



Pauvre Michel!

Topic: a day in the life

Text Type: narrative

Description: a recount of a 10-year-old boy's bad day

Approximate Length: six 30–40 min class periods

Response to Text: Students participate in a readers theatre of the story.

Links to texts in *Échos mag 1*: *Échos mag à l'écoute : Quelle est ta bête noire?* pages 2–3; *Quelle journée!* pages 4–5

COMPREHENSION STRATEGY: Ask Questions (*Je pose des questions.*)

ASSESSMENT FOR LEARNING OPPORTUNITIES			
Teachers and students look and listen for evidence that students CAN...			
<p>OC: Express a feeling. (L1)*</p> <p>OC: Ask how a partner is feeling. (L1)</p> <p>OC/R: Read familiar material aloud with correct pronunciation and intonation. (L3)*</p> <p>OC: Give an oral presentation. (L6)</p> <p>W/R: Respond to written and oral texts; e.g., answer short, simple questions (L1), fill in missing words (L5), and reorder sentences. (L6)</p>	<p>R: Use a strategy to comprehend text: ask questions. (L2)</p> <p>R: Make and verify predictions. (L2)</p> <p>R: Make links to personal experiences, using simple but complete sentences. (L3)*</p>	<p>OC: Recognize and use new words from unit of study in purposeful oral communication. (L1)</p> <p>OC/R: Recall some ideas explicit in the text. (L3)*</p> <p>R: Recognize familiar words and cognates. (L3)*</p> <p>R: Make sound–symbol connections (e.g., the silent final consonant). (L3)*</p>	<p>OC/R: Use visual and verbal cues to understand and communicate a message. (L2)*</p> <p>OC: Use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts. (L4)</p> <p>W: Reflect on the performance task, the text, and the use of a targeted reading strategy to understand text. (Teachers use evidence gathered through self-assessment.) (L6)</p>
<p>Communication Convey meaning in French through various forms and for various audiences.</p>	<p>Application Use knowledge and skills to communicate and make connections within and between various contexts.</p>	<p>Knowledge and Understanding Understand the meaning and significance of new content.</p>	<p>Thinking Use cues to understand and communicate a message in French; use critical and creative thinking skills and/or processes.</p>

OC = Oral Communication R = Reading W = Writing W/R = Writing/Representing

*** First lesson in the lesson sequence in which students encounter the expectation.**

Lesson 1 at a Glance

Pauvre Michel!

Before Reading

During Reading

After Reading

Activate prior knowledge and make personal connections to the topic

Suggested Time (min)	Lesson Step	Description	Differentiation of Instruction	Assessment for Learning Opportunities
			How to differentiate to meet the needs of all students...	Teachers and students look and listen for evidence that students CAN...
2-3	Warm-Up	Contextualization M Model how you feel, supporting meaning through mime and illustration.	<ul style="list-style-type: none"> Use mime and visuals to aid comprehension. 	
10	Say How You Feel	Personalization SP GP IP Ask students to say how they are feeling in response to the question <i>Ça va?</i>	<ul style="list-style-type: none"> Offer students alternative ways of expressing positive/negative opinion based on their proficiency. 	<ul style="list-style-type: none"> Express a feeling. Ask how a partner is feeling.
10	Say How Others Feel and Link to Personal Experience	Use the visual dictionary to observe how others are feeling in various situations.	<ul style="list-style-type: none"> Ask students to explain answers or provide reasons for their views. 	<ul style="list-style-type: none"> Recognize and use new words from unit of study in purposeful oral communication.
10	Determine How Others Are Feeling	SP GP IP Listen to determine how girls and boys are feeling in various situations.	<ul style="list-style-type: none"> Reread the script at a slower pace than what is on the Audio CD. Add sound effects and actions to aid students in understanding script. 	<ul style="list-style-type: none"> Respond to written and oral texts; e.g., answer short, simple questions.
2-3	Wrap-Up	Introduce the Text and the Response to Text Use the cover to predict how the main character is feeling. Announce that the Response to Text will be a readers theatre.	<ul style="list-style-type: none"> To vary the Response to Text, refer to page 41 in this guide. Ensure that alternative choices offered to students are scaffolded throughout this lesson sequence. 	

Gradual Release Model: **M** = Modelling **SP** = Shared Practice **GP** = Guided Practice **IP** = Independent Practice

LESSON 1

Purpose: Activate prior knowledge and make personal connections to the topic

Before Reading

PD CORNER

Warm-ups are quick, oral activities done at the beginning of a lesson that build on the previous day's activities.

