

Les
CHAMPI^{NS} DE LA
petite enfance

Scenario Kit - **DRAFT**

Canada

Ontario



This resource was developed through funding provided by the Government of Canada and the Government of Ontario. (2026)

Cette ressource a été conçue grâce au financement du gouvernement du Canada et du gouvernement de l'Ontario. (2026)



Acknowledgements

Grateful acknowledgement is extended to the Government of Canada and the Government of Ontario, Ministry of Education, Field Services Branch, French as a Second Language, for their support and funding of this project.

Sincere appreciation is extended to Danielle Hunter for her guidance, expertise, and consultation throughout the development of this resource.

Recognition is given to the founding Ontario school boards whose collaboration and shared vision contributed to the development of this project in support of French as a Second Language education, FSL educators, and the implementation of the new Kindergarten curriculum.

Acknowledgement is also extended to the following Ontario school boards for their collaboration and contributions to the development of this resource:

Catholic District School Board of Eastern Ontario
Durham District School Board
Durham Catholic District School Board
Renfrew County District School Board
Upper Grand District School Board
Upper Canada District School Board
Ottawa Catholic District School Board
Greater Essex County District School Board
Sudbury Catholic District School Board

2026



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Action-oriented task in Kindergarten French Immersion

Ma communauté

CECR Level: Pré-A1

Thème: Les personnes vivant et oeuvrant dans ma communauté.

This lesson plan is designed for Kindergarten French Immersion and is grounded in the 2026 Ontario Kindergarten Curriculum and the Neurolinguistic Approach (NLA). It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion context, including the percentage of French-language instruction determined by their board.



Final AO Scenario

Niveau pré-A1

Description pour l'enseignant.e : Les élèves découvrent différentes personnes qui travaillent dans leur communauté (vétérinaire, infirmière, coiffeuse, boulanger, agente de police, etc..) et apprennent à les associer à des besoins de la vie quotidienne.

Tâche finale pour l'élève : Tu viens d'arriver dans une nouvelle communauté et tu ne sais pas encore à qui demander de l'aide. Ton/Ta nouvel.le ami.e connaît bien les personnes qui travaillent dans la communauté. Dans différentes situations de la vie quotidienne, explique-lui ce dont tu as besoin et demande-lui conseil. Écoute ses suggestions pour découvrir qui peut t'aider et où tu peux aller.

Exemples:

- Mon chien est malade (vétérinaire)
- J'ai mal à la gorge (infirmière / médecin)
- Mes cheveux sont trop longs (coiffeur /coiffeuse)

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Scenario Webs*: Ma communauté Note: This is an overview of the entire scenario web. The shaded area represents one fraction of the entire scenario to be taught.			
GROUPINGS	Les personnes de ma communauté	Comprendre des situations concrètes	Exprimer un besoin
	Comment se rendre à l'endroit (les directions)		
Sub-tasks	Grouping: Les personnes de ma communauté		
	Sub-task: Vétérinaire	Sub-task: Boulangier / épicerie	Sub-task: Coiffeuse
	Language structure: « J'ai un problème. Qui peut m'aider » Phonetic awareness: Vv et ch Vocabulary: Vétérinaire: chat, chien, lapin, cochon d'Inde	Language structure: TBD Phonetic awareness: TBD Vocabulary: Boulangier/boulangère -boulangerie Épicier/épicière - épicerie Pain, tarte, croissant, biscuit lait, légumes, fruit, gâteau	Language structure: TBD Phonetic awareness: TBD Vocabulary: Coiffeur / coiffeuse cheveux (ch) couper se coiffer
	Sub-task: Serveur	Sub-task: Police / Pompier	Sub-task: Médecin / docteur
	Language structure: TBD Phonetic awareness: TBD Vocabulary: restaurant, café serveur /serveuse faim	Language structure: TBD Phonetic awareness: TBD Vocabulary: aider, traverser, voler, perdre j'ai perdu <u>mon chien</u> Je suis perdu Incendie / feu	Language structure: TBD Phonetic awareness: TBD Vocabulary: mal , tête, bras, genou, gorge, ventre, oreille, yeux, bouche

*Les Scenario Webs, développés dans le cadre du doctorat de Danielle Hunter, sont utilisés ici avec permission.



Curriculum Expectations (Kindergarten 2026 - ENGLISH)	
Curriculum Strands: Check the strands that are included in the lesson	Specific Expectations Ex: A2.1, A1.3
Strand A: Foundations of Language and Mathematics ☐ A1. Oral and Non-Verbal Communication ☐ A2. Foundations for Reading and Writing ☐ A3. Understanding and Responding to Texts ☐ A4. Expressing Ideas and Creating Texts ☐ A5. The Mathematical Processes ☐ A6. Number Sense and Operations ☐ A7. Patterns and Relationships ☐ A8. Data Literacy and Probability ☐ A9. Geometric and Spatial Reasoning ☐ A10. Measurement	A1.1 listen and respond A1.2 use language conventions and non-verbal communication A1.3 understand and use new words and develop morphological awareness A2.5 read and spell words using phonemic awareness and phonics knowledge A2.6 read short sentences fluently, including those with explicitly taught words, with increasing accuracy, to support comprehension A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts. A4.2 use classroom writing resources to support creating simple texts.
Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☐ B13. Exploring Environments	
Strand C: Self-Regulation and Well-Being ☐ C14. Social Skills ☒ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☐ C17. Active Participation ☐ C18. Movement Skills and Concepts	C14.1 act and talk with peers and adults by expressing and accepting positive messages C14.2 show the ability to take turns
Strand D: Belonging and Contributing ☐ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☒ D22. People and Communities ☐ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	D22.1 Recognize people in their community and talk about what they do. D22.2 Recognize places and buildings within their community, both natural and human-made, and talk about their functions



CEFR Descriptors (searchable descriptors)	Pre-A1	A1
<u>Oral comprehension:</u> - Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. - Can recognise everyday, familiar words/ signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. - Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. - Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.	X X	 X X
<u>Oral production:</u> - Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). - Can produce simple, mainly isolated phrases about people and places.	X	 X
<u>Reading comprehension:</u> Can recognise familiar words /signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	X	
<u>Writing production:</u> <i>Not applicable in this final task</i>		
<u>Interaction:</u> - Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates, and days of the week), provided the delivery is very slow, with repetition if necessary. - Can understand and use basic, formulaic expressions such as « Oui », « Non », « Excusez-moi », « S'il vous plaît », « Merci », « Désolé/e ». - Can recognise simple greetings - Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school). - Can act on basic instructions that involve times, locations, numbers, etc.. - Can ask people for things, and give people things. - Can handle numbers, quantities, cost and time.	X X X	 X X X X



Mediation:

Not available at this time

Learning Outcomes According to the CEFR (“I can” statements)

Pre-A1:

- I can name someone who helps out in my community.
- I can explain how that person helps me.
- I can use a simple and complete sentence.
- I can answer a simple question.

- ☐ Je peux nommer une personne qui aide dans ma communauté
- ☐ Je peux dire comment cette personne m’aide.
- ☐ Je peux utiliser une phrase simple et complète.
- ☐ Je peux répondre à une question simple..

Early screening and diagnostic focus

1. Facilité à reconnaître le son initiale / First Sound Fluency
2. Facilité à dénommer les lettres / Letter Naming Fluency
3. Facilité à segmenter les phonèmes / Phoneme Segmentation Fluency

Conscience phonémique / Phonemic awareness

- ☐ Reconnaissance des lettres / Letter recognition
- ☐ Sons des lettres / Letter sounds
- ☐ Correspondance graphème-phonème simple / Grapheme-phoneme Correspondence
- ☐ Voyelles accentuées / Accented vowels (é, à, è, ê...)
- ☐ Graphèmes simples mais variables / Simple but variable graphemes (g doux, g dur)
- ☐ Lettres muettes en position finales / Silent letters in final position (s, t, d, x, e)
- ☐ Mots CVC / CVC words



Explicit Tier 1 Instruction: Phonemic Awareness through the unit	
Target Sound	Instructional Script (Emphasize Initial Sounds) Expectation A2.1: naming upper and lowercase letters in French both in and out of order, with increasing automaticity Expectation A2.2: beginning to print upper-and lowercase letters with appropriate formation patterns. Expectation A2.3 identifying phonemes orally in spoken words (e.g. prompt: "Quel est le premier son dans le mot sac ?", first with continuous sounds, and then with stop sounds.
Materials	• White board or Sky/grass/ground sentence strips, • mnemonic alphabet cards, mnemonic alphabet posters • magnetic letters or letter tiles (optional)
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Lesson : vétérinaire V v - / v / ch - / ʃ /	Show a picture of a vet: « C'est le v étérimaire. Écoutez le son: vvvvvvvv Faites comme un petit moteur: vvv. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter V v in a capital and lower case. Draw ch on the board and explain that «ch» has a / ʃ / sound like in « <i>chat</i> » and « <i>chien</i> »; Have learners practice writing it on a sky/grass/ground strip or white board or with magnetic letters.
Lesson: boulangier / b /	Show a picture of a loaf of bread: « C'est le b oulangier. Écoutez le son: b-b-b-b. Comme le bruit d'un tambour. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Bb in a capital and lower case.
Lesson : médecin / m /	Show a picture of a doctor: «C'est le m édecin. Écoutez le son : mmmmm. Comme quand c'est délicieux ! » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Mm in a capital and lower case .
Lesson: serveur / s /	Show a picture of a nurse (male or female): « C'est un s erveur. Écouter le son: ssssss. Comme un serpent qui glisse dans l'herbe. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Ss in a capital and lower case.



Lesson : épicier / é /	Show a picture of a grocer (male and /or female): « C'est un épicier / une épicière. Écouter le son: é é é é . Comme quelqu'un avec le pouce en l'air eeeeeehhhh ». Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Éé in a capital and lower case.
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Play-based Station Setup

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on student needs, classroom context, and professional judgment.

Station	Setup & materials Les stations
1. Vétérinaire	Plush animals, bandages, and a stethoscope. Focus: Oral communication « Qui peut m'aider ? »
2. Boulanger /Coiffeur / Épicier	Play dough (bread), toy scissors, combs, play food; sorting cards. Focus: Sorting needs vs. helpers.
3. Santé (Health)	White coats, clinic sign, visual cards for « mal à la gorge » Focus: Role-play
4. Communauté	Floor map, toy cars, police station / library models. Focus: Inquiry/Navigation. Identify building (pre-A1) or Giving directions (A1)
5. Phonics	Letter tiles (b, v, m, é, s) and helper picture cards. Focus: Initial sounds



Sub-Task Description:

Les personnes dans ma communauté: Vétérinaire

Connection to final scenario: « Les apprenants découvrent différentes personnes qui travaillent dans leur communauté »

The goal of this lesson is for learners to identify the veterinarian as a community helper, describe how a veterinarian helps animals, and use simple French language structures to ask for and provide help in familiar contexts.

By the end of the lesson, learners will be able to:

- Recognize and name the vétérinaire as a community helper.
- Use vocabulary related to pets (chien, chat, lapin) and animal care.
- Ask and answer the question « Qui peut m'aider ? » in simple, meaningful situations.
- Communicate using the sentence structures:
 - « Le vétérinaire peut t'aider. »
 - « Je suis vétérinaire. Je peux t'aider. »
- Demonstrate an understanding that veterinarians help animals when they are sick, injured, or need care.
- Develop early phonological awareness and phonics knowledge of the graphemes V, v and ch through meaningful oral language experiences.
- Participate in simple oral interactions and role-play scenarios related to community helpers.

Student-friendly learning goal:

- ☐ Je peux nommer le vétérinaire.
- ☐ Je peux expliquer comment il aide les animaux.
- ☐ Je peux dire qui peut m'aider lorsqu'un animal a besoin de soins.

Neurolinguistic Approach: Oral Literacy Primer

Intensive Oral Phase: Before learners see the written words, they must engage in authentic oral interaction.

1. **Internalization:** Use the sentence frame « *J'ai un problème. Qui peut m'aider ?* »
2. **Visual Anchors:** Use puppets, hats, images or tools to represent the heroes.
3. **Gestures:** Use manual signs (e.g. mimicking a stethoscope for *médecin*) to support Pre-A1



comprehension.

