



# AO Scenario Web

Grade 4 Core French

Welcoming a New Student to the Class

## Instructions for teachers

This resource consists of a collection of Action-oriented (AO) Scenarios created by the CEFR Eastern Region Working Group, designed for use in Ontario French as a Second Language (FSL) classrooms. AO Scenarios are an integral part of the Common European Framework of Reference's (CEFR) Action-oriented Approach (AoA).

### The CEFR and the Action-oriented Approach in the Ontario Context

The CEFR is a complete framework used to support learning, teaching, and assessment of second/additional languages. Developed by the Council of Europe, that continent's leading human rights organization, the CEFR has been translated into 40 languages and is used across the world. In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR in the Canadian context. In Ontario, concepts of the CEFR are integrated throughout the FSL Curriculum.

The AoA is one of the key concepts of the CEFR. With the AoA, learners are seen as 'social agents' (i.e., someone who exerts their own **agency** to accomplish real-life **tasks**). Tasks are critical in the AoA as it is the task that provides the purpose for action, and also frames the learning that takes place within the scenario (i.e., learning module) so that the learner can successfully accomplish the task at hand. The AoA moves away from 'forward design' in curriculum planning, instead, favouring 'backward design' (Piccardo & North, 2019), which involves planning back from action-oriented tasks (see Figure 1).

“Communication is a social act. In order to learn French, therefore, students need to see themselves as social [agents] communicating for real purposes”  
(The Ontario Curriculum, FSL, p. 9).

“teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities”  
(The Ontario Curriculum, FSL, p. 9).

Figure 1: Components of an Action-oriented Scenario



## AO Scenarios in this Resource

This resource offers the following AO Scenarios (i.e., AO Task/support material and Subtasks that help the learner to develop the competences needed to accomplish the task) that are aligned with the Ontario Curriculum, and the CEFR:

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i> )
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i> )
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i> )
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i> )
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i> )
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i> )

## Using the Resource

All of the content that has been created can be found on the link [CEFR Eastern Region Working Group Website](#). On the website, you will find information about this group, suggested resources to learn more about the CEFR and the AoA, the above-mentioned AO Scenarios, and information on the Creative Commons licence that applies to the resource.

To view a scenario, click the sub-page of the desired grade level from the ‘AO Scenario Webs’ tab (see Figure 2).

Once on the page for the desired AO Scenario, the link to the appropriate Curriculum document will be accessible. In addition, the title of the AO Scenario, a hyperlinked graphic organizer of the AO Scenario, and a link to access the AO Scenario will be visible.

Throughout this resource, the term “Scenario Web<sup>1</sup>” is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

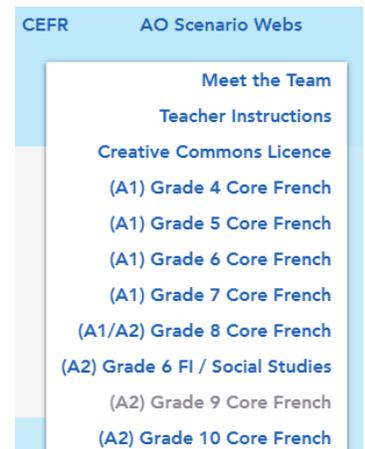


Figure 2

- AO Teacher Planning Sheet (to view an example, click [here](#))
  - This document provides a description of the task, connections to the Ontario Curriculum, and CEFR descriptors / Student friendly “I can” statements
- AO Task Student View (to view an example, click [here](#))
  - This document provides the AO Task in French, in a student-friendly format
- Assessment Tools (to view an example, click [here](#))
  - Assessment tools are provided to evaluate the components of the AO Task
- Student Planning Sheet (to view an example, click [here](#))
  - This document allows students to monitor their learning throughout the AO Scenario. It is also to be used as a Universal Design for Learning strategy whereby students can ‘chunk’ their learning into more manageable pieces

Around the AO Task and support materials are different threads (e.g., Exploring restaurants, Budgeting). These threads illustrate clusters of possible competences to be developed during the AO Scenario to support students in successfully completing the AO Task (see Figure 4). Each thread is hyperlinked, leading to a table composed of possible subtasks that are designed to build competences connected to a particular area of learning. This table includes links to ready-to-use and/or modify resources, the ‘I can’ statements being targeted, the CEFR communicative language activities and competences that are most prevalent for the sub-task, and possible assessment opportunities based on the four skills of FSL Ontario Curriculum (i.e., Speaking, Listening, Reading, Writing).

