

ACTI-VIE 2: Au café — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will give an oral presentation of up to five sentences in length, using model provided by the teacher.
- Students will create a poster/placemat, incorporating required elements.
- Students will incorporate the following Grammar, Language Conventions, and Vocabulary into their presentation and decor item:
 - pronoun subjects
 - agreement of definite/indefinite articles with nouns
 - present tense of *être*, *avoir*, and some regular *-er* verbs with a singular pronoun or noun subject
 - questions with rising intonation and with *est-ce que*
 - question words
 - unit vocabulary.

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use visual and verbal cues to understand what they hear, following repetition • use some conventions of oral language to speak in rehearsed contexts • respond briefly to oral texts • give an oral presentation of up to five sentences in length 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation • use all available cues to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • addition of <i>s</i> to form the plural of nouns • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être</i>, <i>avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>interrogative constructions</p> <ul style="list-style-type: none"> • questions with rising intonation and with <i>est-ce que</i> • question words (<i>comment, où, combien, quel/quelle, qu'est-ce que, and qui</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Au café — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will give an oral presentation of ten to fifteen sentences in length.
- Students will incorporate the use of the partitive article (*du, de la, des*) when discussing menu and order.
- Students will use some regular *-ir* and *-er* verbs, and *aller* with singular and plural subjects.
- Students will use several imperative forms of known verbs.
- Students will recognize and incorporate expressions of quantity (e.g., *un verre, un morceau, une boîte, une canette*).
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • read and produce simple, structured responses that convey understanding of written text • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns & pronouns</p> <ul style="list-style-type: none"> • agreement of the partitive article with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of some regular <i>-ir</i> and <i>-re</i> verbs, and <i>faire</i> and <i>aller</i>, with singular and plural pronoun or noun subjects • imperative forms of known verbs <p>adverbs</p> <ul style="list-style-type: none"> • common adverbs and expressions of quantity <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Bienvenue chez nous! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will create and give an oral presentation of up to five sentences in length.
- In their Community Bulletin, students will incorporate the following information:
 - *nom de la ville*
 - *population*
 - *l'adresse de l'école*
 - *magasins (4)*
 - *services (3)*.

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use some conventions of oral language to speak in rehearsed contexts • give an oral presentation of up to five sentences in length • make simple revisions to oral language in form and content, using feedback from the teacher 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • addition of s to form the plural of nouns • agreement of definite articles and indefinite articles with nouns <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Bienvenue chez nous! — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will give an oral presentation of ten to fifteen sentences in length.
- Students will listen to and read classmates' bulletins and respond in oral and written forms to demonstrate comprehension.
- Students will use imperative forms of known verbs, and common adverbs in oral and written presentations.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • respond to oral texts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • read and produce simple, structured responses that convey understanding of written text • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • imperative forms of known verbs <p>adverbs</p> <ul style="list-style-type: none"> • common adverbs and expressions of quantity <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Cric? Crac! Autour du feu de camp — Adaptation of Final Task for Grade 4

Description of Final Task:

- With a partner, students will create and give an oral presentation of up to five sentences in length, using a simplified model provided by the teacher.
- Students will incorporate the following information into their campfire story:
 - 2 *personnages*
 - 1 *scène*
 - *l'intrigue* (1)
 - *bruits* (2)
 - *l'expression* (1).

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use visual and verbal cues to understand what they hear, following repetition • use some conventions of oral language to speak in rehearsed contexts • give an oral presentation of up to five sentences in length • make simple revisions to oral language in form and content, using feedback from the teacher 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>prepositions</p> <ul style="list-style-type: none"> • prepositions of place and to indicate possession <p>interrogative constructions</p> <ul style="list-style-type: none"> • questions with rising intonation and with <i>est-ce que</i> • question words (<i>comment, où, combien, quel/quelle, qu'est-ce que, and qui</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Cric? Crac! Autour du feu de camp — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will create and present a campfire story of a minimum of ten to fifteen sentences in length, using *Terreur au camp!* (SB pp.8-9) as a model.
- Students will read a variety of song lyrics and classmates' campfire stories and respond in both oral and written forms, to demonstrate comprehension.
- Students will use the partitive article with nouns, imperative forms of known verbs, and expressions of quantity when describing their campfire snack.
- Students will incorporate various conjunctions into their campfire story.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • respond to oral texts • give an oral presentation of ten to fifteen sentences in length 	<p>Students will:</p> <ul style="list-style-type: none"> • read at least nine simple passages or stories • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • read and produce simple, structured responses that convey understanding of written text 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • agreement of the partitive article with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of some regular <i>-ir</i> and <i>-re</i> verbs, and <i>faire</i> and <i>aller</i>, with singular and plural pronoun or noun subjects • imperative forms of known verbs <p>conjunctions</p> <ul style="list-style-type: none"> • conjunctions (<i>mais, et, parce que/parce qu'</i>) <p>adverbs</p> <ul style="list-style-type: none"> • common adverbs and expressions of quantity <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Que le spectacle commence! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will give an oral presentation of up to five sentences in length.
- Students will incorporate the following elements in their oral and written work:
 - present tense of *-er* verbs
 - prepositions of place
 - questions with rising intonation and with *est-ce que*
 - unit vocabulary.