SUB-TASK: Le / La vétérinaire		Notes
Differentiated Instruction (Used strategies, Universal design for learning)		
☐ Preferential seating ☐ Universal timer ☐ Visual schedule ☐ First → Then ☐ ADHD learners (e.g., Vocabulary words cards previewed ahead) ☐ MLL learners (e.g., word list with images) ☐ Reading difficulty - Tier 2 instructions		
Mots de vocabulaire / Word bank: - vétérinaire - chien - chat - lapin	Graphème(s) cible(s): - V, v - ch	Matériel requis: Tableaux d'images Situation cards
A. Activer / Mise en situation (modélisation) <i>(Activating background knowledge)</i> Intensive Oral Phase: Before learners see the written words, they must engage in authentic oral interaction. This Minds On is inspired by the Neurolinguistic approach. <u>Mise en situation:</u> Review the final task by starting with this short video on community helpers: 📺 Bébé et les héros de la communauté 🚒🚑📻 Comptine Little Ange... The educator then says: «<i>Samedi, je suis allée chez le vétérinaire avec mon chien. Mon chien était malade. Le vétérinaire l'a aidé. Il a regardé mon chien et lui a donné des médicaments. Merci, M. le vétérinaire !</i>» (Show the images on the board tableau les images of each profession) The educator points to the images on the board as they explain the following: <i>Dans ma communauté, je vois plusieurs personnes qui peuvent m'aider</i>		Évaluation au service de l'apprentissage (diagnostique): ☒ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Visual Anchors: Use puppets, hats, images or tools to represent the heroes. Gestures: Use manual signs (e.g. mimicking a stethoscope for <i>médecin</i>) to support Pre-A1 comprehension. PHONETIC AWARENESS INSTRUCTION: Show a picture of a vet: « C'est le vétérinaire.



<i>dans la vie quotidienne. Je vois:</i> • Le/La vétérinaire, qui aide avec mon chien / mon chat • (See phonemic awareness mini-lesson in side bar →) Key question: « <i>Qui peut m'aider ?</i> » To understand what learners already know, ask them if they have a pet and go to a vet.	Écoutez le son: /vvvv/. Faites comme un petit moteur: /vvv/. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter V v in a capital and lower case.
B. Acquérir / l'action (<i>Teaching new concept</i>) Je fais: Modélisation par l'enseignante Use the sentence frame « <i>J'ai un problème. Qui peut m'aider ?</i> » and « <i>Moi, je suis le/la...Je peux t'aider</i> ». Use the slide presentation with the picture of the veterinarian to provide visual support as you model the dialogue between a pet owner and the veterinarian. Ask the key question to encourage learners to respond to the best of their ability in French. Example: Educator: <i>Mon chien est malade.</i> (Point to or show a picture of a sick dog.) Qui peut m'aider ? Learner: <i>Le vétérinaire peut t'aider.</i> Educator: <i>Mon chat a mal à la patte. Qui peut m'aider ?</i> Learner: <i>Le vétérinaire peut t'aider.</i> Educator: <i>Mon lapin ne mange pas. Qui peut m'aider ?</i> Learner: <i>Le vétérinaire peut t'aider.</i> <i>Phonetic Instruction mini-lesson: (see side bar for mini-lesson →</i> Repeat with several pet-related scenarios. This helps learners develop pronunciation, comprehension, and meaning related to the vocabulary le vétérinaire. Nous faisons: Pratique guidée Invite two learners to the front of the class to model the dialogue. This practice will help prepare learners for the play-based centres. With educator support, have learners use the key question and respond as the veterinarian.	Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Phonetic instruction: Draw ch on the board and explain that «ch» has a /j/ sound like in « <i>chat</i> » and « <i>chien</i> »; Have learners practice writing it on a sky/grass/ground strip or white board or with magnetic letters. Scaffolding: Educators can chunk this process for learners until they feel more confident in attempting this on their own.



Learner 1: <i>Mon chien est malade. Qui peut m'aider ?</i> Learner 2: <i>Je suis vétérinaire. Je peux t'aider.</i> <u>Vous faites:</u> Pratique autonome / en petits groupes Take 2-3 minutes to have learners practice this with several partners. Learners work with a partner or in a small group using picture cards, toy animals, or play-based centre materials. One learner describes a problem involving a pet and asks: « Qui peut m'aider ? » The other learner responds: « Le vétérinaire peut t'aider. » or « Je suis vétérinaire. Je peux t'aider. » Learners then switch roles and continue the dialogue using different animals and simple pet-related problems.	
C. Ancrer / La consolidation et la réflexion (<i>Consolidating new learning</i>) Gather learners in a circle with a picture of a veterinarian displayed on the board. Review the key question: « Qui peut m'aider ? » Display several pictures of animals (e.g., dog with a sore paw, sick cat, rabbit that will not eat, bird with a hurt wing). Show one picture at a time and ask: « <i>Qui peut aider cet animal ?</i> » Learners respond together: « <i>Le/La vétérinaire peut aider cet animal.</i> » Then invite a few learners to share individually: « <i>Le vétérinaire aide les animaux.</i> » « <i>Le vétérinaire peut aider un chien.</i> » « <i>Le vétérinaire peut aider un chat.</i> » Reflection Questions	Évaluation de l'apprentissage (sommativ): ☐ Observation ☐ Conversation ☐ Production orale Differentiated support: Enrichment: The situation cards include “problems” that haven’t come up yet that may challenge learners who are ready to progress in their skills..



• « Qui aide les animaux quand ils sont malades ? » • « Que fait un vétérinaire ? » • « Comment le vétérinaire aide-t-il les animaux ? » Exit Ticket (Oral) Before leaving the carpet, each learner completes the sentence: « Le/La vétérinaire peut aider _____. » Examples: • <i>Le vétérinaire peut aider un chien.</i> • <i>Le vétérinaire peut aider un chat.</i> • <i>Le vétérinaire peut aider un lapin.</i> This brief oral reflection reinforces the key vocabulary (le vétérinaire) and the language structure (Le vétérinaire peut aider...) while providing an opportunity for learners to independently demonstrate their understanding.	
Evaluation -Self-assessment ☐ Je peux nommer une personne qui aide dans ma communauté ☐ Je peux dire comment cette personne m'aide. ☐ Je peux présenter mon héros de la communauté avec une phrase simple.	Differentiated support: This can be done orally or in a checklist format



Reserved for other sub-tasks
in *Ma communauté*

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Action-oriented task in Kindergarten French Immersion

Être un bon ami Être une bonne amie

CECR Level: Pré-A1

Thème: Démontrer sa prise de conscience des moyens de se faire des amis et de les garder.

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This lesson plan is designed for Kindergarten French Immersion and is grounded in the Neurolinguistic Approach (NLA) and the 2026 Ontario Kindergarten Curriculum. It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion model and the amount of French-language instruction provided



within their board.

Final AO Scenario

Niveau A1.1 (pré-A1)

Description pour l'enseignant.e : Les élèves découvrent des gestes simples pour exprimer comment être un.e bon.ne ami.e dans la classe (*inviter à jouer, partager un jouet, dire bonjour, faire une place*) et apprennent à exprimer leur intention d'agir socialement.

Tâche finale pour l'apprenant.e : Notre classe apprend à être un bon ami ou une bonne amie. Tu remarques que des élèves sont parfois seuls pendant la journée. Avec un ami, tu décides de t'assurer que personne n'est laissé de côté. Tu t'assures d'inclure tout le monde pour faire des groupes en classe, pour manger le dîner, pour jouer à la récréation et pour prendre l'autobus.

Exemples:

- Bonjour, mon ami(e)! Viens jouer avec moi!
- Veux-tu jouer + activité ?
- Pour toi, mon ami(e)!



Scenario Webs*: Être un bon ami

Note: This is an overview of the entire Scenario webs.

GROUPINGS	Accueillir un ami	Partager et Faire une place	S'amuser ensemble
Sub-tasks	<u>Saluer un.e ami.e</u> Structure langagière: Bonjour, mon nom est... Conscience phonétique: /a/, /b/ Vocabulaire: Bonjour, Salut, Coucou	<u>Partager et offrir un objet</u> Structure langagière: C'est pour toi ! Conscience phonétique: /t/ Vocabulaire: Voici + objets de la classe	<u>Inviter un ami à rejoindre un groupe</u> Structure langagière: Veux-tu jouer avec moi ? Conscience phonétique: /j/ Vocabulaire: jouer, moi
	<u>Utiliser la politesse</u> Structure langagière: Merci mon ami! Merci mon amie! Conscience phonétique: /m/ Vocabulaire: Merci! bienvenue, s'il vous plaît	<u>Faire une place (à la table de collation, dans le cercle)</u> Structure langagière: Viens ici mon ami.e ! Conscience phonétique: /v/ Vocabulaire: place, venir, assieds-toi, ici	<u>S'entraider</u> Structure langagière: Je peux t'aider ! Conscience phonétique: /a/ Vocabulaire: J'attends ! J'ai besoin d'aide !

*Les Scenario Webs, développés dans le cadre du doctorat de Danielle Hunter, sont utilisés ici avec permission.



Curriculum Expectations (Kindergarten 2026)	
Curriculum Strands: Check the strands that are included in the lesson	Specific Expectations Ex: A2.1, A1.3
Strand A: Foundations of Language and Mathematics ☐ A1. Oral and Non-Verbal Communication ☐ A2. Foundations for Reading and Writing ☐ A3. Understanding and Responding to Texts ☐ A4. Expressing Ideas and Creating Texts ☐ A5. The Mathematical Processes ☐ A6. Number Sense and Operations ☐ A7. Patterns and Relationships ☐ A8. Data Literacy and Probability ☐ A9. Geometric and Spatial Reasoning ☐ A10. Measurement	<i>A1.1 Use non-verbal communication strategies to complement spoken messages.</i> <i>A1.3 Speak with authentic intonation and rhythm in simple daily routines.</i> <i>A2.1 Demonstrate phonemic awareness by isolating initial vowel sounds (/a/).</i> <i>A4.1 Communicate ideas orally using complete simple sentence models.</i>
Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☐ B13. Exploring Environments	<i>B13.1 Demonstrate an awareness of social roles in shared learning environments.</i>
Strand C: Self-Regulation and Well-Being ☐ C14. Social Skills ☐ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☐ C17. Active Participation ☐ C18. Movement Skills and Concepts	<i>C14.3 Demonstrate an awareness of ways of making and keeping friends.</i> <i>C15.1 Recognize basic emotional cues in peers during play.</i>
Strand D: Belonging and Contributing ☐ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☐ D22. People and Communities ☐ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	<i>D19.2 Express a sense of belonging within the classroom community.</i> <i>D22.1 Interact cooperatively with others in group settings</i>



CEFR Descriptors (<u>searchable descriptors</u>)	Pre-A1	A1
<u>Oral comprehension:</u> - Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. - Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context	X X	
<u>Oral production:</u> - Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). - Can produce simple mainly isolated phrases about people and places using basic vocabulary.	X	X
<u>Reading comprehension:</u> Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.		X
<u>Writing production:</u> Can produce simple isolated phrases and sentences.		X
<u>Interaction:</u> - Can understand and use basic, formulaic expressions such as “Yes”, “No”, “Excuse me”, “Please”, “Thank you”, “No thank you”, “Sorry”. - Can understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly. - Can greet people, state their name and take leave in a simple way.	X X X	
<u>Mediation:</u> <i>Not available at this time.</i>		



Learning Outcomes According to the CEFR (« je peux » statements)

Pre-A1

- I can say hello and introduce myself.
 - I can invite a friend to come and play.
 - I can share an object with a classmate.
-
- ☐ Je peux dire *Bonjour* et présenter mon nom à un ami.
 - ☐ Je peux inviter un camarade à jouer (*Viens jouer avec moi!*).
 - ☐ Je peux partager un objet.

Early screening and diagnostic focus: transferable skills

1. Facilité à reconnaître le son initiale / First Sound Fluency
2. Facilité à dénommer les lettres / Letter Naming Fluency
3. Facilité à segmenter les phonèmes / Phoneme Segmentation

Conscience phonémique et phonétique:

- ☐ Reconnaissance des lettres / Letter recognition
- ☐ Sons des lettres / Letter sounds
- ☐ Correspondance graphème-phonème simple / Grapheme-phoneme Correspondence
- ☐ Voyelles accentuées / Accented vowels (é, à, è, ê...)
- ☐ Graphèmes simples mais variables / Simple but variable graphemes (g doux, g dur)
- ☐ Lettres muettes en position finales / Silent letters in final position (s, t, d, x, e)
- ☐ Mots CVC / CVC words



Explicit Tier 1 Instruction: Phonemic Awareness & Phonics Instruction

Target Sound	Instructional Script (Emphasize Initial Sounds) Expectation A2.3 identifying phonemes orally in spoken words (e.g. prompt: "Quel est le premier son dans le mot sac ?", first with continuous sounds, and then with stop sounds.
Materials	• White board or Sky/grass/ground sentence strips, • mnemonic alphabet cards, mnemonic alphabet posters • magnetic letters or letter tiles (optional)
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Lesson /a/ :	/a/ "Écoutez bien: /a/ - /a/ - ami. Répétez après moi: /a/. Quel son entendons-nous au début de 'ami'?"
Lesson /b/ :	/b/ "Écoutez bien: /b/ - /b/ - Bonjour ! Répétez après moi: /b/. Quel son entendons-nous au début de 'bonjour'?"
Lesson /i/ :	/i/ "Écoutez bien: /i/ - /i/ - ami. Répétez après moi: /i/. Quel son entendons-nous à la fin de 'ami'?"
Lesson /j/	/j/ "Écoutez: /j/ - /j/ - jouer Répétez après moi: /j/. Quel son entendons-nous au début du mot 'jouer'?"
Lesson /m/	/m/ "Écoutez: /m/ - /m/ - moi Répétez après moi: /m/. Quel son entendons-nous au début du mot 'moi'?" /m/ "Écoutez: /m/ - /m/ - merci Répétez après moi: /m/. Quel son entendons-nous au début du mot 'merci'?"