<sup>1</sup> The notion of “Scenario Webs” is part of Danielle Hunter’s PhD thesis, under the supervision of Dr. Enrica Piccardo

**IMPORTANT:** The threads and the possible subtasks are not presented in any order, and are not intended to be a step-by-step method to planning (unless it is connected to a publisher program). In fact, it is quite the contrary. Key principles of the AoA stipulate that teaching and learning are non-linear, flexible, and dynamic (i.e., changes over time). It is with this in mind that the threads and possible subtasks are presented more like a “bouquet” (Piccardo & North, 2019) whereby teachers pick and choose the ‘flowers’ (i.e., the threads and subtasks) that they would like to include in their bouquet for their students. Students can also play a role in determining the ‘flowers’ to add to the bouquet when sub-tasks are co-created by the teacher and the students.

Figure 3 - Structure of an AO Scenario Web (Grade 9 Example)

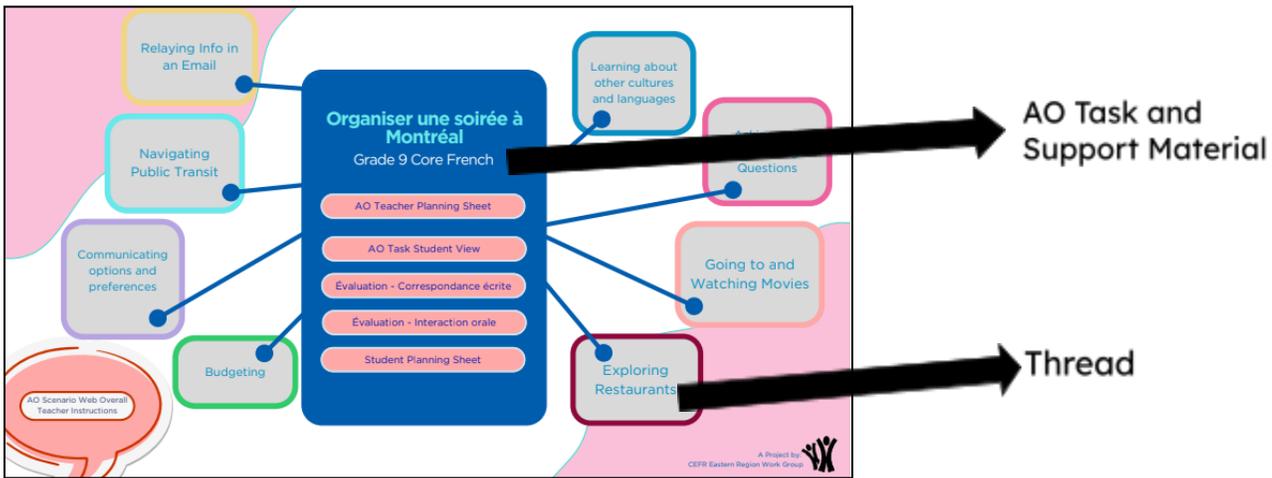


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

SUB-TASKS RELATED TO: Going to and watching movies		CEFR EASTERN ONTARIO			
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
Analyzing film genres and finding compromises.	Movie listings reading comprehension  <a href="#">Soirée cinéma! - student copy</a>  <a href="#">Soirée cinéma - Teacher Instructions</a>	<b>I can find different types of information on movie listings.</b> / Je peux trouver différents types d'information d'un horaire de film.  <b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.  <b>I can use simple grammar structures correctly so I am understood.</b> / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

## Expanding the AO Scenario Webs

In keeping with the spirit of collaboration, teachers are invited to contribute other possible subtasks using this [Google Form](#), which will be added to the resource (funding dependent). Contributions need to be compliant with copyright laws, with special attention paid to the images used (it is recommended that teachers only use images from the [Canva Education licence](#) and that the source be indicated next to the images), and the links provided (do not take screenshots of materials and include them in the submission. Instead, provide a direct link to the resource).

