school and community in their first language. Their conversations will be supported with digital photos and student voice overs. This activity will be open to other schools in September, 2009.

**Procedure:**

---

- Teachers will take digital photos of each student and record each saying his/her name in his/her first language: "Hello, my name is..." and "Bonjour, je m'appelle..." This will provide initial introductions of classes to each other.

## Learning Experiences to Introduce French Language and Culture - Grade One

- Students in each class will point out areas of interest in their classroom, (e.g., “This is our read-aloud corner. Our teacher reads books to us here.”) Students will use many visual prompts and props to support the words they are using.
- 
- Collaborating teachers will agree on a meeting time and use Bridgit technology to share their photostories over the internet.
- Digital photostories will be saved and added to the French language interest centre. Teachers may also choose to upload the videos to the portal site for those schools not participating in the project. Note: This will require permission slips from parents/guardians.
- Several exchanges will occur throughout the year. The content of the exchanges will be determined by the partnering schools. Suggested topics may include: “What we like to do at our school,” “Our Trip to King’s Landing,” “Having our Thanksgiving Dinner in the Cafeteria,” etc.

### **Source Material(s):**

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Bridgit Software (free software- please contact your technology mentor)

Webcam

Headphones with microphone



### 3.6 Enrichment

<b>French Language and Culture Activities: Grade One</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
Enrichment	Homeroom teacher/other teachers as available

---

**Curriculum Outcome(s):** Language Arts

Students will be expected to

- interact with sensitivity and respect, considering the situation, audience and purpose
- communicate information and ideas effectively and clearly, and to respond personally and critically
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

---

**Curriculum Outcome(s):** You and Your World

- demonstrate an understanding of the similarity and diversity of social and cultural groups
- demonstrate an understanding that the way people live in their community evolves over time

---

**Curriculum Outcome(s):** Visual Arts

- Describe images that are derived from a variety of sources, e.g. books, photographs, art works
- Demonstrate a willingness to discuss variety of art and formulate personal responses.

---

**Suggested Activity:** Renzulli and Beecher Model: Type I Enrichment

## Learning Experiences to Introduce French Language and Culture - Grade One

Students will explore cultural activities at their interest and ability levels. A wide variety of interesting experiences will immerse them in an overview of French culture.

### **Procedure:**

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- Ask the students what they already know about French Culture and record on a large wall-size web. (Pre-assessment) This will be displayed throughout the project.
- Ask the students what they would like to know about French Culture.
- As a whole class or small groups have students work on French cultural projects in their area of interest.
- The French culture web is updated as new information is collected.
- An information letter is sent to parents requesting resources they may be able to contribute to the project.
- Collected items are added to the interest centre in the classroom.
- A sample activity might include students cooking an Acadian recipe. A model could be built or drawn of a cooking apparatus in the Acadian era. The student writes about the model describes it verbally.
- The students present the end result of their project to their parents or other classmates as a celebration. (Assessment)

### **Source Material(s):**

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Arrange for a series of local guest speakers who are enthusiastic about the topic such as:

Storytellers – a Francophone parent or community member.

Local artists – parents or community members that could help with painting, sculpting, crafts, etc.

Dancers – dance students from local studios or their instructors/ members of the community

Chefs - restaurant owners/employees

Musicians from the community demonstrating French entertainment

French authors in the community or on-line

Athletes – physical education teacher with Francophone background who could help with a sport activity that is popular in the French community.

## 4 Resources Directory

### 4.1 Interactive Educational Websites

#### Recommended:

<http://www.tfo.org/jeux/mini/> Mini TFO

This site offers daily programming, including French sing alongs, stories, and reinforcement for colours, numbers and the alphabet.

