

## About français sous la main™, Un coup d'œil de chez nous #1

### La vie franco-ontarienne et les drapeaux franco-canadiens

#### Why a book with an emphasis on culture?

For years our series of **Grammaire Sous La Main™** books have helped teachers meet curriculum expectations. In the fall of 2009, the Government of Ontario published a draft of proposed curriculum changes. Wanting to continue to meet teachers' needs with the coming changes, we asked teachers what areas they felt new resources should target. The answers we received told us there was a need to provide support in the area of cultural literacy while continuing to reinforce language skills in all areas.

In **français sous la main™, Un coup d'œil de chez nous #1, La vie franco-ontarienne et les drapeaux franco-canadiens**, we have provided enjoyable language activities to familiarize students with some of the cultural elements introduced in the draft document. In the draft, the grade 4 expectations centre around French communities and aspects of French life in Ontario. In grade 5 the focus broadens to life in French Canada. In grade 6 attention is on French life in Métis and Aboriginal communities. Grade 7 provides a closer look at Quebec and Acadia. The elementary document ends with the grade 8s examining the culture of France.

In **Un coup d'œil de chez nous #1**, we have started at the beginning with the grade 4 focus and introduced a grade 5 element with the Franco Canadian flags.

#### What about activities to reinforce the other language strands?

As you work through this book with your students you will find it provides opportunities for listening, speaking, reading, and writing. Please make sure to read the section on the following page called *How to get the most out of this resource*.

#### Will there be Un coup d'œil de chez nous #2, #3, #4, and #5?

This book has been written and printed before the release of the final curriculum document. If the curriculum document supports this direction and teachers and students enjoy these activities we will continue with this series. As always, we welcome your feedback. Please contact us at

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## How to get the most out of this resource.

Many of the activities in this book provide the teacher the opportunity to be flexible in approach. Depending on your students' needs, you can change which strand of language (listening, speaking, reading or writing), is the emphasis.

Following are some suggestions or points you may want to consider.

**point à point**, pages 1,2 - This dot-to-dot activity's primary two objectives are to be an introduction to the look of the Franco Ontarian flag and to provide a listening comprehension activity emphasizing numbers and the alphabet for students new to French. As the shape and next point become obvious to the students a lively oral discussion can take place as students guess in French which number or alphabet letter is next.

**le drapeau franco-ontarien**, page 3,4 - This colouring activity can be done as a listening or reading comprehension exercise. The vrai/faux activity also lends itself to either a reading or listening comprehension activity and the page finishes with **Parlons!**, a speaking activity. (In French, the trillium of Ontario is commonly referred to as either *le trillium* or *le trille blanc*. In this book we have used *le trillium*.)

**des villes franco-ontariennes**, pages 5-9 - Not intended to be an all-inclusive list of French communities in Ontario, it does introduce students to some towns they may not be familiar with. The comprehension activity is ideal for either listening or reading. The map and unscramble activities have students thinking about the geographical characteristics of these towns.

**des festivals et des activités franco-ontariens**, pages 10-12 - The descriptions here can be listening or reading activities, the comprehension being evident in the speaking activity that follows. The enrichment suggestions provide opportunity for writing and consolidating all areas of language.

**une Franco-Ontarienne fameuse**, pages 13,14 - Created as a reading comprehension activity, it lends itself just as easily to a listening exercise.

**la culture franco-ontarienne**, une révision, pages 15,16 - An *image cachée* activity, the puzzle is perfect for review or evaluation. The nature of the puzzle provides feedback about student understanding without waiting for the teacher to take up the activity. For a written follow up enrichment activity, it is often a valuable exercise for the student to rewrite incorrect sentences in a manner that would be considered correct.

**les drapeaux franco-canadiens**, pages 17-26 - As with the Franco Ontarian flag, the colouring activity can be done as a listening or reading comprehension exercise. There is quite a lot of information surrounding these 11 flags so the teacher may wish to introduce the flags over a period of days. Note that there is a small *lexique* at the end of the descriptions to cover some of the difficult vocabulary.

The comprehension activity that follows the descriptions was designed as a basic written sentence structure activity, but certainly could be done orally instead. There is an opportunity for speaking however on the following page with the **Parlons!** activity.

The map activity gives students the opportunity to glimpse the vastness of our land and the French communities that exist country-wide.

The book ends with another *image cachée* activity, perfect for evaluation.

Enjoy!

