

Grade 4 Extended French: Overview

- ❖ There is no expectation that you speak French in the home.
- ❖ Any work you do with your child that builds and reinforces literacy and numeracy skills in your home language will be of benefit to the student.
- ❖ Literacy and numeracy skills transfer from one language to another.
- ❖ Where possible, we have included instructions and prompts for students in French.

If your child is in Grade 3-5:

- ❖ have your child read the instructions in French and explain what they are being asked to do to you;
- ❖ if the prompt asks the student to write, you can encourage your child to write in French;
- ❖ have your child say out loud what they plan to write before beginning the writing process;
- ❖ value 'invented spelling' or spelling words based on the sounds the students hear in the words;
- ❖ a student may pick a few words to verify for conventional (or 'correct') spelling;
- ❖ if they don't know the specific word in French, encourage the child to describe the concept of the word using the words in French that they do know;
- ❖ if they wish to write in English (or partly in English), please let them do that knowing that as they practice writing skills in any language, their writing skills in French will continue to grow once they are back in the French-speaking environment of the classroom.

Texte reconnaissant les Traités

Below is the UIEC French Language version of the updated Land Acknowledgement:


Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés, de la Confédération Haudenosaunee et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, du Métis et du Inuit.

Treaty Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples.

Grade 4 Extended French: Curriculum Expectations

Subject	Big Idea(s)	Overall Curriculum Expectations
Le Langage	I can use reading strategies to improve my understanding of a text (ie. visualizing, making connections, working with vocabulary)	Reading: <ul style="list-style-type: none"> ❖ determine meaning in a variety of French texts, using a range of reading comprehension strategies ❖ identify the purpose(s) and characteristics of a variety of adapted and authentic text forms
Les Mathématiques	I can explore numbers as well as 2D and 3D shapes in inventions/innovations in the world around us	Number Sense: <ul style="list-style-type: none"> ❖ read, represent, compare, and order whole numbers to 10000
Les Sciences	I can think critically about the positive and harmful effects of different inventions/innovations and determine ways to minimize harmful effects to protect myself and the environment	Light & Sound <ul style="list-style-type: none"> ❖ assess the impact on society and the environment of technological innovations related to light and sound
Les Études Sociales	Inventions/innovations are not limited to can be products. They can also include systems, processes and laws	Early Societies to 1500 CE <ul style="list-style-type: none"> ❖ describe significant aspects of daily life in a few early societies

<p>In order to access some resources, it will be useful to have an account with Idello.</p> 	<ul style="list-style-type: none"> ❖ It offers free French-language educational videos, digital books, apps and games to engage K-12 children in their second language learning... ❖ subtitles available (use of French subtitles is suggested)... ❖ How to create an Idello account (parents and students).pdf ❖ IDÉLLO : Video Tutorial for Parents & Students on how to create an account
---	--

4e année: Nous sommes tous des inventeurs/inventrices

Cette semaine, j'explore des inventions et les innovations. I am practising comparing and ordering numbers. I'm learning about different types of inventions and those linked to light/sound.

LE FRANÇAIS/ENGLISH LITERACY

Watch [this video](#) in French (see above if you need to make an account). Ariane and Alexandra live in Sudbury, a city in Ontario where lots of people speak French. Ariane and Alexandra tell us about the places they like to go and the things they do for fun in Sudbury.

- ❖ When you watch the video, put on the subtitles and watch the images carefully, there are a lot of clues to what the speakers are saying.
- ❖ Don't worry about catching every word, see what you can understand.
- ❖ *Watch the video a first time* and see if you can name some of the things the girls like to do in Sudbury. Do you like any of the same activities?
- ❖ *Watch it again*, where do they say is a great place for a selfie?
- ❖ *Watch it one last time*. Name one other thing you learned about Sudbury.

Read the text on the next page - "The Dream".

- ❖ What is the main idea of this text? Do you agree with the author's message? Why or why not?
- ❖ What links can you make to your life, to another text or to the world?
- ❖ Finish the story. What might Janelle do? What impact might she have?

This text is a narrative. How do you know? What are the characteristics of a narrative? Record your ideas and share a few examples of your favourite narrative texts. Challenge yourself to write your own narrative text (story).

MATH

- ❖ Where can we find numbers that have 1 to 6 digits in the inventions and places around us? Give some examples. (ex. You find numbers up to 3 digits on page numbers, such as page 153 in a book.)
- ❖ Write a list of 10 numbers between 1 and 10000. Now order them from smallest to largest. How do you know that it's the correct order? Explain your thinking.
- ❖ Write each of your numbers in decomposed form. (example: $2495=2000+400+90+5$)

SCIENCE

There are many types of inventions/innovations in our world, in many different fields. For example, in light and sound, there are noise-blocking headphones that protect our hearing and sunglasses that protect our eyes from UV light.

- ❖ Do a brainstorm to identify other products in our world that protect living things from light and sound.
- ❖ Choose one of these products. Do a drawing and label the names of the essential parts. How do these products help living things?
- ❖ How might you innovate to improve one of these products that protects living things from light and sound? Discuss with someone or write a short response.

4e année: Nous sommes tous des inventeurs/inventrices

Cette semaine, j'explore des inventions et les innovations. I am practising comparing and ordering numbers. I'm learning about different types of inventions and those linked to light/sound.

