



# Les souvenirs d'enfance

## Français 3

Learning goal: I can describe my childhood experiences.

### ***Les questions essentielles:***

- *Why is children's literature important to me?*
- *How does children's literature present an authentic representation of childhood?*
- *What real-life people or events are you reminded of by characters or events in children's stories?*
- *In what ways do the characters in children's literature represent universal experiences?*

Nom \_\_\_\_\_

## **Communicative Goals**

### Interpersonal Speaking

I can answer a variety of simple questions about my childhood experiences.

I can tell someone about my experiences.

I can ask simple questions about others' experiences when they were young.

### Presentational Speaking

I can present an original children's story to the class in French.

I can retell a story in the past tense in French.

### Presentational Writing

I can write a poem about a special place I used to visit during my childhood.

I write a narrative about a place I used to visit when I was younger.

I can describe the setting and activities I used to do there.

I can write a children's story in French in the past tense.

### Interpretive Listening

I can understand when someone gives information about their childhood.

I can understand the main idea read in authentic children's stories.

### Interpretive Reading

I can recognize verbs describing activities done in the past in French.

### Cultural Awareness

I can relate to others and their childhood experiences by comparing to my own and those of my peers.

## Les souvenirs d'enfance - Vocabulaire 1

*I can talk about my childhood and things I used to do.*

*I can narrate a story in the past tense in FRENCH.*

Francais	Copiez	Anglais	
aller au cirque (m.)			
collectionner			
content(e)			
triste			
faire de la balançoire			
faire de la bascule			
faire des châteaux (m.) de sable			
faire des farces (f.)			

<b>faire du manège</b>			
<b>grimper aux arbres (m.)</b>			
<b>jouer au ballon</b>			
<b>jouer aux billes (f.)</b>			
<b>jouer à chat perché</b>			
<b>jouer aux dames (f.)</b>			
<b>jouer a la marelle</b>			
<b>jouer à la poupée</b>			
<b>jouer aux petites voitures</b>			
<b>jouer au train électrique</b>			

obéissant(e)			
regarder des dessins animés			
sauter à la corde			
les souvenirs d'enfance			

## EXPRESSIONS

To tell about a moment in the past

Quand j'avais .....ans.....When I was . . .years old....

Quand j'étais petit(e)... .....When I was little. . .

Quand j'étais (plus) jeune... .....When I was young(er) . . .

To tell about an event in the past

À ce moment-là.....At that moment

Alors que.....While

Finalement.....Finally

Heureusement.....Fortunately

Pendant que.....While/during

## Les souvenirs d'enfance - Vocabulaire 2

<b>Français</b>	<b>Anglais</b>	<b>Dessinez</b>
<b>La campagne</b>		
<b>Le paysage</b>		
<b>La ferme</b>		
<b>La grange</b>		
<b>Le champ</b>		
<b>La prairie</b>		
<b>Le tracteur</b>		
<b>Le village</b>		
<b>L'âne</b>		
<b>Le canard</b>		
<b>Le cheval</b>		
<b>La chevre</b>		
<b>Le cochon</b>		

<b>Le lapin</b>		
<b>Le mouton</b>		
<b>La poule</b>		
<b>La vache</b>		
<b>Autant que</b>		
<b>différent(e) de</b>		
<b>Plus ...que</b>		
<b>Plus de...que</b>		
<b>Moins ...que</b>		
<b>Ce qui était....que</b>		
<b>Ce qui me manque, c'est...</b>		
<b>Il y avait</b>		
<b>tellement</b>		
<b>bruyant(e)</b>		
<b>calme</b>		
<b>dangereux(euse)</b>		
<b>pollué(e)</b>		
<b>propre</b>		
<b>pur(e)</b>		