Play-based Station Setup

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on student needs, classroom context, and educator professional judgment.

Station	Setup & materials
1. Station - Jeu de rôle "Café des amis"	Toy tea set and play food. Prompt cards with picture visual schedules encouraging students to ask: <i>Un café, mon ami(e)?</i>
2. Station - Art dramatique/écrire	Have students create and distribute simple invitations (to a puppet show or birthday celebration to friends) in the drama center.
3. Station - Jeu de rôle - les marionnettes/peluches	Students can practice interactions with the puppets using the vocabulary they are learning for salutations, invitations to play and saying thank you.
4. Station - écrire	Writing name practice to complete a card with Mon nom est _____. Then they draw a picture of one thing they like to do _____. J'aime jouer...



Sub-task: Salutations!

Connection to final scenario: Les élèves apprendront à saluer quelqu'un et à dire leur nom au début d'une interaction pour se présenter (la première compétence de la tâche).

The goal of this lesson is for learners to greet someone and say their name at the beginning of an interaction to introduce themselves, using simple French language structures and non-verbal gestures in familiar classroom contexts.

By the end of the lesson, learners will be able to:

- Recognize and use basic greeting and self-introduction vocabulary (*Bonjour!*, *Mon nom est...*, *Je m'appelle, ami / amie*).
- Communicate using the target sentence structures: « *Bonjour !* », « *Mon nom est [Nom].* » / « *Je m'appelle [Nom].* »
- Initiate and participate in simple, polite oral interactions to greet peers and adults.
- Develop early phonological awareness through the isolation and recognition of initial speech sounds for the target graphemes/phonemes /b/ (*bonjour*) and /a/ (*ami*).
- Engage in interactive circle games, call-and-response, gestures (waving, hand-on-chest), and pair role-plays to build confidence in oral communication.

Student-friendly learning goal:

- ☐ Je peux dire « Bonjour ! » à un ami ou à mon enseignant.e.
- ☐ Je peux dire mon nom avec la phrase « Mon nom est... » ou « Je m'appelle... ».
- ☐ Je peux écouter et reconnaître les sons /b/ et /a/ au début des mots.

Neurolinguistic Approach: Oral Literacy Primer

- **Intensive Oral Phase:** Engage students in authentic, context-rich oral interactions to build implicit language competence before presenting printed text.
- **Internalization:** Use predictable sentence frames (*Bonjour, mon nom est...*) repeated across interactive contexts to build automaticity and natural rhythm.
- **Visual Anchors:** Use real photographs or point to people instead of written text to support auditory focus.
- **Gestures:** Provide physical movements—waving for *Bonjour*, hand on chest for *Mon nom*, and hugging self for *Ami*—to convey meaning without English translation.



Sub-task : Salutations!		Notes
Differentiated Instruction (Used strategies, Universal design for learning)		
☐ Preferential seating ☐ Universal timer ☐ Visual schedule ☐ First → Then ☐ ADHD learners (eg. Vocabulary words cards previewed ahead, movement breaks) ☐ MLL learners (eg. word list with images, non-verbal role-play options) ☐ Reading difficulty - Tier 2 instructions (focus on initial sound isolation - /a/ vs /i/)		
Target Vocabulary Words: Bonjour ! Mon nom est.../Je m'appelle ami/amie	Target Graphemes: /b/ /a/	Required Materials: Chanson: Mini TFO Bonjour Puppet a soft ball
A. Activer / Mise en situation (modélisation) <i>(Activating background knowledge)</i> Gather learners on the carpet. Play the short video clip chanson: Bonjour (Mini TFO). Have learners wave and move to the rhythm of the music. Introduce a puppet who "waves" to the class and greets learners by saying "Bonjour les amis." Explicit sound isolation warm-up: Say: "Écoutez bien: /a/ - /a/ - ami. Répétez après moi: /a/. Quel son entendons-nous au début de 'ami'?" Bonjour (/b/) and ami (/a/). Say: "Écoutez bien: /b/ - /b/ - bonjour. Répétez après moi: /b/. Quel son entendons-nous au début de 'bonjour'?"		Évaluation au service de l'apprentissage (diagnostique): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiation Gestures: Provide gestures to support understanding of the actions to support Pre-A1 comprehension.
B. Acquérir / l'action <i>(Teaching new concept)</i> <u>Je fais:</u> Modélisation par l'enseignante (ANL) Model the full sentence frame using the expressive gestures (hand on chest for <i>mon nom</i> , waving for <i>bonjour</i>): "Bonjour ! Mon nom est [enseignant.e]." Use the puppet to model a simple dialogue: Educator: <i>Bonjour !</i> Puppet: <i>Bonjour ! Mon nom est [Monsieur Ours].</i>		Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: MLL/Non-verbal learners: Can



Nous faisons: Pratique guidée Practice as a whole group using call-and-response with rhythmic clapping: <i>Bonjour! Mon nom est....</i> Pass the puppet around the circle. Each child holds the puppet and says: "<i>Bonjour, mon nom est [Nom]</i>" with educator modeling support. Vous faites: Pratique autonome / en petits groupes Put learners into pairs and line them up facing each other. Learners practice greeting their partner face-to-face: Partner 1: <i>Bonjour ! Mon nom est [nom]</i>. Partner 2: <i>Bonjour !</i> Depending on how much time you have, they could switch partners and repeat, but have line A move down 1 space/person.	wave and point to their name card or use gestures. Integrated movement: Students stand up, wave, and sit down when saying their name. Sentence frames and repetition: Having a predictable sentence stems helps lower the cognitive load for students with working memory challenges or as MLL learners.
C. Ancrer / La consolidation et la réflexion <i>(Consolidating new learning)</i> Re-gather at the carpet and have learners sit in a circle. Using a ball, hold the ball up and model the targeted phrase (<i>Bonjour, mon nom est [Enseignant.e] !</i> Roll the ball gently across the circle to a person. The receiving person catches the ball, says their greeting (<i>Bonjour! Mon nom est [Nom]</i>). Have the class respond with <i>Bonjour [nom]</i> back to the person. Then the person with the ball sends it off to another person in the circle, and the actions are repeated. Self-reflection: Have learners use non-verbal thumbs-up or down to answer the questions: "<i>Es-tu capable de dire bonjour à un ami?</i>"	Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Kinesthetic and tactile engagement: Rolling and catching the ball activates body movement and can help support learners in retaining the verbal structure through physical action. Low-stakes scaffolding: Rolling the ball across the circle provides a clear visual signal for turn-taking, reducing anxiety about who speaks next. Peer modeling and repetition: the whole class repeating <i>Bonjour nom</i>, reinforces pronunciation and



	vocabulary multiple times before every student takes an individual turn. Multimodal assessment: the non-verbal thumbs-up/down reflection allows MLL or students with processing delays to self-assess without speech pressure.
Assessment and Evaluation Observations: • Observe learner engagement, ability to isolate the initial sound, and recognition of non-verbal greeting cues. • Note learners who produce the complete model <i>Bonjour, mon nom est...</i> vs. those relying on non-verbal cues. Conversations: • Circulate and ask prompt questions during pair practice.	Differentiated support: <i>Differentiating assessment criteria by tracking complete model usage vs reliance on non-verbal cues acknowledges that students enter the task at varied developmental and linguistic stages.</i> <i>Circulating during pair practice provides immediate, individualized feedback and dynamic oral prompts adapted to each student's immediate point of need.</i>



Reserved for other sub-tasks
in *Être un.e bon.ne ami.e*

DRAFT



Action-oriented task in Kindergarten French Immersion

Aider la Terre

CECR Level: Pré-A1

Thème: Décrire des façons de prendre soin de l'environnement et de le respecter.

This lesson plan is designed for Kindergarten French Immersion and is grounded in the Neurolinguistic Approach (NLA) and the 2026 Ontario Kindergarten Curriculum. It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion model and the amount of French-language instruction provided within their board.



Final AO Scenario

Niveau pré-A1

Description pour l'enseignant.e : Les élèves découvrent des gestes simples pour protéger l'environnement dans leur salle de classe (éteindre la lumière, fermer l'eau, recycler le papier, composter, ramasser les déchets) et apprennent à exprimer leur intention d'agir.

Tâche finale pour l'apprenant.e : Tu as appris pourquoi c'est important de protéger la Terre et tu veux aider ! La classe commence un défi : devenir des éco-brigadiers. Tu vas faire des actions dans la classe et dans l'école pour protéger la Terre. Toute la classe va partager ses éco-actions et nous allons fêter nos réussites ! Nous allons créer une affiche d'éco-brigadiers pour la classe. Elle va nous rappeler les bons gestes à faire tous les jours.

Exemples:

La lumière est allumée → Pour aider la Terre, je peux éteindre la lumière.

Le robinet coule → Pour aider la Terre, je peux fermer l'eau.

Du papier traîne → Pour aider la Terre, je peux recycler le papier.

DRY



Scenario Webs*: Aider la Terre

Note: This is an overview of the entire scenario web. The shaded area represents the current sub-task that is addressed in the lesson provided.

Sub-task: Les actions écolos	Sub-task: C'est bon ou ce n'est pas bon pour la Terre?	Sub-task: Où vont les déchets?
Language Structure: Pour aider la Terre je peux... Phonological awareness: Segmenter - Mots avec 2 -3 phonèmes Vocabulary: la Terre aider éteindre fermer la lumière l'eau	Language Structure: C'est bon pour la Terre ! Ce n'est pas bon pour la Terre ! Phonological awareness: Segmenter - Mots avec 2 -3 phonèmes Vocabulary: bon pas bon	Language Structure: Je peux mettre.....dans..... Phonological awareness: Segmenter - Mots avec 2 -3 phonèmes (/p/ - poubelle, papier, pomme) Vocabulary: recycler ramasser les déchets la poubelle le bac de recyclage
Sub-task: Ensemble pour la Terre !	Sub-task: Mon affiche de l'éco-champion	Sub-task: Mon éco-promesse
Language Structure: Pour aider la Terre je peux... Moi aussi ! Et toi? Phonological awareness: Segmenter - Mots avec 2 -3 phonèmes Vocabulary: éteindre la lumière fermer le robinet recycler le papier ramasser les déchets Interaction: Oui, non, moi aussi, merci	Language Structure: Pour aider la Terre je peux... Phonological awareness: Segmenter - Mots avec 4+ phonèmes (s'ils sont prêts) Vocabulary: éteindre la lumière fermer le robinet recycler le papier ramasser les déchets	Language Structure: Pour aider la Terre je peux... Phonological awareness: Segmenter - Mots avec 4+ phonèmes (s'ils sont prêts) Vocabulary: éteindre la lumière fermer le robinet recycler le papier ramasser les déchets

*Les Scenario Webs, développés dans le cadre du doctorat de Danielle Hunter, sont utilisés ici avec permission.