Here are a couple of resources related to copyright, and Creative Commons:

[Camerise Fiche express - Creative Commons et choix de ressources](#)

[Creative Commons - Share your Work](#)

# Welcoming a New Student to the Class

## Grade 4 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Interaction orale

Évaluation - Production écrite

Planification - Interaction orale

Production écrite

**2**  
Expressing  
School Subject  
Preferences

**1**  
Sharing Personal  
Information

**3**  
Expressing  
Colour  
Preferences

**4**  
Sharing Personal  
Information of  
Others

**5**  
Engaging in  
Conversation  
with Others

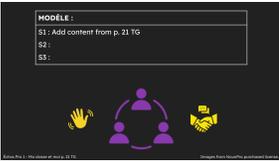
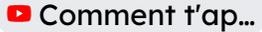
AO Scenario Web Overall  
Teacher Instructions

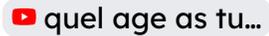
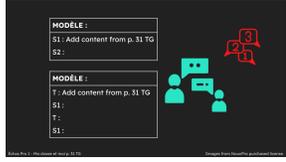
Note to Teacher

Subtasks are presented in a particular order as the content aligns with Pearson's Échos Pro resource



## SUB-TASKS RELATED TO: Sharing Personal Information

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
To greet each other and introduce themselves	Students are in a circle and do a bean bag toss (p. 21 TG)  <a href="#">Slideshow - Slide 5</a> 	<b>Je peux me présenter et saluer mes amis.</b> I can introduce myself and greet my friends.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Sing along to RLRA video on <a href="#">Youtube</a> <a href="#">“Comment t’appelles-tu?”</a> 	<b>Je peux comprendre une chanson.</b> I can understand a song.	<input checked="" type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Inside-outside Circle/Two Lines facing each other (p. 23 TG)	<b>Je peux me présenter et utiliser des phrases de salutation et de prise de congé simples.</b> I can introduce myself and	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

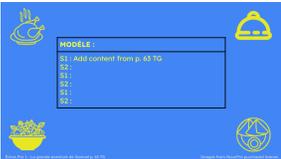
	<p><a href="#">Slideshow - Slide 8</a></p> 	<p>use basic greeting and leave-taking expressions.</p>			
<p>To describe own age and age of friends</p>	<p>Sing along to RLRA video on <a href="#">Youtube</a> "<a href="#">Quel age as-tu?</a>"  </p>	<p><b>Je peux comprendre une chanson.</b>  I can understand a song.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	<p>Ask elbow partner their age and share peer's age with class (p. 31 TG)</p> <p><a href="#">Slideshow - Slide 10</a></p> 	<p><b>Je peux dire mon âge et les âges de mes amis.</b>  I can say my age and the ages of my friends.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
<p>To have a small personal introductory conversation</p>	<p>Mill to Music - when music stops - greet partner, ask &amp; respond to name &amp; age and bid farewell - have pairs share conversation</p> <p><a href="#">Slideshow - Slide 11</a></p>	<p><b>Je peux avoir une conversation courte avec mes amis.</b>  I can have a small conversation with my friends.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

					
<p>To read and understand a story</p>	<p>Read and ask questions about the story in module “Bienvenue dans notre classe” (pp. 6-7 text; pp. 27-34 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading</p>	<p><b>Je peux lire et comprendre une histoire.</b> I can read and understand a story. <b>Je peux parler d'un texte.</b> I can talk about a text.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

**\* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.**

## SUB-TASKS RELATED TO: Expressing Food Preferences

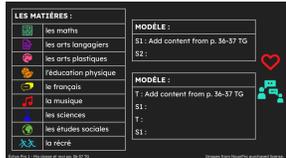
<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
To build food vocabulary	Vocabulary building adding to personal dictionary and/or anchor chart - various foods - Through these culinary adventures in each episode inspire students to choose fresh and healthy foods for their celebration.  Idéllo video series: <a href="#">La série Miam</a>	<b>Je peux comprendre de l'information sur des sujets familiers.</b> I can understand information about familiar topics.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Sing along to RLRA video on  <a href="#">Youtube - Qu'est-ce que tu manges à l'école ?</a>	<b>Je peux comprendre une chanson.</b> I can understand a song. <b>Je peux identifier ce que je mange à l'école.</b> I can identify what I eat at	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p> Qu'est ce que t... Adding foods to personal dictionary and/or anchor chart.</p>	<p>school.</p>			
	<p>Build vocabulary and student comfort to share foods of different cultures. Compare lunch foods. (p. 29 TG)</p> <p><a href="#">Slideshow - Slide 18</a></p> 	<p><b>Je peux communiquer de façon simple.</b> I can communicate in a simple way.</p> <p><b>Je peux remarquer des différences culturelles.</b> I can notice cultural differences.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>To express food preferences</p>	<p>Picture walk “Un souper délicieux!” of the text pp. 18-19 (p. 63 TG) looking only at the images</p> <p><a href="#">Slideshow - Slide 19</a></p> 	<p><b>Je peux parler de moi-même et dire ce que j'aime et ce que je n'aime pas manger.</b> I can talk about myself and say what I like and what I don't like to eat.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

	<p>Read or/and listen to “Un souper délicieux” on pp. 18-19 of the text (p. 64 TG). Check for understanding by completing the activity sheet:</p> <p><b>FA5 : Deux soupers délicieux !</b></p>	<p><b>Je peux lire et comprendre une histoire.</b> I can read and understand a story.</p> <p><b>Je peux parler d’un texte.</b> I can talk about a text.</p>	<p><input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Participate in an oral language chain about favourite dishes. (p. 66 TG)</p> <p><a href="#">Slideshow - Slide 20</a></p> 	<p><b>Je peux exprimer mes plats préférés.</b> I can express my favourite dishes.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

\* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.

