



AO Scenario Web

Grade 5 Core French

Planning a Fun Afternoon at School

Instructions for teachers

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

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

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

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

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

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

Figure 1: Components of an Action-oriented Scenario



AO Scenarios in this Resource

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

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

Using the Resource

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

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

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

Throughout this resource, the term "Scenario Web¹" is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

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

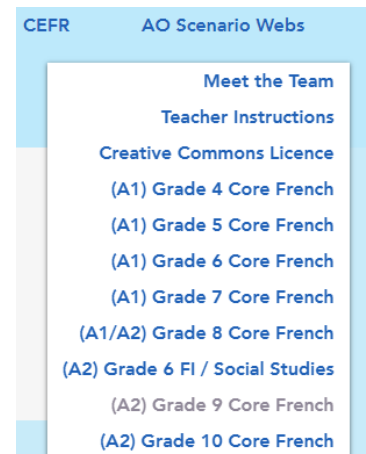


Figure 2

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

¹ The notion of "Scenario Webs" is part of Danielle Hunter's PhD thesis, under the supervision of Dr. Enrica Piccardo

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

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

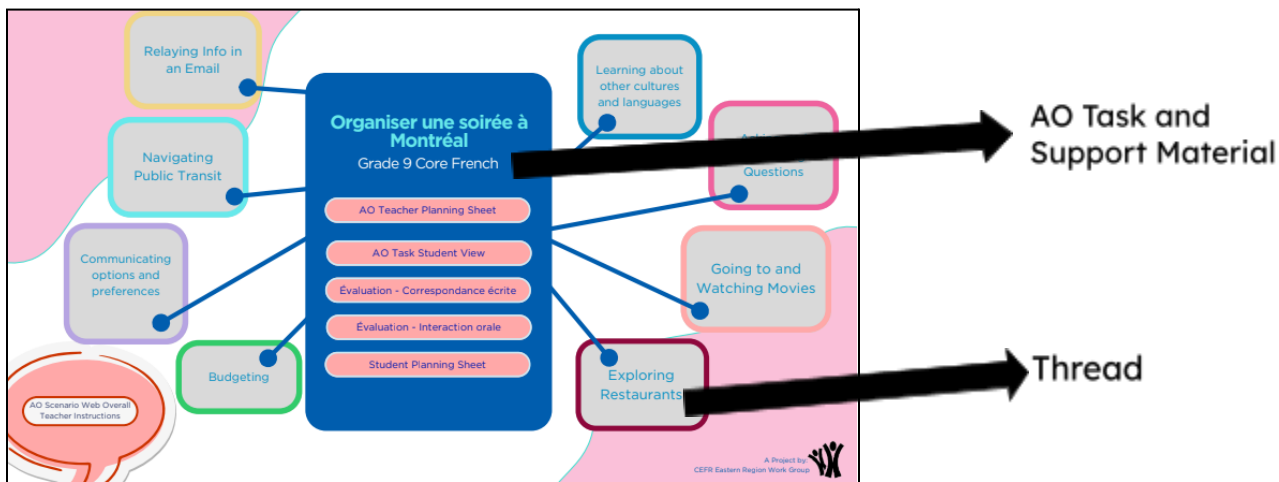


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

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

CEFR Eastern Ontario, 2023

Expanding the AO Scenario Webs

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

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

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

[Creative Commons - Share your Work](#)

Planning a Fun Afternoon at School

Grade 5 Core French

1
Discussing
Preferred Indoor
and Outdoor
Activities

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Interaction orale

Évaluation - Production écrite

Planification - Interaction orale

Planification - Production écrite

2
Expressing Food
Preferences

3
Creating an
Invitation

AO Scenario Web Overall
Teacher Instructions

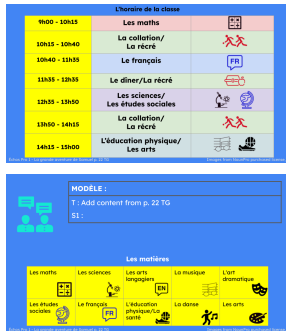
Note to Teacher

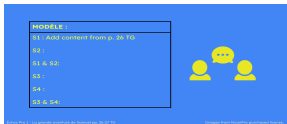
Subtasks are presented in a particular order as the content aligns with Pearson's Échos Pro resource

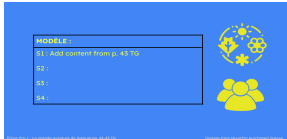


SUB-TASKS RELATED TO: Discussing Preferred Indoor and Outdoor Activities

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Fiche d'activité 1 : C'est pareil! C'est différent! Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	"I can" / "Je peux" Statements for Sub-task (these connect to the "I can statements" on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To develop vocabulary for discussions around preferred activities	Create/Use personal dictionary to build vocabulary related to Task (use in all sub-tasks) Mon dictionnaire personnel	Je peux créer mon dictionnaire personnel. I can make a personal dictionary with new vocabulary words.	☐ Reception ☒ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/ Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Talk about subject preferences using an "inside/outside circle" to have students share information. (p. 22 TG) Slideshow - Slides 5-6	Je peux exprimer mes préférences. I can express my preferences.	☐ Reception ☐ Production ☒ Interaction ☒ Mediation	☒ Linguistic ☐ Socio-linguistic ☒ Pragmatic ☐ Plurilingualism/ Pluriculturalism	☒ Listening ☒ Speaking ☐ Reading ☐ Writing