#### Other:

<http://www.bbc.co.uk/schools/primaryfrench/> (French Videos for beginners)

<http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html> (Numbers 0-20)

<http://www.kameleo.com/french/PDP-Menu.html> (Images of Paris)

[http://www.literacycenter.net/lessonview\\_fr.htm#](http://www.literacycenter.net/lessonview_fr.htm#) (Numbers 1-10)

<http://www.hello-world.com//French/children/alphabet.php> (Alphabet)

<http://www.hello-world.com/French/learn/color.php> (Colours)

<http://www.hello-world.com//French/learn/clothes.php> (Clothes)

<http://www.hello-world.com//French/song/au-claire.php> (Sing Along)

<http://www.halifaxpubliclibraries.ca/kids/tumblebooks.html> (On-line animated books)

## **4.2 Virtual Experiences:**

<http://www.gnb.ca/0131/heritage-e.asp>

**Wellness, Culture and Sport.** NB government website highlighting two sections: the Heritage Branch and Virtual Exhibitions. Note: The Heritage Branch section contains various links including a bank of downloadable NB images. Within the “Virtual Exhibitions” section, there exists a link: New Brunswick: Our Stories, Our People. This site is searchable and contains links to student projects.

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<http://www.villagehistoriqueacadien.com/main.htm>

**Village Historique Acadien:** This is an information site related to Acadian history which includes a link to a virtual museum: Acadia – Lifestyle in the days of our ancestors. This virtual tour takes students to an historic Acadian village and explores traditions and culture of Acadia past.

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<http://www.sagouine.com/>

**Le Pays de la Sagouine :** An Acadian village based on the stories, music and artifacts of Acadia. Theater productions include a play depicting the Acadian’s return to their homeland (one generation after the Deportation).

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### 4.3 Organizations:

<http://www.dialoguenb.org/>

**Dialogue New Brunswick:** “Dialogue New Brunswick promotes understanding, respect and appreciation between English-speaking and French-Speaking New Brunswickers. [Aims/objectives:]

- New Brunswick’s English-speaking and French-speaking citizens share their needs, aspirations and concerns through the process of dialogue.
- English-speaking and French-speaking New Brunswickers meets, interact and collaborate.
- Linguistic equality is valued and appreciated by both official language communities of New Brunswick (Dialogue NB, 2008, section: Mission & Objectives).

Dialogue NB is an exchange of material (of various types: letters; video; art) between Francophone and Anglophone students from all over New Brunswick. There is an opportunity to arrange a face to face meeting between students with Dialogue NB support, however not all applicants can be accommodated (apply early).

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[http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6_e.cfm)

**Canadian Heritage:** Website containing the flags for Canadian provincial and territorial Francophone communities (as well as symbol/emblem history and explanation). This site refers to the La Francophonie as well (see website below). Lesson connection: FLAG activity (curricular connection to social studies, art and literacy).

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<http://www.international.gc.ca/franco/index.aspx?lang=en>

**Foreign Affairs and International Trade Canada’s website** highlighting Canada’s participation in La Francophonie. Lesson connection: FLAG activity (optional background information for teachers)

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<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009342>

**Historica Canadian Encyclopedia entry on Herménégilde Chiasson**, Lieutenant-governor of NB: poet, playwright, artist and editor.

<http://www.tourismnewbrunswick.ca/PlacesToGo/Regions/AcadianCoastalDrive.aspx>

**Maritime Magnifique! Official Tourism Website of the Province of New Brunswick, Canada.** This webpage highlights the Acadian Coastal Drive.

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<http://www.gnb.ca/0003/index-e.asp>

**The New Brunswick Public Library Service** site offers an on-line search for resources, access to ordering a library card and includes links to activities and upcoming events.

## 5 References

Canadian Parents for French (2004) Provincial and national French second-language education stakeholder consultations, March 26, 2004, Fredericton, New Brunswick, Canada

Hardwerker, W.P. (2002) The construct validity of cultures: Cultural diversity, culture theory, and a method for ethnography, *American Anthropologist*, 104 (1), 106-130

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**6 Appendix A**  
**Community Partners Letter**



Learning Experiences to Introduce French Language and Culture - Grade One

(insert school heading)

(date)

Dear Parents/Guardians:

Recently we have begun a new program to expose children at the Grade One level to French Language and Culture. The program will include French folk songs, traditional French dances, French children's books and guest speakers, to name but a few sources.