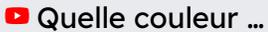
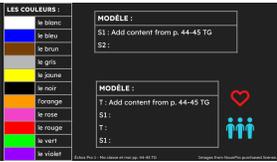
## SUB-TASKS RELATED TO: Expressing School Subject Preferences

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
To express school subject preferences	Go through the class timetable identifying subjects and expressing preferred subjects (pp. 36-37 TG)  <a href="#">Slideshow - Slide 13</a>  	<b>Je peux exprimer mes matières préférées et les matières préférées de mes amis.</b> I can express my favourite subjects and the favourite subjects of my friends.	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Matching Game - display school objects and students guess subject they represent (p. 38 TG)	<b>Je peux identifier les matières.</b> I can identify school subjects.	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p>Preference chain in groups of 5-6 saying preferred subject and that of peer(s) before.</p> <p><a href="#">Slideshow - Slide 14</a></p> 	<p><b>Je peux exprimer mes matières préférées et les matières préférées de mes amis.</b> I can express my favourite subjects and the favourite subjects of my friends.</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
To read and understand a story	<p>Read and ask questions about the story in module “Fadia et Manolo à l’école” (pp. 12-13 text; pp. 35-42 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading</p>	<p><b>Je peux lire et comprendre une histoire.</b> I can read and understand a story. <b>Je peux parler d’un texte.</b> I can talk about a text.</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
To write school subjects	<p>Complete a class timetable using editable worksheet (p. 41 TG)</p> <p><b>FA3 : Mon horaire</b> (*may want to do one cycle day at a time)</p>	<p><b>Je peux remplir mon horaire.</b> I can fill in my class timetable.</p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing

\* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.

## SUB-TASKS RELATED TO: Expressing Colour Preferences

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To express colour preferences	Identify colours heard in RLRA video on <a href="#">Youtube</a> “Quelle couleur aimes-tu?” 	<b>Je peux identifier les couleurs.</b> I can identify couleurs. <b>Je peux comprendre une chanson.</b> I can understand a song.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Greet elbow partner, expressing colour preferences (pp. 44-45 TG)  <a href="#">Slideshow - Slide 17</a> 	<b>Je peux exprimer ma couleur préférée et la couleur préférée de mon ami.</b> I can express my favourite colour and the favourite colour of my friend.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Survey - display images of coloured backpacks, line up in front of favourite	<b>Je peux exprimer ma couleur préférée et la couleur préférée de mes amis.</b>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	colour, expressing colour preferences (p. 46 TG)	I can express my favourite colour and the favourite colour of my friends.		Pluriculturalism	
To read and understand a story	Read and ask questions about the story in the module “Où est mon sac à dos?” (pp. 14-15 text; pp. 43-49 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading	<b>Je peux lire et comprendre une histoire.</b> I can read and understand a story. <b>Je peux parler d’un texte.</b> I can talk about a text.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
To describe backpack colour	Students share colour of backpack, then practise with 5 other students in the class	<b>Je peux décrire la couleur de mon sac à dos.</b> I can describe the colour of my backpack.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
To listen for subject and colour vocabulary	Listen to audio (pp. 48-49 TG) <b>É5 : Quel sac à dos ?</b>  to complete worksheet  <b>FA5 : Quel sac à dos ?</b>	<b>Je peux comprendre un texte oral.</b> I can understand an oral text. <b>Je peux identifier la matière préférée et la couleur du sac à dos d’un texte oral.</b> I can identify the favourite subject and backpack colour from an oral text.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

\* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.