<b>sale</b>		
<b>stressant(e)</b>		
<b>tranquille</b>		
<b>vivant(e)</b>		



### Vocab 3

<b>français</b>	<b>copiez</b>	<b>anglais</b>	<b>dessinez</b>
l'araignée (f)	l'araignée	spider	
le flamant rose			
la grenouille			
l'insecte (m)			
le lézard			
la mouche			
le moustique			
l'oiseau (m.)			
le pelican			
le serpent			
la tortue			
la toile d'araignée			
l'arbre (m)			
le bois			
la fleur			
la fleuve			
la forêt			
la nature			
la rivière			
le sentier			

aller à la pêche			
attraper un poisson			
se baigner			
se promener			

## Les Chansons et Comptines -50 pt Examen Assessment:

Choose either a song or poem to present to the class (en français!) This can be done either by yourself, or with a partner(s). You may choose to **read, sing or play the music.** The French song lyrics/poem that you choose needs to have at least one verb in the imperfect tense and needs to be pre-approved by Madame beforehand.

Here are some examples from **mamalisa.com:**

*A la volette*

*A l'intérieur d'une citrouille*

*Il étaient trois garçons*

Requirements:

1. Provide a copy of the words/lyrics for the audience to reference during your presentation (with verbs in the imparfait underlined or highlighted).
2. Illustrate the song or poem (provide visuals for meaning).
3. Include a glossary/vocabulary list for words you did not know.
4. Include a sentence in French at the bottom of your word list describing the overall mood/feeling of the song/poem.
5. \* You may make a google presentation or create your own visuals

### **Les comptines Choeur de gestes (Gesture Chorus)**

**Standard: Interpersonal Communication:** I can use visuals/gestures to show that I understand an authentic children's song.

Create a "gesture video" to act out the chorus (or some other lines of the song). Your goal should be that someone who does not know French could understand this part of the song by watching your video. Each person in the group needs to do the gestures. You will get extra points for lip syncing.

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Gestures</b>	<ul style="list-style-type: none"> <li>- The "gesture video" clearly communicates <i>many</i> words in the chorus/chosen lines.</li> <li>- Someone who does not know French would understand this part of the song by watching your video.</li> <li>- In addition to gesturing, your group lip syncs as well.</li> </ul>	<ul style="list-style-type: none"> <li>- The "gesture video" communicates <i>some</i> words in the chorus/chosen lines.</li> <li>- Someone who does not know French would understand some of this part of the song by watching your video.</li> </ul>	<ul style="list-style-type: none"> <li>- The "gesture video" clearly communicates <i>a few</i> words in the chorus/chosen lines.</li> <li>- Someone who does not know French would not really understand this part of the song by watching your video.</li> </ul>	<ul style="list-style-type: none"> <li>- The "gesture video" clearly communicates <i>many</i> words in the chorus/chosen lines.</li> <li>- Someone who does not know French would not understand this part of the song by watching your video.</li> </ul>
<b>KRHS School Wide Rubric Strands</b>	<b>(Work Habits)</b>			
<b>Management of Time</b>	Highly effective use of class time and strong evidence of effort outside of class with work submitted on time.	Appropriate use of class time and evidence of effort outside of class with work submitted on time.	Use of class time and out of class time needs improvement with work only partially submitted on time.	Inappropriate use of class time and little to no evidence of out of class time with work submitted late.
<b>Cooperation / Collaboration</b>	Each group member reliably works to address challenges in the group through discussion and consensus building. Shows an understanding of the needs of group members and demonstrates a highly comprehensive understanding of the topic/assignment.	Each group member consistently follows agreed upon procedures for respectful discussions and decision-making; consistently accepts and fulfills an individual role within the group and demonstrates a mostly complete understanding of the topic/assignment.	Each group member periodically, but not consistently, follows agreed-upon procedures for respectful discussions and decision making. Division of work within the group shows a fragmented understanding of the topic/assignment.	Each group member inconsistently follows agreed-upon procedures for respectful discussions and decision-making. Division of work by the group resulted in misinformation and an incomplete understanding of the topic/assignment.