LES ÉTUDES SOCIALES

Watch [this video](#) in French. Dr. Maude Abbot was an innovative Canadian doctor who wrote an important book for all doctors.

- ❖ When you watch the video, put on the subtitles and watch the images carefully, there are a lot of clues to what the speakers are saying.
- ❖ Don't worry about catching every word, see what you can understand.
- ❖ *Watch the video for the first time.* What kind of doctor was Dr. Abbot? What part of the body did she specialize in?
- ❖ *Watch it again.* Why was it hard for Dr. Abbot to get into medical school?
- ❖ *Watch it one last time.* Why was the book she wrote so important?

After you have watched the video above, [click here](#) to see how you did.

Source: <https://www.historicacanada.ca/fr>

4e année: Nous sommes tous des inventeurs/inventrices

Cette semaine, j'explore des inventions et les innovations. I am practising comparing and ordering numbers. I'm learning about different types of inventions and those linked to light/sound.

ENGLISH TEXT - THE DREAM

It's Thursday morning at 9:30 a.m. Janelle is at home with her father. Her father is talking on the phone. She taps him on the shoulder and she says, "Daddy, can you play with me? I want to do something!"

Dad says he can't play right now. «Not now! Go read your book or help in the kitchen »

But Janelle doesn't want to do either of those things. She goes to her room.

At noon, her dad makes lunch. Today he's making fried rice with chicken and carrots. "Ah, Daddy, that sounds delicious! But I'm so bored!" She says. «What can I do?»

"We're going to eat and talk together and then you can do your homework," his father replies.

"I like to eat with you but I don't like doing my homework," says Janelle. "I want to do something more exciting! I am bored!"

"Why not dance, do an art project or do exercises then?" asks his dad. But no, Janelle doesn't want to do these activities. In fact, she doesn't know exactly what she wants to do!

After lunch, Janelle does nothing and her father goes back to talking on the phone. She sits in her comfy chair and soon she is sleeping. She begins to dream.

Janelle walks in her community. She sees a family with a little baby. They cannot open the apartment door because of their stroller. She sees a family returning from the supermarket with their heavy bags. She sees the cyclist who does not have enough space to stay safe on the street. She sees a boy waiting for the bus, but there is no protection from the rain. She sees a little brown cat walking down the street who is afraid of cars.

Suddenly, Janelle realizes that there are solutions to these problems, and the millions of other problems that exist for people and animals around the world. We can invent solutions! But who will invent them? Janelle sees faces of famous inventors behind her closed eyes. Finally, she sees herself in a mirror.

Janelle wakes up. She is no longer bored. She gets up and she walks straight to the recycling bin. Finally, she knows what she wants to do today!

Source: TDSB FSL, 2020

4e année: Nous sommes tous des inventeurs/inventrices

Cette semaine, j'explore des inventions et les innovations. I am practising comparing and ordering numbers. I'm learning about different types of inventions and those linked to light/sound.

TEXTE: LE RÊVE

C'est jeudi matin à 9h30. Janelle est chez elle avec son père. Son père parle au téléphone. Elle tape sur son épaule et elle dit, "Papa, peux-tu jouer avec moi? Je veux faire quelque chose!"

Papa dit qu'il ne peut pas jouer en ce moment. "Vas-y! Va lire ton livre ou aider avec la nourriture."

Mais Janelle ne veut pas le faire. Elle va dans sa chambre.

À 12h00, son papa fait à manger. Aujourd'hui, il fait du riz frit avec du poulet et des carottes. "Ah, Papa, ça a l'air délicieux! Mais je m'ennuie tellement!", elle dit. "Qu'est-ce que je peux faire?"

"On va manger et parler ensemble et après tu peux faire tes devoirs," répond son père.

"J'aime bien manger avec toi mais je n'aime pas faire mes devoirs," dit Janelle.

"Je veux faire quelque chose plus excitant! Je m'ennuie!"

"Pourquoi pas danser, faire un projet d'art ou faire des exercices alors?" demande son papa. Mais non, Janelle ne veut pas faire ces activités. En fait, elle ne sait pas exactement ce qu'elle veut faire!

Après le déjeuner, Janelle ne fait rien et son père parle encore au téléphone. Elle s'assoit sur sa chaise et bientôt, elle dort. Elle commence à rêver.

Janelle marche dans sa communauté. Elle voit une famille avec un petit bébé. Ils ne peuvent pas ouvrir la porte de l'appartement avec leur poussette. Elle voit une famille qui revient du supermarché avec leurs sacs lourds. Elle voit le cycliste qui n'a pas assez d'espace pour rester en sécurité dans la rue. Elle voit un garçon qui attend l'autobus, mais il n'y a pas de protection de la pluie. Elle voit un petit chat brun qui marche dans la rue, mais qui a peur des voitures.

Tout à coup, Janelle réalise qu'il y a des solutions à ces problèmes, et aux millions d'autres problèmes qui existent pour les personnes et les animaux dans le monde. On peut inventer des solutions! Mais qui va les inventer? Janelle voit des visages des inventeurs célèbres dans ses yeux fermés. Finalement, elle se voit dans un miroir.

Janelle se réveille. Elle ne s'ennuie plus. Elle se lève et elle marche tout droit au recyclage. Finalement, elle sait ce qu'elle veut faire aujourd'hui!

Source: TDSB FSL, 2020