Curriculum Expectations (Kindergarten 2026)	
Curriculum Strands: Check the strands that are included in the lesson	Specific Expectations Ex: A2.1, A1.3
Strand A: Foundations of Language and Mathematics ☐ A1. Oral and Non-Verbal Communication ☐ A2. Foundations for Reading and Writing ☐ A3. Understanding and Responding to Texts ☐ A4. Expressing Ideas and Creating Texts ☐ A5. The Mathematical Processes ☐ A6. Number Sense and Operations ☐ A7. Patterns and Relationships ☐ A8. Data Literacy and Probability ☐ A9. Geometric and Spatial Reasoning ☐ A10. Measurement	<i>A1.1 listen and respond</i> <i>A1.2 use language conventions and non-verbal communication</i> <i>A1.3 understand and use new words and develop morphological awareness</i> <i>A2. 5 read and spell words using phonemic awareness and phonics knowledge</i> <i>A4.1 use knowledge of letters, words, and sentences, with pictures and symbols to create simple texts</i>
Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☐ B13. Exploring Environments	<i>B13.1 state problems and pose questions in familiar contexts</i>
Strand C: Self-Regulation and Well-Being ☐ C14. Social Skills ☐ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☐ C17. Active Participation ☐ C18. Movement Skills and Concepts	<i>C14.1 act and talk with peers and adults by expressing positive messages</i> <i>C14.2 show the ability to take turns</i>
Strand D: Belonging and Contributing ☐ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☐ D22. People and Communities ☐ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	<i>D23.3 describe ways in which they care for and respect the environment</i>



CEFR Descriptors (searchable descriptors)	Pre-A1	A1
<u>Oral comprehension:</u> • Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. • Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.	X X	
<u>Oral production:</u> • Can produce simple, mainly isolated phrases about people and places. • Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	X	X
<u>Reading comprehension:</u> • Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary. • Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	X	X
<u>Writing production:</u> • Can produce simple isolated phrases and sentences.		X
<u>Interaction:</u> • Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information. • Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	X	X
<u>Mediation:</u> • Can use simple words/signs and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.		X



Learning Outcomes According to the CEFR (« je peux» statements)

- I can name an action that will help the earth.
 - I can do something good for our Earth.
 - I can recognise and read out a few familiar words and phrases.
-
- ☐ Je peux nommer une action pour aider la Terre
 - ☐ Je peux faire un geste écologique dans ma classe
 - ☐ Je peux reconnaître et lire à voix haute des mots simples

Early screening and diagnostic focus

1. Facilité à reconnaître le son initiale / First Sound Fluency
2. Facilité à dénommer les lettres / Letter Naming Fluency
3. Facilité à segmenter les phonèmes / Phoneme Segmentation Fluency

Conscience phonémique et phonétique:

- ☐ Reconnaissance des lettres / Letter recognition
- ☐ Sons des lettres / Letter sounds
- ☐ Correspondance graphème-phonème simple / Grapheme-phoneme Correspondence
- ☐ Voyelles accentuées / Accented vowels (é, à, è, ê...)
- ☐ Graphèmes simples mais variables / Simple but variable graphemes (g doux, g dur)
- ☐ Lettres muettes en position finales / Silent letters in final position (s, t, d, x, e)
- ☐ Mots CVC / CVC words



Explicit Tier 1 Instruction: Phonemic Awareness and Phonics Instruction

Target Skill Segmenting	Instructional Script (Emphasize segmenting) Expectation A2.3 Segmenting spoken words into phonemes, starting with simple structures with two phonemes and progressing to more complex structures with more phonemes.
Materials	• White board or Sky/grass/ground sentence strips • Magnetic letters or letter tiles • Blocks to visually represent the sounds in the word
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Mots avec 2 -3 phonèmes	
l'eau	Show picture of water coming out of the tap. Point to the water. <i>Voici l'eau. Écoutez le mot l'eau. Nous allons couper le mot pour écouter les sons dans le mot: /l/ - /o/.</i>
sac	Show picture of a garbage bag. Point to the bag. <i>Voici un sac. Un sac est utilisé pour ramasser les déchets. Écoutez le mot sac. Nous allons couper le mot pour écouter les sons dans le mot: /s/ - /a/ - /k/.</i>
bac	Show picture of recycling bin. Point to the bin <i>Voici un bac de recyclage. On peut mettre du papier dans le bac à recyclage. Écoutez le mot bac. Nous allons couper le mot pour écouter les sons dans le mot: /b/ - /a/ - /k/</i>
Mots avec 4+ phonèmes	**if students are ready
déchets	Show picture of garbage. Point to le garbage. <i>Voici les déchets. Écoutez le mot déchets. Nous allons couper le mot pour écouter les sons dans le mot: /d/ - /e/ - /ʃ/ - /e/.</i>
robinet	Show picture of a tap. Point to the tap. <i>Voici un robinet. Écoutez le mot robinet. Nous allons couper le mot pour écouter les sons dans le mot: /ʁ/ - /o/ - /b/ - /i/ - /n/ - /ɛ/</i>
papier	Show picture of a piece of paper. Point to the papier. <i>Voici un papier. Écoutez le mot papier. Nous allons couper le mot pour écouter les sons dans le mot: /p/ /a/ /p/ /j/ /e/</i>



Play-based Station Setup

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on student needs, classroom context, and professional judgment.

Station	Setup & materials
1. Classroom (role playing teacher/student)	Visuals or Visuals of a classroom with problems Focus: Talking about what you can do to help the Earth using visual prompts.
2. Sorting images (Eco-gestes)	Visuals of practices that are Ecolo and not Ecolo: Sorting cards - EcoGestes
3. Phonics (Phoneme/grapheme correspondance)	Vocabulary visuals Use letter tiles to sound out the word and spell it OR find the first sound of the word.
4. Grapheme - Writing practice	Visuals of the objects Sky Grass Ground paper Practice writing the letters in the word. *Best practice is to select words that contain graphemes they have been explicitly taught.
5. Listening to story and drawing a picture	J'aime la Terre par Todd Parr



Sub-task Description: Les actions écolos

Connection to final scenario: Les apprenants sont initiés au vocabulaire pour décrire les actions qui peuvent aider la Terre grâce à une chanson et au modelage de l'enseignant appuyé par des images.

The goal of this lesson is for learners to identify simple daily actions to protect the environment, introduce and use key action vocabulary related to helping the Earth, and use simple French sentence structures to describe how they can help in familiar classroom contexts.

By the end of the lesson, learners will be able to:

- Recognize and name key environmental vocabulary (*la Terre, la lumière, l'eau, les déchets, la poubelle*).
- Use action verbs related to eco-friendly habits (*éteindre, recycler, ramasser, fermer, aider*).
- Communicate using the sentence structure: « Pour aider la Terre, je peux [action]... » (e.g., « Pour aider la Terre, je peux éteindre la lumière. »)
- Demonstrate an understanding that simple daily actions contribute to helping and protecting the Earth.
- Develop early phonological awareness and phonics knowledge of the graphemes **é** (*éteindre, déchets*), **m** (*ramasser, fermer, lumière*), and **r** (*Terre, recycler, fermer, lumière*) through meaningful oral language experiences.
- Participate in simple oral interactions, total physical response (gestures), guided practice, and pair work related to helping the Earth.

Student-friendly learning goal:

- ☐ Je peux nommer des actions pour aider la Terre.
- ☒ Je peux dire ce que je peux faire pour aider la Terre avec la phrase « Pour aider la Terre, je peux... ».
- ☐ Je peux associer un geste ou une image à une action écolo.



Neurolinguistic Approach: Oral Literacy Primer

Intensive Oral Phase: Before students see the written words, they must engage in authentic oral interaction.

1. **Internalization:** Use the sentence frame "*Pour aider la Terre, je peux + action*"
2. **Visual anchors:** Use images, real classroom items, visual action flashcards
3. **Gestures:** Use gestures to represent the action words

Sub-task: Les actions écolos		Notes
Differentiated Instruction (Used strategies, Universal design for learning)		
☐ Preferential seating ☐ Timer ☐ Visual schedule ☐ First → Then ☐ ☐ ADHD learners (eg. Vocabulary words cards previewed ahead) ☐ MLL learners - (eg. word list with images, gestures to accompany actions) ☐ Reading difficulty - Tier 2 instructions ☐		
Mots de vocabulaire / Word bank: la Terre aider éteindre recycler ramasser fermer la lumière l'eau les déchets la poubelle	Graphème(s) cible(s): é (éteindre, déchets) m (ramasser, fermer, lumière) r (Terre, recycler, fermer, lumière)	Matériel requis: Song: Jour de la Terre Vocabulary Image cards Vocabulary action cards
A. Activer / Mise en situation (modélisation) <i>(Activating background knowledge)</i> Avant l'écoute: Introduce key vocabulary in the video, focusing on la Terre, la lumière, le robinet, les déchets using the visuals		Évaluation au service de l'apprentissage (diagnostique): ☐ Observation



provided. Pendant l'écoute: Play the song ▶ Jour de la Terre: Simple French Earth Day Song for the class. Pause the video when a concrete action appears (ex. flipping a light switch) and model the targeted structure: <i>Regardez ! Pour aider la Terre, je peux éteindre la lumière.</i> Perform a gesture for the action as you say the words. <i>Prompt the class to repeat the phrase and gesture together.</i>	☐ Conversation ☐ Produit écrit Differentiated support: Gestures: Provide gestures to support understanding of the actions to support Pre-A1 comprehension. Visual anchors: Use images and real objects when introducing words.
B. Acquérir / l'action <i>(Teaching new concept)</i> <u>Je fais:</u> Modélisation par l'enseignante (ANL) Educator uses examples in the classroom (either that already exist within the classroom or that the educator has intentionally created) while saying: <i>Regardez notre classe ! Le papier est partout, et la Terre a besoin d'aide ! Moi, pour aider la Terre, je peux ramasser les papiers et je peux les recycler.</i> (The educator places paper in the recycling bin.) <u>Nous faisons:</u> Pratique guidée Next, using vocabulary image cards, show scenarios of classroom situations and ask the question: <i>Pour aider la Terre, qu'est-ce que tu peux faire?</i> Use the sentence frame: <i>Pour aider la Terre, je peux....</i> for learners as they share ideas. They may provide ideas in their home language and you can reformulate using the vocabulary and correct syntax with the sentence frame. Possible prompts: <i>Pour aider la Terre, je peux recycler (les papiers).</i> <i>Pour aider la Terre, je peux mettre les déchets dans la poubelle.</i> <i>Pour aider la Terre, je peux éteindre les lumières.</i> <i>Pour aider la Terre, je peux fermer le robinet.</i> <u>Vous faites:</u> Pratique autonome / en petits groupes Have learners work in pairs to find one thing in the classroom that they can do to help the Earth and practice saying it in French.	Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Gestures: Provide gestures to support understanding of the actions to support Pre-A1 comprehension. Visual anchors: Use images and real objects when introducing words. Groupings: Consider pairing of students where it would help to have a strong peer language model in the pair (ex. to support MLL) Scaffolding: Accept single-word or home language contributions and then echo or reformulate using the full sentence frame (ex. Student says paper, Educator says Oui, pour aider la Terre, je peux recycler le papier.



C. Ancrer / La consolidation et la réflexion (Consolidating new learning) Distribute action cards to each learner. There will be duplicates of each card. The educator says: <i>Pour aider la Terre, je peux...+ action</i>. The learner that has that card stands up. Have learners say <i>Moi aussi ! Pour aider la Terre, je peux...+ action</i>.	Évaluation de l'apprentissage (sommative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Students could work in pairs.
Assessment and Evaluation Observe to identify how learners are doing with the vocabulary words and what words might need more practice to move towards independence. • Can the learner independently use or echo the sentence frame (« <i>Pour aider la Terre, je peux... »</i>) when engaging with visual prompts or classroom tasks. • Can learner connect the oral vocabulary word with the gesture/image • Note the level of support required for oral interaction (independently, with prompts, demonstrates understanding - pointing, gesture without oral output.) Learner self-evaluation: Sample billet de sortie	Tools: Observation Checklist



Reserved for other sub-tasks
in *Aider la Terre*

DRAFT



Les experts de la nature

CECR Level: Pre-A1

Thème: Trier et classer des groupes d'êtres vivants et d'éléments non vivants, tout en pratiquant des formules de prise de parole à tour de rôle et des repères vocabulaire non verbaux.

This lesson plan is designed for Kindergarten French Immersion and is grounded in the Neurolinguistic Approach (NLA) and the 2026 Ontario Kindergarten Curriculum. It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion model and the amount of French-language instruction provided within their board.



Final AO Scenario

Niveau pré-A1

Les experts de la nature

Description pour l'enseignant.e : In small collaborative groups, students act as nature experts exploring the school yard or outdoor learning space. They collect real items or pictures (e.g., leaves, rocks, twigs, plastic toys, insects, paper) and create a collaborative visual display or outdoor mini-guide/field chart to teach classmates how to identify living (vivant) and non-living (non-vivant) items.

Tâche finale pour l'apprenant.e: Notre école aménage un nouveau sentier de la nature dans la cour de récréation. La direction (ou la mascotte de la classe) a besoin de ton aide, car les visiteurs ne savent pas ce qui est vivant et ce qui est non vivant. Tu explores la cour avec ton équipe d'experts pour trouver des trésors. Tu décides ce qui est vivant (comme une plante ou un insecte) et ce qui est non vivant (comme un caillou ou un jouet). Tu crées un guide visuel pour apprendre à toute l'école à observer et respecter la nature.

Exemples:

- C'est vivant !
- Ce n'est pas vivant !

DRAFT



Scenario Web*: Les experts de la nature

Note: This is an overview of the entire scenario web. The shaded area represents the current sub-task in the lesson.