We would like to invite the community to support us in this learning. Perhaps you or someone you know is of French heritage and would like to come to our school to lead an activity with students. Some activities may include: reading a simple story in French, sharing or playing favorite French music, or just discussing customs and cultural activities. The possibilities are endless!

If you or your contact is able to help us with this initiative, please complete the form below and return it to the school.

Thanking you in advance,

(teacher's name)

\*\*\*\*\*  
\*\*\*\*\*

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Area of interest you would like to share:

\_\_\_\_\_

Most convenient time you are available:

\_\_\_\_\_

***We look forward to having you join our learning community!***

**7 Appendix B**  
**Dialogue NB**

## Learning Experiences to Introduce French Language and Culture - Grade One

October 16, 2008

Dear Teacher,

Welcome to the *My Friend - Mon ami(e)* program of Dialogue New Brunswick. This year once again, many students will be taking part in this program which fosters a 'rapprochement' between anglophone and francophone students.

Please find enclosed all information and material your class will need to start exchanging letters and for the class project to be completed by next April. This information includes:

- copies of your registration form and the registration form of the class with which you have been twinned
- the calendar of events (please take note of the key dates)
- guidelines for ensuring the success of the program
- an evaluation form to be completed by the teacher and returned to Dialogue New Brunswick
- a compact disc or a report cover with sliding clip (with appropriate envelope)
- two return envelopes each containing 35 sheets for writing letters
- personal information sheets for students

Please note that we propose this year to match girls with girls and boys with boys. In this manner, the first girl on your class list will be matched to the first girl on the class list of your twin class, and so on, and then likewise for the boys.

The theme for the class project in April is *Our School, Our Community*. We encourage you to start planning your electronic slideshow or scrapbook early on in the year and then to monitor its progress.

Teams interested in taking part in an optional activity called *Friends Meeting Friends!* are invited to review the additional information enclosed with this kit and to forward an application form by January 16, 2009. Please note that Dialogue New Brunswick may have to randomly select teams if demand exceeds available funding.

Based on our experience, the success of this project depends greatly on ongoing communication between the teachers of the twinned classes. Please note that it is very important to advise the teacher of your twinned class if you will not be able to keep to any of the deadlines specified for the letters, electronic slideshow or scrapbook to avoid disappointing his or her students.

We hope you have great fun with this program!

Carole Fournier  
Executive Director

Encl.

## **GUIDELINES**

- 1) After your class has been twinned, it is imperative that you complete the entire pen-pal program, including the electronic slide show or scrapbook.
- 2) The calendar of events must be followed.
- 3) Students are to write in their primary language unless both teachers agree otherwise.
- 4) Students will be matched as follows: the first female student on each class list, and so on; and the first male student on each class list, and so on. If one class has more students than the other, then one or more students will be matched to more than one pen pal. Any changes to the matching procedure should be agreed to by both teachers.
- 5) In their first letter, students should focus on introducing themselves to their pen pals. They may complete the general information sheet provided and enclose it with their first letter or simply use it as a guide. Students may also attach their school picture to their first letter (optional).
- 6) In their second letter, students might write about their community or region and include brochures or other information.
- 7) The theme of the electronic slide show is *Our School, Our Community*. Students appearing in the electronic slide show should wear name tags so that their pen pals can recognize them easily. We encourage you to start planning the slide show early on and to monitor its progress.
- 8) If you opt for a scrapbook instead of a slide show, the theme should remain *Our School, Our Community*.
- 9) If your students' letters, electronic slide show or scrapbook cannot be sent by the agreed date, please advise the other teacher as soon as possible to avoid disappointing his or her students.
- 10) If you prefer for your students to correspond by e-mail, you will need to contact the IT services coordinator for your school district to obtain e-mail addresses.
- 11) We encourage you to monitor the letters closely for legibility and use of proper grammar. You should also set guidelines concerning use of inappropriate language or words or expressions that pen pals could find offensive.
- 12) Other suggested activities include exchanging printed information on the students' communities as well as Christmas and Easter cards or Valentines.