				
Sing along to RLRA video on Youtube - Qu'est-ce que tu aimes faire ?  Qu'est ce que t... Adding activities to personal dictionary and/or anchor chart	Je peux comprendre une chanson. I can understand a song. Je peux identifier les activités que j'aime faire. I can identify the activities that I like to do.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
Read and ask questions about the story in module “Une nouvelle aventure” (pp. 6-7 text; pp. 32-39 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading. Add activities and vocabulary related	Je peux lire et comprendre une histoire. I can read and understand a story. Je peux parler d'un texte. I can talk about a text.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

	to students' backgrounds to personal dictionary and/or anchor chart.				
	Identify similarities and differences and express likes and dislikes from text pp. 2-3 (pp. 26-27 TG). Listen to audio of text to complete the worksheet. FA1 : C'est pareil ! C'est différent ! Slideshow - Slide 8 	Je peux parler de moi-même et dire ce que j'aime et ce que je n'aime pas. I can talk about myself and say what I like and what I don't like. Je peux comprendre un texte oral. I can understand an oral text.	☐ Reception ☐ Production ☒ Interaction ☒ Mediation	☒ Linguistic ☐ Socio-linguistic ☒ Pragmatic ☐ Plurilingualism/Pluriculturalism	☒ Listening ☒ Speaking ☐ Reading ☐ Writing
	Sing along to RLRA video on Youtube - Qu'est-ce que tu fais après l'école ?  Qu'est ce que t... Adding activities to personal dictionary	Je peux comprendre une chanson. I can understand a song. Je peux identifier les activités que je fais après l'école. I can identify the activities I do after school.	☒ Reception ☐ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☒ Listening ☒ Speaking ☐ Reading ☐ Writing

	and/or anchor chart.				
	Review after-school activities, comparing similarities and differences (p. 41 TG). Slideshow - Slide 10 	Je peux parler des activités que je fais. I can talk about the activities that I do. Je peux comparer mes activités avec les activités de mes ami.e.s. I can compare my activities with the activities that my friends do.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Talk about after-school activities and associate them to seasons. (pp. 42-43 TG) Slideshow - Slide 11 	Je peux poser des questions et donner des réponses sur un sujet familier. I can ask questions and give answers on a familiar topic. Je peux parler à tour de rôle avec un ami. I can take turns when speaking with a friend.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Read and ask questions about the story in module “L’hiver, c’est amusant !” (pp. 12-13 text; pp.	Je peux lire et comprendre une histoire. I can read and understand a story. Je peux parler d’un texte.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

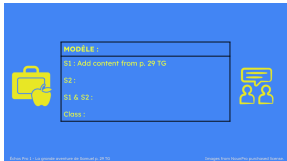
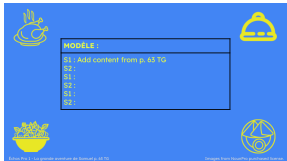
	40-47 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading. Understand activities in the different seasons.	I can talk about a text.			
	Vocabulary building - activities/sport - Add activities to personal dictionary and/or anchor chart. Watch Idélo Video: À quoi ça sert de faire du sport ?	Je peux comprendre de l'information sur des sujets familiers d'une vidéo. I can understand information about familiar topics from a video.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
To learn about more activities to do for the celebration	Watch videos: Force 4 - Série - La récré survoltée - Discover new games to play during recess or anytime. Add words to personal dictionary and/or anchor chart.	Je peux comprendre de l'information sur des sujets familiers d'une vidéo. I can understand information about familiar topics from a video.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

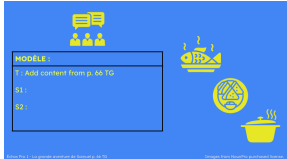
To learn about more activities to do indoors or outdoors for the celebration	Idélo Video Series: Série - Les jeux - Assign the games videos for students to watch. Ask students to suggest some games for the class to play and approve for the celebration.	Je peux comprendre les instructions simples des autres pour apprendre à jouer à des jeux. I can understand simple instructions from others to learn to play games.	☐ Reception ☐ Production ☒ Interaction ☒ Mediation	☒ Linguistic ☐ Socio-linguistic ☒ Pragmatic ☐ Plurilingualism/Pluriculturalism	☒ Listening ☒ Speaking ☐ Reading ☐ Writing
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*** It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.**

SUB-TASKS RELATED TO: Expressing Food Preferences

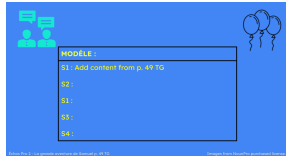
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the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