Sub-task: Dans le jardin (Plantes et fleurs)	Sub-task: Les roches et le sol (Éléments non-vivants)	Sub-task: Les insectes de la cour d'école
Language structure: « Qu'est-ce que c'est ? » / « C'est vivant ! » Phonological awareness: Ff et Ll (feuille, fleur) Vocabulaire: plante, feuille, fleur, grandir, vivant	Language structure: « Est-ce que ça grandit ? » / « Ce n'est pas vivant. » Conscience phonétique: Cc dur et Rr (caillou, roche) Vocabulaire: caillou, roche, terre, sable, non-vivant	Language structure: « Où est l'insecte ? » / « Il bouge ! » Conscience phonétique: li et Nn (insecte, nid) Vocabulaire: insecte, fourmi, ver de terre, bouger, vivant
Sub-task: L'eau et les objets de la classe	Sub-task: Les animaux de la forêt	Sub-task: Le tri de la nature
Language structure: « À quoi ça sert ? » / « C'est un objet. » Conscience phonétique: Bb et Pp (bâton, plastique, papier) Vocabulaire: bâton, plastique, papier, eau, non-vivant	Language structure: « Qu'est-ce qu'il fait ? » / « Il mange / il vit. » Conscience phonétique: Aa et Tt (animal, arbre) Vocabulaire: animal, oiseau, arbre, vivant, manger	Language structure: « C'est vivant ou non-vivant ? » / « C'est vivant / Ce n'est pas vivant. » Conscience phonétique: Vv et Nn (vivant, non-vivant) Vocabulaire: trier, classer, vivant, non-vivant, nature

*Les Scenario Webs, développés dans le cadre du doctorat de Danielle Hunter, sont utilisés ici avec permission.



Curriculum Expectations (Kindergarten 2026)	
Curriculum Strands: Check the strands that are included in the lesson	Specific Expectations Ex: A2.1, A1.3
Strand A: Foundations of Language and Mathematics ☒ A1. Oral and Non-Verbal Communication ☒ A2. Foundations for Reading and Writing ☐ A3. Understanding and Responding to Texts ☒ A4. Expressing Ideas and Creating Texts ☐ A5. The Mathematical Processes ☐ A6. Number Sense and Operations ☐ A7. Patterns and Relationships ☐ A8. Data Literacy and Probability ☒ A9. Geometric and Spatial Reasoning ☐ A10. Measurement	A1.1 listen and respond A1.2 use language conventions and non-verbal communication A1.3 understand and use new words and develop morphological awareness A2.5 read and spell words using phonemic awareness and phonics knowledge A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts A9.2 Identify, sort, and compare common shapes/objects or attributes while classifying.
Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☒ B13. Exploring Environments	B13.2 Sort and classify groups of living and non-living things (Les vivants et les non-vivants).
Strand C: Self-Regulation and Well-Being ☒ C14. Social Skills ☐ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☒ C17. Active Participation ☐ C18. Movement Skills and Concepts	C14.1 act and talk with peers and adults by expressing and accepting positive messages C14.2 show the ability to take turns
Strand D: Belonging and Contributing ☐ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☐ D22. People and Communities ☒ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	D23.1 Identify and describe living and non-living elements in their local environment and demonstrate care for nature.



CEFR Descriptors (searchable descriptors)	Pre-A1	A1
<u>Oral comprehension:</u> • Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. • Can recognise everyday, familiar words/ signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. • Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.	x x	x
<u>Oral production:</u> • Can produce extremely short, simple phrases with high-frequency formulaic language, heavily supported by gestures (e.g., « C'est vivant ! », « Ce n'est pas vivant. »).	x	
<u>Reading comprehension:</u> • Can recognize extremely simple words, pictures, and symbols paired with labels (e.g., visual icons like a green heart/sprout for vivant and a red block for non-vivant).	x	
<u>Writing production:</u> • Can produce simple visual texts by drawing, tracing, or using classroom word cards/picture stamps to label items.	x	
<u>Interaction:</u> • Can interact in a very simple way, asking and answering simple questions with formulaic phrases, and taking turns with a partner (e.g., « À ton tour ! », « Est-ce que c'est vivant ? »).		x
<u>Mediation:</u> • Can show a partner a real object or drawing to share basic, immediate information.		x



Learning Outcomes According to the CEFR (« je peux » statements)

Pre-A1

- I can say if something is living or non-living.
 - I can explain why something is living or non-living.
 - I can ask my friend a simple question.
 - I can ask and answer the question "Is it living?"
 - I can wait and give my partner their turn.
 - I can draw and label a living object and a non-living object.
 - I can name an object from nature and say its initial sound.
-
- ☐ Je peux dire si quelque chose est vivant ou non-vivant (« C'est vivant ! » / « Ce n'est pas vivant. »).
 - ☐ Je peux expliquer pourquoi une chose est vivante ou non-vivante.
 - ☐ Je peux poser une question simple à mon ami (« Est-ce que c'est vivant ? »).
 - ☐ Je peux poser et répondre à la question « Est-ce que c'est vivant ? ».
 - ☐ Je peux attendre et donner mon tour à mon partenaire (« À ton tour ! » / « C'est à mon tour. »).
 - ☐ Je peux dessiner et étiqueter un objet vivant et un objet non-vivant.
 - ☐ Je peux nommer un objet de la nature et dire son son initial.

Early screening and diagnostic focus: transferable skills

1. Facilité à reconnaître le son initiale / First Sound Fluency
2. Facilité à dénommer les lettres / Letter Naming Fluency
3. Facilité à segmenter les phonèmes / Phoneme Segmentation Fluency

Conscience phonémique:

- ☒ Reconnaissance des lettres / Letter recognition
- ☒ Sons des lettres / Letter sounds
- ☒ Correspondance graphème-phonème simple / Grapheme-phoneme Correspondence
- ☐ Voyelles accentuées / Accented vowels (é, à, è, ê...)
- ☐ Graphèmes simples mais variables / Simple but variable graphemes (g doux, g dur)
- ☐ Lettres muettes en position finales / Silent letters in final position (s, t, d, x, e)
- ☐ Mots CVC / CVC words



Explicit Tier 1 Instruction: Phonemic Awareness & Phonics Instruction

Target Sound	Instructional Script (Emphasize Initial Sounds) Expectation A2.3 identifying phonemes orally in spoken words (e.g. prompt: "Quel est le premier son dans le mot sac ?", first with continuous sounds, and then with stop sounds.
Material	• 🗂 Les êtres vivants et les non-vivants • White board or Sky/grass/ground sentence strips • mnemonic alphabet cards, mnemonic alphabet posters • magnetic letters or letter tiles (optional)
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Lesson: Initial consonant sound /f/ (for feuille, fleur)	Educator: "Regardez cette feuille. Écoutez bien le début du mot : f-f-f-feuille. Quel son entendez-vous tout au début ? Oui, c'est le son /f/ ! Faisons le son ensemble : f-f-f. Bravo !" Show the mnemonic alphabet for F f. Have learners practice writing F f on sky/grass/ground strips or magnetic letters.
Lesson: Initial consonant sound /k/ (for caillou)	Educator: "Maintenant, regardez ce caillou. Écoutez bien : c-c-c-caillou. Quel son au début ? C'est le son /k/. Faisons-le ensemble : c-c-c. Excellent !" Show mnemonic alphabet for C c and write C c.
Lesson: Initial consonant sound /b/ (for bâton)	Educator: "Regardez ce bâton. Écoutez le son : /b-b-b/. Comme le bruit d'un tambour. Faisons le son ensemble : b-b-b." Show mnemonic alphabet for B b and write B b.
Lesson: Initial consonant sound /v/ (for vivant)	Educator: "Écoutez le mot vivant: v-v-v-vivant. Faites comme un petit moteur : /vvv/. Quel son au début ? C'est /v/ !" Show mnemonic alphabet for V v and write V v.



Play-based Stations Setup

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on student needs, classroom context, and educator professional judgment.

Stations	Setup & materials (stations) and ➤ Matériel d'apprentissage et Scénarios - Les être..
Station 1: Le tri de la nature en équipe (Partner Sorting)	Two hoops or mats on the carpet labeled with visual icons: a green heart/sprout (Vivant) and a red block (Non-vivant). A basket containing collected natural/manufactured items (twigs, leaves, stones, plastic toys). Focus: <i>Oral communication « Est-ce que c'est vivant ? » / « À ton tour ! »</i>
Station 2: Les experts d'art (Art & Labeling)	Blank drawing sheets with a two-column graphic organizer, crayons/markers, classroom word-picture cards, stamps for "V" (Vivant) and "NV" (Non-vivant). Focus: <i>Drawing and labeling living vs non-living.</i>
Station 3: L'explorateur (Outdoor Exploration)	Magnifying glasses, clipboards, paper bags for students to explore the school yard and collect materials safely. Focus: <i>Inquiry & nature exploration and role play</i>
Station 4: Le bac sensoriel (Sensory Sorting)	Sensory bin filled with sand or water, hidden plastic insects, shells, real sticks, and laminated word cards. Plastic tongs or scoops for students to retrieve and categorize them. Focus: <i>Sensory manipulation & initial sound identification (f, c, b).</i>



Sub-task Description: Le tri de la nature

This is the final scenario

The goal of this lesson is for learners to identify and classify living and non-living things in their environment, use simple French language structures to ask and answer questions about natural items, and practice collaborative turn-taking skills during outdoor and classroom discovery activities.

By the end of the lesson, learners will be able to:

- Recognize and name nature and classification vocabulary (*une feuille, un caillou, un arbre, un insecte, une fleur, un bâton, un jouet, vivant, non-vivant*).
- Communicate using target sentence structures and turn-taking phrases:
 - « Est-ce que c'est vivant ? »
 - « C'est vivant ! » / « Ce n'est pas vivant. »
 - « Regarde ! »
 - « À ton tour ! »
- Demonstrate an understanding of the basic characteristics that distinguish living things from non-living objects (e.g., growing, needing care/water).
- Develop early phonological awareness and phonics knowledge of target graphemes and initial consonant sounds, specifically */v/* (*vivant*), */n/* (*non-vivant*), */f/* (*feuille, fleur*), */k/* (*caillou*), and */b/* (*bâton*).
- Participate in simple oral interactions, partner sorting, non-verbal gestures, and graphic recording (drawing and labeling) to share findings.

Student-friendly learning goal:

- ☐ Je peux dire si quelque chose est vivant ou non-vivant.
- ☐ Je peux poser et répondre à la question « Est-ce que c'est vivant ? ».
- ☐ Je peux attendre mon tour et dire « À ton tour ! » à mon partenaire.
- ☐ Je peux dessiner un objet vivant et un objet non-vivant.

Neurolinguistic Approach: Oral Literacy Primer

Intensive Oral Phase: Before students see the written words, they must engage in authentic oral interaction.

1. **Internalization:** Use the sentence frame « Est-ce que c'est vivant ? » and « C'est vivant ! » / « Ce n'est pas vivant. »



2. **Visual Anchors:** Use real items (leaf, rock, twig), visual cards (green heart/sprout vs red block), and sorting hoops.
3. **Gestures:** Use gestures (e.g. breathing/growing movement for vivant vs. still hands for non-vivant) to support Pre-A1 comprehension.
4. **Contextualisation et modélisation par l'enseignant.e:** The educator shows a real plant or green leaf and models: « *Regardez ! Dans notre jardin, il y a beaucoup de choses. J'ai une plante. La plante grandit... C'est vivant !* »
5. **Questionnement individuel:** The educator picks up a non-living item and asks: « [Apprenant.e 1], *regarde le caillou. Est-ce que c'est vivant ?* » to elicit « *Ce n'est pas vivant.* ».
6. **Interaction en dyades:** Learners practice in pairs with baskets of items using turn-taking phrases: « *À ton tour !* » and « *Est-ce que c'est vivant ?* ».