Materials:

- e-Book: *Pauvre Michel!* visual dictionary, pages 22–23 (images-only version) or
- Big Book: *Pauvre Michel!* visual dictionary, pages 22–23 (captions covered with sticky notes)
- *Fiche d'activité 1 : Ça va?* on Teacher's Guide CD-ROM (See page 71 of this guide.)
- *Fiche d'évaluation 2 : Banque de critères* on Teacher's Guide CD-ROM (See page 72 of this guide.)
- *Fiche d'évaluation 3 : Observations* on Teacher's Guide CD-ROM (See page 73 of this guide.)
- Audio CD Track 4: *Ça va bien? Ça va mal?*
- Audio CD Track 5: *Fiche d'activité 1, Ça va?*

Warm-Up

Contextualization

M Introduce the topic by modelling for students how you feel when asked the question *Ça va?*

Draw a chart on the board with a happy face, a neutral face, and a sad face as headings. Point to the headings as you answer the question using *Ça va bien; Ça va comme ci, comme ça;* or *Ça va mal.* The expression *Ça ne va pas* may also be introduced to students as a fixed expression if they have not yet learned the negative. Write your name under the appropriate heading after verbalizing your personal feelings.




- *Ça va?*
- *Oui, ça va bien. Ça va comme ci, comme ça. Non, ça va mal. Non, ça ne va pas.*
- *Hmm... Aujourd'hui, ça va bien.*

DIFFERENTIATION OF INSTRUCTION

Use mime and visuals to aid comprehension. (See pages 22-25 of this guide for further suggestions on differentiation.)

DIFFERENTIATION OF INSTRUCTION

Offer students alternative ways of expressing positive/negative opinion based on their proficiency. For example, a positive opinion can be expressed with *Super!* or a thumbs-up gesture, and a negative opinion with *Ah non!, Zut,* or a thumbs-down gesture.

		
<i>Madame</i>	<i>Caroline</i>	

Say How You Feel

Personalization

SP Have students talk about how they feel using the expressions you modelled. As you question students, add their names to the chart or have a volunteer do so.

- *Et vous, est-ce que ça va?*
- *Caroline, ça va? (Ça va comme ci, comme ça..)*
- *Merci Caroline. J'écris ton nom dans le tableau.*

PD CORNER

Elbow partners are two students sitting in proximity to each other. This grouping technique is ideal for quick exchanges of information. See page 28 of this guide for other grouping techniques.



Audio Track 4

ASSESSMENT FOR LEARNING OPPORTUNITY

Use *Fiche d'évaluation 3 : Observations* to assess the performance of a few students each day in relation to a few selected criteria. (See *Fiche d'évaluation 2 : Banque de critères* for a list of expectations from which to choose. For more information on assessment, see page 18 of this guide.)

PD CORNER

Listening to the recording to confirm predictions lessens students' anxiety and allows them to feel comfortable with the text before they complete the listening activity.

GP Once all students have had the opportunity to say how they feel, in the large group setting, invite two students to ask each other how they feel. This provides a model for students to use independently in their pair exchange.

Modèle A

- A : *Ça va?*
B : *Oui, ça va. Et toi?*
A : *Non, ça va mal.*

IP Have students practise the conversation with an elbow partner.

- *Regardez la personne à votre gauche / droite. C'est votre partenaire.*
- *Posez la question « Ça va? »*

Say How Others Feel and Link to Personal Experience

Use the images in the visual dictionary (**Big Book** with sticky notes covering the captions or **e-Book**, images-only version) to have students describe how others may feel. Alternatively, talk about the images with students using **Audio CD Track 4: Ça va bien? Ça va mal?** or the **e-Book** with the built-in audio component, pausing at intervals to ask questions. Model the first one for students.

- *Regardez l'image numéro un. C'est une fille. Elle dort.*
- *Répétez : « Elle dort ».*
- *Est-ce que ça va? Oui, ça va bien!*
- *Imaginez que c'est moi dans l'image. Je dors... dans la salle de classe. Est-ce que ça va? Non, ça va mal!*

Describe what is happening in each image. Ask students how the girl or boy is feeling and personalize the situation for a student in the class.