**You are the key to the success of this initiative aiming to foster a 'rapprochement' between our official-language communities. Thank you for participating in the My Friend - Mon ami(e) Program!**

## ***Friends Meeting Friends!***

*Friends Meeting Friends!* provides an opportunity for your students to have an educational, motivating, memorable and interactive experience with their *My Friend - Mon ami(e)* pen-pals in the form of an exchange outside of the classroom. Linguistic and cultural activities are presented in English and French in order to promote both official languages.

### **Who can take part?**

All teams (twinned classes) participating in *My Friend - Mon ami(e)* may apply to take part in the *Friends Meeting Friends!* program.

### **Who pays and what does the program include?**

If your team is selected, Dialogue New Brunswick pays to transport you and your class to the activity site. We plan activities appropriate to your grade level, including ice-breakers and team-building activities. We also provide bilingual facilitators who spend the day with your team (your class and your twinned class). These facilitators lead all activities, take you on a tour of an educational site and provide many opportunities for your students to speak and hear their second language.

A light snack is provided in the afternoon.

### **What is not included?**

Dialogue New Brunswick does not provide funding for supply teachers, although some school districts may be able to provide supply teachers upon request. *Friends Meeting Friends!* facilitators are not responsible for disciplining students; teachers are therefore expected to ensure that their students follow the program guidelines. We also ask that all students bring their own lunch.

### **Where does the activity take place?**

Several factors need to be considered when selecting the site for your activity. Dialogue New Brunswick is here to work with your team to find an educational site that is appropriate to your grade level and your class's interests.

### **How do I apply?**

Contact the teacher of your twinned class to find out whether he or she might like to take part in *Friends Meeting Friends!* If you are both interested in participating, then either of you may complete the attached registration form and forward it to us.

### **When should I apply?**

The deadline for submitting registration forms is January 16, 2009. Please note that Dialogue New Brunswick may have to select teams randomly if demand exceeds available funding. We will advise you within the following week whether your team has been selected.

Dialogue New Brunswick is pleased to announce that Irving Oil is a proud sponsor of the *Friends Meeting Friends!* program.

## **8 Appendix C**

### **Teacher Feedback Survey**

## Learning Experiences Survey

To be completed by June 1, 2008

Note: This may be completed on-the portal site at:

<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx>

*In order to collect data regarding teachers' perceptions of these activities, please complete this brief survey in order to inform future planning and revisions.*

### 1. Activity Title: Fais Dodo

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                      2                      3                      4                      5

The materials provided supported the implementation of the activity.

1                      2                      3                      4                      5

Students were engaged by this activity.

1                      2                      3                      4                      5

Other Comments:

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### 2. Activity Title: Vive la Compagnie

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                      2                      3                      4                      5

The materials provided supported the implementation of the activity.

1                      2                      3                      4                      5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**3. Activity Title: Dance: La Bastringue**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**4. Activity Title: Dance: Les Saluts**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.



Learning Experiences to Introduce French Language and Culture - Grade One

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**5. Activity Title: Dance: Frere Jacques**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**6. Activity Title: Create a Class Flag**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

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1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**7. Activity Title: Create a Class Interest Centre**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**8. Activity Title: See Who Speaks French**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

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1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**9. Activity Title: French Reading Buddies**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**10. Activity Title: Introduction to French Poems**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

Learning Experiences to Introduce French Language and Culture - Grade One

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**11. Activity Title: Introduction to French Children’s Books**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**12. Activity Title: Knowing Our Neighbour**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

Learning Experiences to Introduce French Language and Culture - Grade One

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**13. Activity Title: Enrichment**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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**14. Activity Title: French Interactive Websites**

Please indicate on a scale of 1(below expectations) and 5 (exceeds expectations)

The procedure for how to implement this activity is clear.

1                    2                    3                    4                    5

The materials provided supported the implementation of the activity.

Learning Experiences to Introduce French Language and Culture - Grade One

1                    2                    3                    4                    5

Students were engaged by this activity.

1                    2                    3                    4                    5

Other Comments:

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