Sub-task : Le tri de la nature		Notes
Differentiated Instruction (Used strategies, Universal design for learning)		
☐ Preferential seating ☐ Universal timer ☐ Visual schedule ☐ First → Then ☐ ADHD learners (eg. Vocabulary words cards previewed ahead) ☐ MLL learners (eg. word list with images) ☐ Reading difficulty - Tier 2 instructions		
Target Vocabulary Words: • une feuille, • un caillou, • un arbre, • un insecte, • une fleur, • un bâton, • un jouet, • vivant, • non-vivant.	Target Graphemes: /V/ (Vivant), /N/ (Non-vivant), initial consonants (f, c, b).	Required Materials: • Sorting hoops or mats. • Visual icons (green heart/sprout and red block). • Baskets of natural and manufactured items. • Two-column graphic organizer worksheets. • Word-picture cards and symbol stamps. • Visual timer
A. Activer / Mise en situation (modélisation) <i>(Activating background knowledge)</i> Intensive Oral Phase: Before learners see the written words, they must engage in authentic oral interaction inspired by NLA.		Évaluation au service de l'apprentissage (diagnostique): ☐ Observation: Check learners' knowledge of basic concepts of living vs



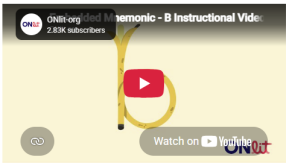
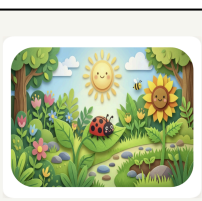
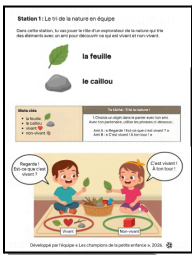
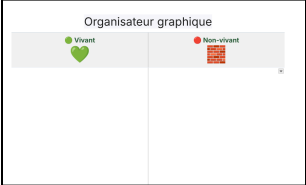
Showing a short clip from IDÉLLO can serve as a great visual hook (mise en situation) to introduce or review the concept of living (<i>vivant</i>) and non-living (<i>non-vivant</i>) things before diving into the Intensive Oral Phase and partner sorting. Mini Été : compilation estivale 10 Idélo (à partir de 1:26). The educator introduces two hoop stations with visual icons (green sprout for <i>vivant</i>, red block for <i>non-vivant</i>). The educator models picking up an item (a green leaf) and says: « <i>Regardez ! J'ai une feuille. La feuille grandit... C'est vivant !</i> ». The educator models taking turns with a student helper, passing a rock and saying: « <i>À ton tour, [Nom] ! Est-ce que le caillou est vivant ?</i> ».	non-living during whole-group modeling. ☐ Conversation: Listen to responses during whole-group question and answer. ☐ PHONIC AWARENESS INSTRUCTION: Show a picture of a leaf: « <i>C'est la ***feuille. Écoutez le son: ffff.</i> » » Show mnemonic alphabet card for **F f**.
B. Acquérir / l'action (<i>Teaching new concept</i>) Je fais: Modélisation par l'enseignante (ANL) Use sentence frame « <i>Est-ce que c'est vivant ?</i> » and « <i>C'est vivant !</i> » / « <i>Ce n'est pas vivant.</i> ». Show real items or pictures to model. Teacher: « <i>Mon caillou ne grandit pas. Est-ce que c'est vivant ?</i> » Learner: « <i>Ce n'est pas vivant.</i> » Nous faisons: Pratique guidée Invite two learners to model in front of the class. One holds an item, asks « <i>Est-ce que c'est vivant ?</i> », and prompts « <i>À ton tour !</i> ». Vous faites: Pratique autonome / en petits groupes Partner Investigation (12–15 mins): Pairs use baskets of items. Learner A: « <i>Regarde ! Est-ce que c'est vivant ?</i> ». Learner B: « <i>C'est vivant !</i> » (with gesture) and places it in the hoop. Learner B prompts Learner A: « <i>À ton tour !</i> ». Graphic Recording (10 mins): Learners draw one living item and one non-living item in their two-column organizer, then trace or label using word cards.	Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Phonetic instruction: Emphasize initial sounds /k/ in <i>caillou</i> and /b/ in <i>bâton</i>.
C. Ancrer / La consolidation et la réflexion (<i>Consolidating new learning</i>) What to do: Gather learners in a circle with sorting hoops displayed. Review key question « <i>Est-ce que c'est vivant ?</i> ». The educator	Évaluation de l'apprentissage (sommative): ☐ Observation



stops the class and asks a learner about their partner: « <i>Qui est ton partenaire ? Qu'est-ce qu'il/elle a choisi ? Est-ce que c'est vivant ?</i> » to verify listening. Exit Ticket (Oral): Before leaving the carpet, each learner holds up an object/drawing and completes the sentence: « <i>La/Le ____ est vivant(e)</i> » or « <i>Le/La ____ n'est pas vivant(e)</i> ».	Use checklists to track ability to classify items correctly (B13.2, D23.1), use basic oral French phrases/gestures (A1.1, A1.2), and wait/prompt partners (C14.2). ☐ Conversation Pedagogical documentation (capturing photos paired with verbatim oral quotes of French production). ☐ Produit écrit Review emerging tracing and drawing on the graphic organizer. Differentiated support: Sentence strips with visual/picture cues, peer-assisted pairing, gestural modeling (breathing vs. still).
Assessment and Evaluation <i>Assess to what extent the learner can:</i> • dire si quelque chose est vivant ou non-vivant. • poser et répondre à la question « <i>Est-ce que c'est vivant ?</i> ». • dessiner un objet vivant et un objet non-vivant.	Differentiated support: This can be done orally or in a checklist format



Resources:

 Animated alphabet instructional videos on Kindergarten ONlit.org	 IDELLO - à partir de 1:26 Mini Été : compilation estivale 10 Idélo	 Google Slides presentation on living and non-living things: Les êtres vivants et les non-vivants
 Matériel d'apprentissage et Scénarios - Les êtres vivants et les non-vivants	 Play-based centres - oral communication	 Graphic Organizer



Reserved for other sub-tasks
in *Les experts de la nature*



DRAFT



Action-oriented task in Kindergarten French Immersion

On joue ensemble!

CECR Level: Pre-A1

Thème: Exprimer son intention et utiliser le français oral pour entrer dans un jeu, partager et favoriser un sentiment d'appartenance dans notre communauté de classe.

Theme: *Expressing intent and using oral French to enter play, share, and build belonging in our classroom community.*

This lesson plan is designed for Kindergarten French Immersion and is grounded in the Neurolinguistic Approach (NLA) and the 2026 Ontario Kindergarten Curriculum. It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion model and the amount of French-language instruction provided within their board.



Final AO Scenario

Niveau pré-A1

Description pour l'enseignant.e : Les élèves apprennent à utiliser des formules simples pour exprimer leur intention, demander à rejoindre un jeu ou une activité, et interagir avec leurs pairs. Ils développent leur communication orale en contexte authentique tout en apprenant à négocier des solutions sociales.

Tâche finale pour l'élève : Tu vois un(e) ami(e) qui joue dans un centre. Tu veux jouer avec ton ami(e). Approche-toi d'elle ou de lui, demande-lui gentiment si tu peux te joindre à son jeu, et réponds à sa réaction.

Exemples:

- les blocs de construction
- le bac à sable
- la table d'eau
- l'art

DRY



Scenario Webs*: Les héros de notre communauté

Note: This is an overview of the entire scenario web. The shaded area represents the current sub-task in the lesson.

Sub-task: Identifying the Play Area & Intent	Sub-task: Requesting to join	Sub-task: Responding to the Peer
Target language structure(s): Je veux jouer au / à la / aux _____ [coin de jeu]. Phonological awareness: Jj - /3/ Vocabulary: les blocs, la cuisine, la table d'eau, le bac à sable, l'art, les autos, le jeu dramatique	Target language structure(s): "Est-ce que je peux jouer ?" /"Est-ce que je peux jouer avec toi ?" / "S'il te plaît !" Phonological awareness: Pp & oi - /wa/ Vocabulary: jouer, avec, toi, s'il te plaît, ami(e)	Target language structure(s): "Oui, viens !" / "Oui, prends un(e) _____." / "Merci, mon ami(e) !" / "Attends une minute." Phonological awareness: Mm & ien - /iẽ/ Vocabulary: oui, viens, merci, d'accord, attends, un bloc, un jouet, ami(e)
Sub-task: Actioning a request and positive response	Sub-task: Responding to "No"	Final task
Target language structure: Integration of the complete sequence : "Est-ce que je peux jouer ?" → "Oui, viens !" → "Merci !" Phonological awareness: N/A Vocabulary: <i>vocabulaire contextuel des centres</i>	Target language structure(s): "Non, pas maintenant." / "D'accord. Après toi ?" / "On partage ?" / "D'accord ! Je vais au/à la/aux _____." Phonological awareness: Nn Vocabulary: non, pas maintenant, après toi, partager, tour, d'accord, un autre coin, c'est correct	Target language structure: Integration of the complete sequence : "Est-ce que je peux jouer ?" → "Oui, viens !" / "Non, pas maintenant" → "Merci !" / "Après toi ?" / "On partage ?" / "D'accord, je vais au/à la/aux _____." Phonological awareness: N/A Vocabulary: <i>vocabulaire contextuel des centres</i>

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Curriculum Expectations (Kindergarten 2026)	
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Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☐ B13. Exploring Environments	
Strand C: Self-Regulation and Well-Being ☒ C14. Social Skills ☐ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☐ C17. Active Participation ☐ C18. Movement Skills and Concepts	C14.1, C14.2, <u>C14.3</u> , C14.4, C15.2, C15.4, C17.3
Strand D: Belonging and Contributing ☐ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☐ D22. People and Communities ☐ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	



CEFR Descriptors (<u>searchable descriptors</u>)	Pre-A1	A1
<u>Oral comprehension:</u> - I can understand a few familiar spoken words and phrases (e.g., the educator's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers...) - I can identify familiar words and phrases - I can understand a simple short role-play (e.g., a conversation between educator and learner) - I can understand some of the things that the educator says in class and the names for things in the school. - I can understand a range of familiar spoken phrases (e.g., basic phrases concerning myself, my family and school...)	X X	 X X X
<u>Oral production:</u> - Can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality) - Can produce simple, mainly isolated phrases about people and places. - Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. - Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	X	 X X X
<u>Reading comprehension:</u> <i>Not applicable in this final task</i>		
<u>Writing production:</u> <i>Not applicable in this final task</i>		
<u>Interaction:</u> - Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information - Can understand and use basic, formulaic expressions such as « Oui », « Non », « Excusez-moi », « S'il vous plaît », « Merci », « Désolé/e ». - I can understand common words and names of everyday objects that are in my everyday life - I can say please and thank you - I can give thanks and excuses by using simple sentences (i.e., "thank you, "Excuse me", "Sorry", etc) - Can ask people for things, and give people things. - Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. - I can ask someone to play a game with me (e.g., Will you play catch with me?)	X X X X X	 X X X



Mediation:
Not available at this time

Learning Outcomes According to the CEFR (« je peux» statements)

Pre-A1:

- I can name the center or activity I want to join
 - I can ask politely to join
 - I can use a simple and complete sentence following a model
 - I can understand a simple answer
 - I can respond to my classmate
-
- ☐ Je peux nommer où je veux jouer
 - ☐ Je peux demander poliment à jouer avec mon ami.e
 - ☐ Je peux parler en phrase complète en suivant le modèle
 - ☐ Je peux comprendre la réponse de mon ami.e
 - ☐ Je peux répondre à mon ami.e pour jouer ou trouver une solution

Early screening and diagnostic focus: transferable skills

1. Facilité à reconnaître le son initiale
2. Facilité à dénommer les lettres
3. Facilité à segmenter les phonèmes

Conscience phonémique:

- ☐ Reconnaissance des lettres
- ☐ Sons des lettres
- ☐ Correspondance graphème-phonème simple
- ☒ Voyelles accentuées (é, à, è, ê...)
- ☐ Graphèmes simples mais variables (g doux, g dur)
- ☐ Lettres muettes en position finales (s, t, d, x, e)
- ☐ Mots CVC



Explicit Tier 1 Instruction: Phonemic Awareness & Phonics Instruction

Target Sound	Instructional Script (Emphasize Initial Sounds) Expectation A2.1: naming upper and lowercase letters in French both in and out of order, with increasing automaticity Expectation A2.2: beginning to print upper-and lowercase letters with appropriate formation patterns. Expectation A2.3 identifying phonemes orally in spoken words (e.g. prompt: "Quel est le premier son dans le mot sac ?", first with continuous sounds, and then with stop sounds.
Materials	• White board or Sky/grass/ground sentence strips, • mnemonic alphabet cards, mnemonic alphabet posters • magnetic letters or letter tiles (optional)
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Lesson: Je & jouer Jj - /ʒ/	Show a picture of kids playing « Les amis jouent . Écoutez le son: j j j j j j j j Faites comme un petit abeille j j j j j j j j. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter J j in a capital and lower case. Have learners practice making the /ʒ/ sound in French. <i>"Pour bien dire 'Je' et 'jouer', on fait le bruit d'une abeille douce avec la langue juste derrière les dents du haut : /ʒ/ ! Mettez la main sur votre gorge pour sentir la vibration de la voix : /ʒ/... Je... /ʒ/... jouer !"</i>
Lesson: Peux & toi /p/ & /wa/ (oi)	Show a picture of someone accomplishing something (e.g., a superhero flying or an athlete running, climbing etc) « Il/Elle peut _____. Écoutez le son: p, p, p. Comme le bruit des bulles qui s'éclatent. Pop, pop, pop. » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter P p in a capital and lower case. Have learners practice making the /wa/ sound in French. <i>Écoutez le son à la fin de toi : /wa/ ! La bouche s'ouvre grand du petit rond vers le grand 'a' : t-ou-a → toi ! Disons ensemble : 'Est-ce que je peux jouer avec toi?'</i>
Lesson: Merci & viens /m/ & /iɛ/ (ien)	Show a picture of a person thanking someone: « Il/Elle dit ' Merci . Écoutez le son : m m m m m. Comme quand c'est délicieux ! » Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Mm in a capital and lower case .