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask very simple questions, and ask for repetition to clarify understanding • use some conventions of oral language to speak in rehearsed contexts • give an oral presentation of up to five sentences in length • make simple revisions to oral language in form and content, using feedback from the teacher 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>prepositions</p> <ul style="list-style-type: none"> • prepositions of place and to indicate possession <p>interrogative constructions</p> <ul style="list-style-type: none"> • questions with rising intonation and with <i>est-ce que</i> <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Que le spectacle commence! — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will give an oral presentation of ten to fifteen sentences in length.
- Students will listen to classmates' presentations and read programs and respond in oral and written forms to demonstrate comprehension.
- Students will use the present tense of some regular *-ir* and *-re* verbs with singular and plural subjects.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • read and produce simple, structured responses that convey understanding of written text • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • present tense of some regular <i>-ir</i> and <i>-re</i> verbs, and <i>faire</i> and <i>aller</i>, with singular and plural pronoun or noun subjects • imperative forms of known verbs <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Tous des champions! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will participate in end-of-unit board game.
- Students will be given multiple choice options for the game's questions:
 e.g. *Je fais le 100 mètres.*
Je fais du ski alpin.
Je fais de la gymnastique.
Je fais de la course à pied.
Je fais du surf des neiges.

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • follow basic classroom instructions • ask very simple questions, and ask for repetition to clarify understanding • use visual and verbal cues to understand what they hear, following repetition • use some conventions of oral language to speak in rehearsed contexts • respond briefly to oral texts 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation • read and respond briefly to written materials • use all available cues to determine meaning 		<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>interrogative constructions</p> <ul style="list-style-type: none"> • question words (<i>comment, où, combien, quel/quelle, qu'est-ce que, and qui</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Tous des champions! — Adaptation of Final Task for Grade 6

Description of Final Task:

- In lieu of creating sports banners, students will present a profile of a famous athlete in both oral and written format.
- In their presentations, students will identify: name of athlete, country, sport, location of sport, equipment, and medals won.
- Students will listen to and read classmates' athlete profiles, and respond in oral and written forms to demonstrate comprehension.
- Students will use the present tense of some regular *-ir* and *-re* verbs, and *faire* and expressions with *faire* with singular and plural subjects.
- Students will incorporate possessive adjectives into presentation.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • read at least nine simple passages or stories • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • read and produce simple, structured responses that convey understanding of written text • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • present tense of some regular <i>-ir</i> and <i>-re</i> verbs, and <i>faire</i> and <i>aller</i>, with singular and plural pronoun or noun subjects • expressions with <i>faire</i> <p>adjectives</p> <ul style="list-style-type: none"> • possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Une maison pas comme les autres! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will create an Alien Home (profile and product) and present orally to the class.
- In their profiles, students will:
 - identify the room in the house using *voici* and/or *c'est*.
 - describe the room using the appropriate adjectives making agreement if necessary.

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • follow basic classroom instructions • use visual and verbal cues to understand what they hear, following repetition • use some conventions of oral language to speak in rehearsed contexts • respond briefly to oral texts • give an oral presentation of up to five sentences in length 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation • use all available cues to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>adjectives</p> <ul style="list-style-type: none"> • addition of <i>e</i> to form the feminine of simple, regular adjectives <p>prepositions</p> <ul style="list-style-type: none"> • prepositions of place and to indicate possession <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Une maison pas comme les autres! — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will present their alien home in both oral and written format.
- Students will listen to classmates' presentations and respond orally to demonstrate comprehension.
- Students will use expressions with *faire* to describe an activity occurring in each room.
- Students will incorporate imperative forms of known verbs and possessive adjectives into written text.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • read at least nine simple passages or stories • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • expressions with <i>faire</i> • imperative forms of known verbs <p>adjectives</p> <ul style="list-style-type: none"> • possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Vive l'amitié! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will create and present a friendship cube using a simplified model provided by the teacher.
- On each side of the cube, students will incorporate the following information:
 - Side 1: Bonjour! Mon ami(e) s'appelle _____.
 - Side 2: _____ a les yeux _____ et les cheveux _____.
 - Side 3: _____ porte _____ et _____.
 - Side 4: _____ est _____ (adjective).
 - Side 5: _____ joue _____ (sport).
 - Side 6: _____ aime _____ (colour).