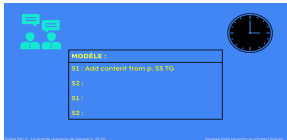
	 Qu'est ce que t... Adding foods to personal dictionary and/or anchor chart.	school.			
	Build vocabulary and student comfort to share foods of different cultures. Compare lunch foods. (p. 29 TG) Slideshow - Slide 18 	Je peux communiquer de façon simple. I can communicate in a simple way. Je peux remarquer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

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

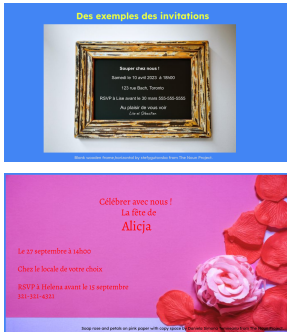
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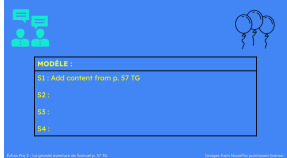
SUB-TASKS RELATED TO: Creating an Invitation

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
To develop vocabulary for an invitation	Sing along to RLRA video on Youtube - C'est quand ton anniversaire?  C'est quand to... Add months to personal dictionary and/or anchor chart.	Je peux comprendre une chanson. I can understand a song.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/ Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Participate in an oral language chain about birthdays (p.49 TG) Slideshow - Slide 22 	Je peux donner des informations personnelles simples. I can give simple personal information.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/ Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

	Write birthday sentences and make comparisons (p.51-52 TG) FA4 : Je compare les anniversaires	Je peux écrire la date de mon anniversaire. I can write the date of my birthday.	☐ Reception ☒ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☒ Writing
To read and understand a story	Read and ask questions about the story in module “Joyeux anniversaire” (pp. 14-15 text; pp. 48-55 TG) using Modelled Reading, Shared Reading, Guided Reading and Independent Reading	Je peux lire et comprendre une histoire. I can read and understand a story. Je peux parler d’un texte. I can talk about a text.	☒ Reception ☒ Production ☐ Interaction ☒ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☒ Reading ☐ Writing
To talk about time	Participate in creating an appointment card for a play date or fun activity with friends. (p.53 TG) Slideshow - Slide 23 	Je peux créer une carte de rendez-vous. I can set meeting times on a calendar.	☒ Reception ☒ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☒ Listening ☒ Speaking ☐ Reading ☐ Writing

	FA3 : Mes rendez-vous				
	Sing along to RLRA video on Youtube - Quelle heure est-il ?  Quelle heure e...	Je peux comprendre une chanson. I can understand a song. Je peux parler de l'heure. I can tell time.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
To practise vocabulary	Make cue cards to play a headband type game (example). Adapt to cue cards and make it your own version with the help of the words in personal dictionary Qui suis-je ? Game Template	Je peux jouer à un jeu avec mes ami.e.s. I can play a guessing game with friends.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
To understand features of an invitation	Observe text features of invitation (Quand, où, RSVP) while reading invitations on p. 14 of the text. Add words to personal dictionary and/or anchor chart. Question to support reading of invitation.	Je peux lire une invitation. I can read an invitation. Je peux utiliser des mots et phrases familiers. I can use familiar words and phrases.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

	Walking tour of the school. To prepare students for creating an invitation, take a walking tour and have students look at rooms, naming them in French. Students can echo the names back : “Voici la bibliothèque.” Add words to personal dictionary and/or anchor chart.	Je peux utiliser des mots et phrases familiers. I can use familiar words and phrases.	☒ Reception ☐ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☒ Listening ☐ Speaking ☐ Reading ☐ Writing
	Review/Discuss sample invitations in slides before students complete their invitation. <u>Slideshow - Slides 25-26</u> 	Je peux lire et comprendre une invitation. I can read and understand an invitation.	☒ Reception ☒ Production ☐ Interaction ☐ Mediation	☒ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☒ Reading ☐ Writing

	Watch video from Youtube - Ecrire une carte d'anniversaire  Ecrire une cart... Recording words/phrases for an invitation	Je peux comprendre quelques détails d'une vidéo. I can understand some details about a video.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
To discuss celebrating birthdays in different languages and countries	Give birthday wishes in more than one language (p. 57 TG) Slideshow - Slide 28 	Je peux comprendre "joyeux anniversaire" dans des langues différentes. I can understand "happy birthday" in different languages.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Watch and ask questions about module video "Une fête à l'école" (p. 16-17 text: pp. 56-60 TG), adding countries to personal dictionary and/or anchor chart.	Je peux comprendre une vidéo. I can understand a video. Je peux identifier les pays d'origine. I can identify the countries of origin.	☐ Reception ☐ Production ☐ Interaction ☐ Mediation	☐ Linguistic ☐ Socio-linguistic ☐ Pragmatic ☐ Plurilingualism/Pluriculturalism	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

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