	Have learners practice making the /iɛ̃/ sound in French. <i>"Pour le son nasal /iɛ̃/ dans v-i-en-s, l'air passe par le nez pendant qu'on fait un grand sourire ! Touchez votre nez pour sentir la vibration : /iɛ̃/... viens !"</i>
Lesson: Non	Show a picture of someone saying "No": "Il/Elle dit 'Non'. Écoutez le son : nnnnnn. Comme quand on prend une pause avant de répondre." Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Mm in a capital and lower case .

Play-based Station Examples

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on learner needs, classroom context, and educator professional judgment.

Station	Setup & materials
Le coin jeu dramatique (<i>Dramatic Play: Pizza Restaurant</i>)	Set up a pizza shop with limited chef hats/aprons. Only 2 chefs can cook at once.
Le coin de construction (<i>Block / Construction Center</i>)	Place a visual card showing two children building a bridge together next to the wooden blocks.
La table d'eau / sable (<i>Sensory Table</i>)	Place floating boats or scoopers that require pair interaction (e.g., funnel filling).
L'atelier d'art (<i>Creative Arts Center</i>)	Collaborative mural on the floor with limited giant paintbrushes or stamps.



Sub-task Definition : Identifying where I want to play

The goal for this lesson is to have learners identify French vocabulary for the various play centers they are already familiar with (e.g., les blocs, la cuisine, la table d'eau/le bac à sable etc.) and use simple French language structures to state their intent to join a centre or activity.

By the end of this lesson, learners will be able to:

- Identify their preferred activity or centre within the classroom.
- Use vocabulary related to their chosen activity or centre.
- Ask and answer the question “Où veux-tu jouer?” in the context of their classroom setting.
- Communicate using the sentence structures:
 - “Je veux jouer au/à la/aux _____.”
 - “Je veux jouer avec _____.”
- Develop French phonological discernment between the sounds
- /ø/ (*veux*) and. /u/ (*jouer*)
- Participate in simple oral interactions and role-play scenarios related to selecting a classroom activity/center.

learner-friendly learning goal:

- ☐ Je peux nommer où je veux jouer.
- ☐ Je peux demander à mon ami.e où il/elle veut jouer

Neurolinguistic Approach: Oral Literacy Primer

Intensive Oral Phase: Engage learners in authentic, context-rich oral interactions to build implicit language competence before presenting printed text.

- **Internalization:** Use the sentence frame “*Je veux jouer au/à la/aux _____.*”
- **Visual Anchors:** Use real photographs or a simple map of the classroom to represent the activity centers.
- **Gestures:** Use manual signs (e.g., a shoulder shrug with “Où” to indicate it’s a question, pointing to self/partner for *je/tu*) to support Pre-A1 comprehension.



	Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter J j in a capital and lower case. Have learners practice making the /ʒ/ sound in French. <i>"Pour bien dire 'Je' et 'jouer', on fait le bruit d'une abeille douce avec la langue juste derrière les dents du haut : /ʒ/ ! Mettez la main sur votre gorge pour sentir la vibration de la voix : /ʒ/... Je... /ʒ/... jouer !"</i>
B. Acquérir / l'action (Teaching new concept) <u>Je fais:</u> Modélisation par l'enseignante Use the sentence frame "Où veux-tu jouer?" and "Je veux jouer au/à la/aux ..." Use the choice board or classroom map to provide visual support as you model the dialogue between two classmates. Ask the key question to encourage learners to respond in French to the best of their abilities. Example: Educator: <i>Tu aimes les blocs.</i> (Point to a picture of the blocks/construction center.) <i>Où veux-tu jouer?</i> Learner: <i>Je veux jouer au centre de construction.</i> Educator: <i>Tu aimes l'art et dessiner.</i> (Point to a picture of the art center.) <i>Où veux-tu jouer?</i> Learner: <i>Je veux jouer au centre d'art.</i> Continue until all centers have been covered and modelled multiple times (once learners are answering confidently using the sentence frame "Je veux jouer au/à la/aux _____", even if prompting and support for the actual center is still needed) <u>Nous faisons:</u> Pratique guidée Invite a learner to the front of the class to model the dialogue with you. With Educator support, guide the learner through an interaction.	Évaluation en tant qu'apprentissage (formative): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support: Scaffolding: Educators can chunk this process for learners by only offering 2-3 choices, before expanding to include all the options available.



Educator: <i>"Je veux jouer au drame. Ou veux-tu jouer?"</i> learner: "J Educator points to a learner: <i>"Moi, je veux jouer à la cuisine. Et toi, _____?"</i> (learner points to the photo on the smartboard to signal intent). Continue until all classroom centers have been selected. If a center remains unselected, ask "Qui veut jouer au/à la/aux _____?" to introduce the word. <i>"Moi, je veux jouer aux blocs."</i> (Point to blocks) "Et toi, _____, où veux-tu jouer?" • <u>Vous faites:</u> Pratique autonome / en petits groupes Peer Choice Pass (Paire à paire): Learners pair up on the carpet. Learner A holds a mini visual center card (e.g., photo of the art table) and asks Learner B: "Où veux-tu jouer?". Learner B responds using the full complete sentence structure while placing their name icon on the board: "Je veux jouer à l'art!".	
C. Ancrer / La consolidation et la réflexion (Consolidating new learning) Consolidation Check: learners switch roles so every child expresses their real play intent independently to a peer before moving to learning centers. To check that key vocabulary is known, have learners select images or point to the physical classroom location as the educator says "Je veux jouer au/à la/aux _____"	Évaluation de l'apprentissage (sommativ): ☐ Observation ☐ Conversation ☐ Produit écrit Differentiated support:
Assessment and Evaluation Exit ticket (oral) Before leaving the carpet, each learner completes the sentence" "Je veux jouer au/à la/aux _____." • Independent: Expresses play intention using <i>"Je veux jouer au / à la / aux..."</i> with accurate center vocabulary without hesitation. • Developing: Points to visual choice board and uses simplified structure (<i>"Je veux jouer"</i> or center name alone)	Differentiated support:



with gentle Educator prompting. • Emerging: Requires direct physical/visual gesture support to select a center and repeat the key verb phrase after the Educator. Documentation Strategy: Quick observation grid on a clipboard during carpet choice time (check marks for independent oral sentence vs. supported gesture).	
Evaluation - Self-assessment ☐ Je peux nommer où je veux jouer. ☐ Je peux demander à mon ami.e où il/elle veut jouer	Differentiated support: This can be done orally or in a checklist format



Identity and Self-Image

CECR Level: Pre-A1

Thème:

Theme: Recognizing and expressing personal interests and strengths, and sharing experiences at school

This lesson plan is designed for Kindergarten French Immersion and is grounded in the Neurolinguistic Approach (NLA) and the 2026 Ontario Kindergarten Curriculum. It emphasizes oral language development as the foundation for phonological awareness, literacy learning, and active participation in the school and community. Educators are encouraged to adapt the lesson to their local French Immersion model and the amount of French-language instruction provided within their board.



Final Action-oriented Task

Students will talk about class and school events/activities that they like/prefer or don't like (building with blocks, painting, drama center, climbing on the structure, playing gym/yard games, etc...) and learn to explain their daily activities and/or preferred activities to someone else.

Tâche finale: Un nouvel élève francophone arrive dans ta classe et ne connaît pas encore le déroulement de la journée. Tu deviens son ami-guide : tu lui présentes les activités et les moments importants de la classe, tu lui expliques ce que tu aimes faire et tu lui poses des questions pour découvrir ses préférences. Ensemble, vous choisissez une activité que vous aimez tous les deux et vous la réalisez ensemble.

Examples:

- J'ai joué dehors.
- J'ai fait un dessin.
- J'aime jouer avec les blocs.
- Je préfère lire.
- Je n'aime pas la glissade.

DRAFT



Scenario Web*:

Note: This is merely a suggested timeline. Depending on the percentage of French Instruction in your district, this may take longer or may be completed quickly.

Lesson 1: Au gymnase, j'aime...	Lesson 2: Dans la classe, j'aime...	Lesson 3: Dehors, j'aime (jouer)...
Structure langagière: Au gymnase, j'aime... Au gymnase, qu'est-ce que tu aimes?	Structure langagière: Dans la classe, j'aime... Dans la classe, qu'est-ce que tu aimes?	Structure langagière: Dehors, j'aime... Dehors, qu'est-ce que tu aimes?
Conscience phonétique: Jj	Conscience phonétique: Mm	Conscience phonétique: Gg
Vocabulaire: Gymnase, marcher, courir, danser, sauter, jouer, lancer	Vocabulaire: La classe (la salle de classe), l'art, construire, parler, le sable, les mathématiques, écouter des histoires, faire des motifs...	Vocabulaire: Dehors, la récréation (la récré), le terrain de jeu, grimper, glisser, glissade, les balançoires...
Lesson 4: À l'école, j'aime...	Lesson 5: À l'école, je préfère...	Lesson 6: Aujourd'hui j'ai...
Structure langagière: À l'école, j'aime... À l'école, qu'est-ce que tu aimes?	Structure langagière: À l'école, je préfère... À l'école, qu'est-ce que tu préfères?	Structure langagière: Aujourd'hui j'ai... Qu'est-ce que tu as fait aujourd'hui?
Conscience phonétique: Cc	Conscience phonétique: Éé	Conscience phonétique: Ll
Vocabulaire: L'école, la bibliothèque, le centre dramatique, le cours de l'école, compter, etc... et/ou tous les mots déjà introduits.	Vocabulaire: Ecole, écouter, écrire, dessiner, chanter, le bac d'eau,	Vocabulaire: L'horaire, l'art, jouer, lire, livre, faire des motifs, le tapis



Curriculum Expectations (Kindergarten 2026)	
Curriculum Strands: Check the strands that are included in the lesson	Specific Expectations Ex: A2.1, A1.3
Strand A: Foundations of Language and Mathematics ☒ A1. Oral and Non-Verbal Communication ☒ A2. Foundations for Reading and Writing ☒ A3. Understanding and Responding to Texts ☐ A4. Expressing Ideas and Creating Texts ☐ A5. The Mathematical Processes ☐ A6. Number Sense and Operations ☐ A7. Patterns and Relationships ☐ A8. Data Literacy and Probability ☐ A9. Geometric and Spatial Reasoning ☐ A10. Measurement	A1.1 listen and respond A1.2 use language conventions and non-verbal communication A1.3 understand and use new words and develop morphological awareness A2.3 isolate and blend phonemes, and segment simple words into phonemes A3.4 express personal thoughts and feelings about texts A3.6 make connections to a variety of texts
Strand B: Problem Solving and Innovating ☐ B11. Coding Skills ☐ B12. Scientific Investigation and Engineering Design ☐ B13. Exploring Environments	
Strand C: Self-Regulation and Well-Being ☒ C14. Social Skills ☐ C15. Self-Regulation ☐ C16. Understanding Health Concepts ☐ C17. Active Participation ☐ C18. Movement Skills and Concepts	C14.2 show the ability to take turns
Strand D: Belonging and Contributing ☒ D19. Identity and Self-Image ☐ D20. Understanding Perspectives and Canadian Identity ☐ D21. Self-Confidence ☐ D22. People and Communities ☐ D23. Respect and Care for Nature ☐ D24. Responding to Art ☐ D25. Exploring and Creating Art	D19.1 recognize personal interests, strengths, and accomplishments D19.2 identify and talk about their own interests and preferences D19.3 express their thoughts and share experiences



CEFR Descriptors (<u>searchable descriptors</u>)	Pre-A1	A1
<u>Oral comprehension:</u> • Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. • I can understand a few familiar spoken words and phrases • I can understand when someone speaks slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said • I can understand some of the things the teacher says in class and the names for things in the school	X X	 X X
<u>Oral production:</u> • Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). • Can produce simple, mainly isolated phrases about people and places. • I can tell the names of some of the objects in my classroom	X	 X X
<u>Reading comprehension:</u> • I can recognize and read out a few familiar words and phrases (e.g., from stories and rhymes, labels on familiar objects, etc)	X	
<u>Writing production:</u> <i>May be applicable to final task</i> • I can write simple, short sentences about school things, with the help of pictures and words • I can write simple, short sentences about my work at school using given pictures and words		X X
<u>Interaction:</u> • Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information. • I can understand very short conversations when people speak slowly and clearly • I can understand simple phrases and sentences concerning my family and my school • Can understand and use basic, formulaic expressions such as “Oui”, “Non”, “Excusez-moi”, “S’il vous plaît”, “Merci”, “Désolé/e”. • Can recognise simple greetings. • Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. • I can have simple daily conversations on what I like and dislike • I can ask and answer simple questions and talk about my interests • I can ask and answer simple questions and talk about my interests	X X X	 X X X X X



Mediation:

Not applicable at this time

Learning Outcomes According to the CEFR (« je peux » statements)

Pre-A1:

- I can name school activities we have at school.
- I can identify activities I do at school.
- I can name the activities I like to do at school.
- I can identify the activities that I prefer to do at school
- I can ask a friend about their preferred activities
- I can describe my day at school

- ☐ Je peux nommer les activités que nous avons à l'école.
- ☐ Je peux identifier les activités que je fais à l'école.
- ☐ Je peux nommer les activités que j'aime faire à l'école.
- ☐ Je peux identifier les activités que je préfère à l'école.
- ☐ Je peux demander les activités préférées d'un(e) ami(e).
- ☐ Je peux décrire ma journée à l'école.