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use some conventions of oral language to speak in rehearsed contexts • give an oral presentation of up to five sentences in length • make simple revisions to oral language in form and content, using feedback from the teacher 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation • use all available cues to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • write responses to very simple questions • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • addition of s to form the plural of nouns • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>adjectives</p> <ul style="list-style-type: none"> • addition of e to form the feminine of simple, regular adjectives <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists • word banks of identical cognates

ACTI-VIE 2: Vive l'amitié! — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will give an oral presentation of ten to fifteen sentences in length.
- Students will listen to classmates' presentations and respond orally to demonstrate comprehension.
- Students will use some expressions with *faire* (e.g., *faire du ski*).
- Students will incorporate the use of possessive adjectives (*son/sa/ses*) and conjunctions (*et*) into written work.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • respond to oral texts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • expressions with <i>faire</i> <p>adjectives</p> <ul style="list-style-type: none"> • possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) <p>conjunctions</p> <ul style="list-style-type: none"> • conjunctions (<i>mais, et, parce que/parce qu'</i>) <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling

ACTI-VIE 2: Voici ma collection! — Adaptation of Final Task for Grade 4

Description of Final Task:

- Students will create and give an oral presentation of up to five sentences in length.
- Students will incorporate the following information into their presentations:
 - *Qu'est-ce que c'est?*
 - Description – *Ils sont jaunes.*
 - *Combien?*
 - *Où?*
 - *Favori?*

The following Grade 4 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • use some conventions of oral language to speak in rehearsed contexts • give an oral presentation of up to five sentences in length • make simple revisions to oral language in form and content, using feedback from the teacher 	<p>Students will:</p> <ul style="list-style-type: none"> • read aloud familiar material, using correct pronunciation and intonation 	<p>Students will:</p> <ul style="list-style-type: none"> • copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>nouns and pronouns</p> <ul style="list-style-type: none"> • words and expressions used to identify nouns • pronoun subjects (<i>je, j', tu, vous, il, elle</i>) • addition of <i>s</i> to form the plural of nouns • agreement of definite articles and indefinite articles with nouns <p>verbs</p> <ul style="list-style-type: none"> • present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a singular pronoun or noun subject <p>adjectives</p> <ul style="list-style-type: none"> • addition of <i>e</i> to form the feminine of simple, regular adjectives <p>prepositions</p> <ul style="list-style-type: none"> • prepositions of place and to indicate possession <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • new words from units of study, and words from personal word lists, class lists

ACTI-VIE 2: Voici ma collection! — Adaptation of Final Task for Grade 6

Description of Final Task:

- Students will present their collection in both oral and written format.
- Students will listen to and read classmates' presentations and respond in both oral and written forms to demonstrate comprehension.
- Students will use the present tense of some regular *-ir* and *-re* verbs, with singular and plural subjects.
- Students will incorporate imperative forms of known verbs, and possessive adjectives.
- Students will describe their collections using expressions of quantity.
- Students will use an English-French dictionary and other resources to expand vocabulary and to confirm spelling.

The following Grade 6 Expectations will be addressed in the final task:

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> • ask and answer simple questions using complete sentences • use appropriate pronunciation, liaison, intonation, and language in familiar contexts • respond to oral texts • give an oral presentation of ten to fifteen sentences in length • make revisions to oral language in form, content, and organization, using appropriate resources and feedback from the teacher and their peers 	<p>Students will:</p> <ul style="list-style-type: none"> • read and produce simple, structured responses that convey understanding of written text • identify the main idea and a few supporting details • use various reading strategies to determine meaning 	<p>Students will:</p> <ul style="list-style-type: none"> • write sentences and questions that contain learned vocabulary and familiar language structures • write in different forms • write, using a model, a first draft and corrected version in guided and cooperative writing tasks • use and spell the vocabulary appropriate for this grade level 	<p>verbs</p> <ul style="list-style-type: none"> • present tense of some regular <i>-ir</i> and <i>-re</i> verbs, and <i>faire</i> and <i>aller</i>, with singular and plural pronoun or noun subjects • imperative forms of known verbs <p>adjectives</p> <ul style="list-style-type: none"> • possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) <p>conjunctions</p> <ul style="list-style-type: none"> • conjunctions (<i>mais, et, parce que/parce qu'</i>) <p>adverbs</p> <ul style="list-style-type: none"> • common adverbs and expressions of quantity <p>vocabulary</p> <ul style="list-style-type: none"> • basic vocabulary • words from units under study and from oral vocabulary, personal word lists, and class lists • use of an English-French dictionary to expand vocabulary <p>spelling rules and strategies</p> <ul style="list-style-type: none"> • use of basic sounds and their related spelling patterns in French • use of resources to check spelling