- *Regardez l'image numéro deux. C'est un garçon. Il joue à un jeu avec son ami.*
- *Répétez : « Il joue à un jeu avec son ami. »*
- *Est-ce que ça va? (Oui, ça va.)*
- *Jason, imagine que c'est toi dans l'image. Tu joues au jeu Wii avec ton ami. Est-ce que ça va? (Oui, ça va bien!)*
- *Regardez l'image numéro cinq. C'est une fille. Elle mange des épinards.*
- *Répétez : « Elle mange des épinards. »*
- *Est-ce que ça va? (Non, ça va mal.)*
- *Marika, imagine que c'est toi dans l'image. Tu manges une pizza. Est-ce que ça va? (Oui, ça va bien!)*

Determine How Others Are Feeling

SP Distribute copies of *Fiche d'activité 1 : Ça va?* Ask students what words they might expect to hear in a selection entitled *Ça va?*

- *Cette activité s'appelle « Ça va? ».*
- *Quels mots est-ce que vous allez entendre? (Ça va bien, Ça va mal, etc.)*
- *Écoutez pour confirmer vos prédictions.*



Audio Track 5

DIFFERENTIATION OF INSTRUCTION

Reread the script at a slower pace than what is on the Audio CD, emphasizing the space between individual words and/or certain key words in the script.

Add sound effects and actions to aid students in understanding script.

DIFFERENTIATION OF INSTRUCTION

Ask students to explain answers or provide reasons for their views.

Play **Audio CD Track 5: Ça va?** once to confirm students' predictions. Ask them to list the words they heard.

- *Quels mots est-ce que vous avez entendus? (Ça va, Ça va mal, bien, télé, hockey, zut, aime, soccer, déteste.)*

Sélection 5 : Ça va?

A. J'écoute bien.

B. J'écoute et j'encercle la bonne réponse.

Exemple : Balraj mange son dîner. Miamm! Il aime les tomates. Ça va bien.

1. *Kiara regarde la télé. C'est le hockey. Elle déteste ça. Ça va mal.*
2. *Jacob attend l'autobus. Il déteste ça. Ça va mal.*
3. *C'est samedi. Kelly dort. Elle aime ça. Ça va bien.*
4. *Daniel joue au soccer. Ça va comme ci, comme ça.*
5. *Martina travaille à l'ordinateur. Il y a un problème. Ça va mal.*

SP Have students listen a second time to the example only. Complete the example with students.

- *Écoutez le premier garçon, Balraj. Est-ce que ça va? (Oui, ça va.)*
- *Quel symbole est-ce que vous encerclez : le visage content, le visage neutre ou le visage triste? (J'encercle le visage content.)*

GP Listen to number 1 of **Audio CD Track 5: Ça va?** and then pause the recording. Allow students an opportunity to identify how the person is feeling and which symbol they would circle.

- *C'est Kiara qui parle. Est-ce que ça va? (Non, ça va mal.)*
- *Quel symbole est-ce que vous encerclez : le visage content, le visage neutre ou le visage triste? (J'encercle le visage triste.)*

IP Have students listen to the remaining selections and identify how each person is feeling by circling the appropriate symbol. After the listening activity is complete, invite students to share how each person is feeling.

Fiche d'activité 1 Answer Key: Exemple : visage souriant; **1.** visage triste; **2.** visage triste; **3.** visage souriant; **4.** visage neutre; **5.** visage triste.

Wrap-Up

Introduce the text to students by showing them the cover of the book. Ask students how Michel is feeling, using tone of voice to explain the meaning of *pauvre*.

- *Regardez cette image.*
- *Qui est-ce? (C'est Michel).*

**DIFFERENTIATION
OF INSTRUCTION**
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To vary the Response to Text, refer to page 41 of this guide. Ensure that alternative choices offered to students are scaffolded throughout this lesson sequence.

- *Est-ce que ça va bien, ça va comme ci comme ça ou ça va mal? (Ça va mal.)*
- *Oui, vous avez raison! Pauvre Michel!*
- *Demain, nous allons lire cette histoire.*

Introduce the Response to Text by telling students that they will have the opportunity to read the story aloud and will be recorded.

- *Vous allez dramatiser cette histoire.*
- *Nous allons enregistrer votre présentation.*

ASSESSMENT FOR LEARNING OPPORTUNITIES*

Teachers and students look and listen for evidence that students CAN...	What to do to support students
<ul style="list-style-type: none">• Express a feeling.• Ask how a partner is feeling.• Recognize and use new words from unit of study in purposeful oral communication.• Respond to written and oral texts; e.g., answer short, simple questions.	<ul style="list-style-type: none">• Ask students to point to the symbol describing their feelings; you make the statement and students repeat.• Allow students to use simplified <i>Et toi?</i> question.• Point directly to images/words that are key to decoding meaning and prompt students accordingly.

**Teachers use their discretion in choosing the expectations they will assess.*