Early screening and diagnostic focus: transferable skills

1. Facilité à reconnaître le son initiale
2. Facilité à reconnaître les sons dans un mot
3. Facilité à dénommer les lettres
4. Facilité à segmenter les phonèmes

Conscience phonémique:

- ☐ Reconnaissance des lettres
- ☐ Sons des lettres
- ☒ Correspondance graphème-phonème simple
- ☒ Voyelles accentuées (é, à, è, ê...)
- ☒ Graphèmes simples mais variables (g doux, g dur)
- ☐ Lettres muettes en position finales (s, t, d, x, e)
- ☐ Mots CVC



Explicit Tier 1 Instruction: Phonemic Awareness & Phonics Instruction

Target Sound	Instructional Script (Emphasize Initial Sounds)
Material	- Manipulatives with a “Fusee-Fusion” or letter tiles with an ArcPhabet template mnemonic alphabet cards, mnemonic alphabet posters images/photos of gym/school/class activities (some images are provided, but photos of your school/class are preferable)
NOTE: <i>This component of the lesson is intended to complement, not replace, any explicit and systematic phonemic awareness instruction currently in use. The activities are designed to reinforce the specific vocabulary presented in this lesson while providing an example of how phonemic awareness can be integrated to support early literacy development. Educators are encouraged to adapt or extend these practices within their existing instructional framework.</i>	
Lesson : Au gymnase J j - /j/	Do an action for “j’aime” (i.e., putting your hands over your heart): “J’aime. Écoutez le son /j/. Comme quelqu’un qui joue un jeu: /j/ /j/ /j/ Show the mnemonic alphabet for the capital letter and the lower case letter. Have students write the letter J j in a capital and lower case.
Lesson : Dans la classe, j’aime... M m - /m/	Show a picture of students creating a pattern: “Regardez, les élèves construisent un motif. Écoutez le son : /mmmm/. Comme quand c’est délicieux!” Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Mm in a capital and lower case.
Lesson : Dehors, j’aime... G g - /g/	Show a picture of students on a slide: “Regardez, les élèves glissent sur la glissade. Écoutez le son : /g/. Comme l’eau qui coule, glou-glou!” Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Gg in a capital and lower case.
Lesson : À l’école, j’aime... C c - /k/	Show a picture of students on a slide: “Regardez, les élèves qui comptent. Écoutez le son : /k/.” Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Cc in a capital and lower case.
Lesson : À l’école, je préfère...	Show a picture of a grocer (male and /or female): « C’est un épicier / une épicière. Écouter le son: / é é é é /. Comme quelqu’un avec le pouce en l’air « eeeeeehhhh ».



É é - /é/	Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Éé in a capital and lower case.
Lesson : Aujourd'hui j'ai...	Show a picture of an educator reading a book to the class: "Regardez, *Nom* lit un livre. Écoutez le son : /l/."
L l - /l/	Show the mnemonic alphabet for the capital letter and the lower case. Have learners write the letter Gg in a capital and lower case.

Play-based Station Setup

Implementation Note:

These play-based learning centres are intended to be implemented after targeted vocabulary and language structures have been explicitly taught and practised. Delivery may vary based on student needs, classroom context, and educator professional judgment.

Station	Setup & materials
1. L'art visuelle	Various art materials; crayons, markers, paint, paper, playdough, scissors, glue/tape Focus: Exploring various art tools
2. Les blocs	Lego blocks, Mega blocks, wooden blocks, foam blocks Focus: Exploring various building materials
3. Outdoor learning/gym	Optional: Pylons, music Focus: exploring different types of movement (walking, running, jumping, skipping) to different music rhythms (optional).
4. Mathématiques	Number magnets/manipulatives, loose parts Focus: exploring patterns, identifying quantities with the number
5. Phonics	Letter tiles/whiteboard markers or circle counters and picture cards/photos Focus: Initial sounds and/or all the sounds in words



Sub-task (description and goal)

Level: Pre-A1

The goal of this lesson is for learners to begin to label actions/activities done in the school gymnasium, identify an activity/actions they like to do, and use simple French language structures to ask and answer the question.

By the end of the lesson, students will be able to:

- Recognize and name some activities/actions done in the school gymnasium
- Use vocabulary related to the activities/actions
- Ask and answer the question “Au gymnase, j’aime...” in a simple and meaningful way
- Communicate using the sentences structures:
 - “Au gymnase, j’aime...”
 - “Au gymnase, qu’est-ce que tu aimes faire.”
- Demonstrate an understanding that each person may like different activities/actions
- Develop early phonological awareness and phonics knowledge of the grapheme J and j through meaningful oral language activities
- Participate in simple oral interactions related to the activities/actions in the school gymnasium that each person enjoys doing.

Student-friendly learning goal:

- ☐ Je peux nommer un/des activite(s) au gymnase
- ☐ Je peux dire qu’est-ce que j’aime faire au gymnase
- ☐ Je peux demander quelqu’un d’autre qu’est-ce qu’il/elle aime

Neurolinguistic Approach: Oral Literacy Primer

Intensive Oral Phase: Before students see the written words, they must engage in authentic oral interaction.

1. **Internalization:** Use the sentence frame
2. **Visual Anchors:** Use puppets, hats, images or tools to represent the vocabulary
3. **Gestures:** Use manual signs (e.g., mimicking the actions for an activity) to support Pre-A1 comprehension



Sub-task:		Notes
Differentiated Instruction for learners with needs (Universal Design for learning) -Strategies used during tier 1 instruction.		
☐ Preferential seating ☐ ADHD learners - Vocabulary words cards previewed ahead ☐ Universal timer ☐ MLL learners - word list with images ☐ Visual schedule ☐ Reading difficulty - Tier 2 instructions ☐ First → Then ☐		
Target Vocabulary Words: • Marcher • Danser • Courir • Sauter • Lancer • Jouer	Target Grapheme(s): • J	Required Materials: • Slides to support vocabulary development (Sample slides for “Au gymnase, qu’est-ce que tu aimes?”) • Manipulatives with a “Fusee-Fusion” or letter tiles with an ArcPhabet template • mnemonic alphabet cards, mnemonic alphabet posters • sky/grass/ground strip (pg.5)
A. Activer / Mise en situation (modélisation) <i>(Activating background knowledge)</i> Intensive Oral Phase: Before students see the written words, they must engage in authentic oral interaction. This Minds On is inspired by the Neurolinguistic approach. <u>Mise en situation:</u> Note: the Educator will need to customize the script to reflect the activities done by students at school. It is also suggested that the Educators adapt the sample slides to include actual photos from their classroom to reflect what vocabulary they want students to use. Sample slides for “Au gymnase, qu’est-ce que tu aimes?” The educator says: <i>“Il y a beaucoup de choses à faire au gymnase. Nous pouvons marcher. Nous pouvons courir. Nous pouvons danser ou sauter. Nous pouvons lancer une balle et nous pouvons jouer</i>		Évaluation au service de l'apprentissage (diagnostique): ☒ Observation ☐ Conversation ☐ Produit écrit



à un jeu. <i>J'aime danser dans le gymnase.</i>" Au gymnase, j'aime danser. Qu'est-ce que tu aimes? Key question: "<i>Au gymnase, qu'est-ce que tu aimes?</i>"	
B. Acquérir / l'action (<i>Teaching new concept</i>) Je fais: Modélisation par l'enseignante (ANL) Use the sentence frame "Au gymnase, j'aime..." Use the images from the slideshow used above to support students in expressing something they like to do in the gym at school. Example: Educator: <i>Au gymnase, j'aime danser. Qu'est-ce que tu aimes faire?</i> Student 1 (sample possible response): <i>J'aime courir.</i> Educator: <i>Au gymnase, j'aime danser. Qu'est-ce que tu aimes faire?</i> Student 2 (sample possible response): <i>J'aime sauter.</i> Educator: <i>Au gymnase, j'aime danser. Qu'est-ce que tu aimes faire?</i> Student 2 (sample possible response): <i>J'aime jouer.</i> Phonetic instruction mini-lesson: Repeat this step, Educator posing the question to students, as needed, to ensure understanding. If students mention the same activity, make the connection (ie: <i>"*Nom* aime danser comme *Nom*"</i>) Note: It is not necessary to ask each student. Nous faisons: Pratique guidée Have two students come to the front of the class to help model what it looks like. This will be helpful when students apply the vocabulary on their own throughout the day. With educator support, have students dialogue using the key question and sentence frame. Student 1: "<i>Au gymnase, qu'est-ce que tu aimes faire?</i>" Student 2: "<i>J'aime lancer les balles. Au gymnase, qu'est-ce que tu aimes faire?</i>" Student 1: "<i>J'aime marcher.</i>"	Évaluation en tant qu'apprentissage (formative): ☒ Observation ☒ Conversation ☐ Produit écrit Differentiated support: Visual anchors: Use images from your classroom and school of the students in your class engaging in the activities you are going to talk about Gestures: Use manual signs and action to support student comprehension Pair down the language: If the actions and the sentence frame "<i>Au gymnase j'aime...</i>" are all new, it may be difficult for students to be successful. The language could be paired down to include 1 or 2 gym movements and students respond with "<i>Oui, j'aime...</i>" or "<i>Non, je n'aime pas...</i>" Phonetic Instruction: Write j on the board and explain that "j" has a /j/ sound, like in "<i>j'aime</i>" and "<i>jouer</i>" Have learners practice writing "j" on a sky/grass/ground strip (pg.5) or whiteboard.

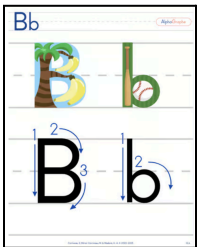
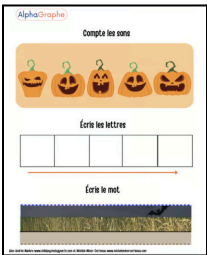
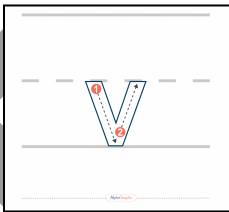
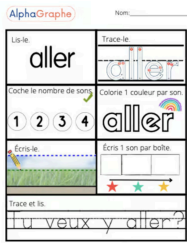


<u>Vous faites:</u> Pratique autonome / en petits groupes With the support for the visuals from the slides, have students work in pairs to practice asking and answering the question “Au gymnase, qu’est-ce que tu aimes faire?” The time to ask and answer the question should be short. You can have students pair-up with a partner multiple times for more practice, if you see fit. Building active listening skills: You can ask students to share what their partner said. This can help build their active listening skills, as well as challenge them to use new vocabulary. If a student forgets what their partner said, encourage them to ask again and engage in the paired exchange. This can be done before each partner change, if you choose.	
C. Ancrer / La consolidation et la réflexion (Consolidating new learning) Gather students in a circle. Using the overview slide with all the actions words we have used, play a game of charades. One student will enter the center of the circle and do an action (i.e., jumping). Students will identify the action by responding together: “Name aime _____” Exit ticket (oral) Before leaving the circle, students use the sentence “(Au gymnase), j’aime...”	Évaluation de l’apprentissage (sommative): ☒ Observation ☒ Conversation ☐ Produit écrit Differentiated support:
Assessment and Evaluation ☐ I can understand common words for actions that are in my everyday life (Pre-A1) ☐ I can understand a simple, short role play. (A1) ☐ I can say what I like (or don’t like) (A1) ☐ I can say what actions we use in the gym (A1)	Differentiated support:



Additional resources

These can be used with small group intervention:

 CalligrAMI -AlphaGraphe	 Mapping orthographique	 Calligraphie_Fiches d'activités/Handwriting Worksheets (portrait/pays.landscape)
 Mots fréquents		