## SUB-TASKS RELATED TO: Sharing Personal Information of Others

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
To greet each other in more than one language	Ask elbow partner how they say “hello” and share those ways with class (pp. 56-57 TG)	<b>Je peux dire “bonjour” dans des langues différentes et comment mon ami dit “bonjour”.</b> I can greet others in different languages and say how my friend greets others.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Watch and ask questions about module video “Je présente mes amis” (p. 18-19 text: pp. 57-58 TG)	<b>Je peux comprendre une vidéo.</b> I can understand a video. <b>Je peux identifier les noms des amis et comment ils disent “bonjour”.</b> I can identify names and ways they said “hello”.	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Survey - record ways students say “hello” in different languages - noting number of speakers for each	<b>Je peux dire “bonjour” dans des langues différentes et comment mes amis disent “bonjour”.</b> I can greet others in different languages and say	<input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	language (p. 58 TG)	how my friends greet others.			
To identify basic personal information, preferences and languages spoken	Role-play reporter asking peers basic personal information & preferences (p. 56 TG)	<b>Je peux identifier des informations personnelles, les préférences et les langues parlées de mes ami.e.s.</b> I can identify personal information, preferences and languages spoken by my friends.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Watch module video “Je présente mes amis” again (p. 18-19 text) and complete worksheet  <b>FA7 : Des entrevues</b>  by recording information from video (p. 60 TG)	<b>Je peux identifier des informations personnelles, les préférences et les langues parlées d’un clip.</b> I can identify personal information, preferences and languages spoken in the video.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
	Get signatures- find peers who have same information, complete worksheet (pp. 62-63 TG)  <b>FA8 : Je pose des questions</b>	<b>Je peux poser des questions personnelles et répondre aux questions personnelles.</b> I can ask and respond to personal questions.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p>Complete phrases with personal information and images on worksheet:</p> <p><b>FA1 : Je me présente</b></p>	<p><b>Je peux écrire des informations personnelles, mes préférences et comment je dis “bonjour”.</b> I can write about my personal information, preferences and how I say “hello”.</p>	<p><input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing</p>
	<p>Listen to the module song Chanson : Bonjour ! Salut ! (pp. 20-21 text) for familiar words and phrases</p>	<p><b>Je peux identifier les mots familiers d’une chanson.</b> I can identify familiar words in a song. <b>Je peux comprendre une chanson.</b> I can understand a song.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Listen to the module song Chanson : Bonjour ! Salut ! again (pp. 20-21 text) and stand when phrase/image is heard from worksheet (p. 67 TG)</p> <p><b>FA9 : Bonjour ! Salut !</b></p>	<p><b>Je peux identifier les mots familiers d’une chanson.</b> I can identify familiar words in a song. <b>Je peux comprendre une chanson.</b> I can understand a song.</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
	<p>Listen to the module song Chanson : Bonjour ! Salut ! again (pp.</p>	<p><b>Je peux comprendre des informations personnelles d’une chanson.</b> I understand the personal</p>	<p><input checked="" type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

	20-21 text) and ask questions for understanding of personal information	information shared in a song.		Pluriculturalism	
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## SUB-TASKS RELATED TO: Engaging in Conversation with Others

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
To ask and respond to a friend in a conversation	Find the match - strips from worksheet  <a href="#">Trouve le match</a>  students read strip and try to find response that corresponds - once pairs have found match - have each read it aloud to class - repeat activity with students having a different strip	<b>Je peux lire et comprendre des questions et des réponses.</b> I can read and understand questions and responses.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Pragmatic <input checked="" type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing
To express time	Mill to Music & Information Exchange - strips from worksheet	<b>Je peux décrire l'horaire avec les expressions de temps.</b> I can describe the agenda using time expressions.	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p><u><a href="#">Échange d'informations</a></u></p> <p>and students use time expressions to describe daily agenda, then exchange strips and repeat with new strip when music stops again</p>				
<p>To begin and end a conversation</p>	<p>Smiley Face/Sad Face - print or draw large happy face and sad face - students move around - teacher holds up face, students stop, find close partner and practise a greeting expression if happy face or a leave-taking expression if sad face - then, repeat</p> <p><u><a href="#">Slideshow - Slide 20</a></u></p> 	<p><b>Je peux utiliser des phrases de salutation et de prise de congé simples.</b> I can use basic greeting and leave-taking expressions.</p>	<p><input type="checkbox"/> Reception  <input checked="" type="checkbox"/> Production  <input type="checkbox"/> Interaction  <input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic  <input checked="" type="checkbox"/> Socio-linguistic  <input checked="" type="checkbox"/> Pragmatic  <input checked="" type="checkbox"/> Plurilingualism/  Pluriculturalism</p>	<p><input type="checkbox"/> Listening  <input checked="" type="checkbox"/> Speaking  <input type="checkbox"/> Reading  <input type="checkbox"/> Writing</p>

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