

Grade 5 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 5 Extended French: Curriculum Expectations

Subject	Big Idea(s)	Overall Curriculum Expectations
Le Langage	<p>I can Identify the main idea of a narrative text, informative text and poem</p> <p>I can make connections to self, other texts and the world</p>	<p>Reading</p> <ul style="list-style-type: none"> ❖ determine meaning in a variety of French texts, using a range of reading comprehension strategies <p>Writing</p> <ul style="list-style-type: none"> ❖ write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively
Les Mathématiques	<p>I can explore numbers as well as 2D and 3D shapes in inventions/innovations in the world around us</p>	<p>Geometry</p> <ul style="list-style-type: none"> ❖ identify quadrilaterals and three-dimensional figures and classify them by their geometric properties
Les Sciences	<p>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</p>	<p>Habitats & Communities</p> <ul style="list-style-type: none"> ❖ analyse the effects of human activities on habitats and communities
Les Études Sociales	<p>I can explore inventions/innovations created by early societies from different continents including North America, Africa and Asia and how these inventions relate to my everyday life</p>	<p>Early Societies to 1500 CE</p> <ul style="list-style-type: none"> ❖ describe significant aspects of daily life in a few early societies

5e année: Tableau de Choix Intensif

C'est très important de bien soigner ta santé mentale et ton bien-être chaque jour. Quelles activités pourrais-tu faire pour t'amuser et pour te relaxer? Choisis une variété d'activités chaque semaine.

BOUGER	CRÉER	RÉFLÉCHIR	INTERAGIR
Danse en écoutant de la musique en français ou dans une autre langue.	Fais un dessin, un bricolage ou un projet d'art avec des matériaux autour de toi. Décris ce que tu as fait en français.	Write a personal journal to reflect and organize your thoughts. Try to write some in French and some in English. Note your questions, fears, successes or other ideas.	Joue à un jeu que tu as déjà, mais en français. (ex. Guess Who - ask your questions in French; Battleship - call out the letters and numbers in French)
Fais une promenade avec un membre de ta famille. Qu'est-ce que tu vois? Qu'est-ce que tu peux décrire en français?	Crée un rap, un poème ou une chanson qui exprime tes pensées.	What are you grateful for? Make a list of a few ideas. Share your ideas with someone, if you'd like.	Talk to a friend or family member. Share a success that you've had recently or a problem that you are facing. What are some possible solutions?
Invente une course d'obstacles ou quelques stations d'exercice. Comment peux-tu bouger de façons différentes? Peux-tu compter à bonds en faisant des exercices? (par 2, 3, 4...)	Create a game about inventions or a topic of your choice using numbers, shapes, sounds, rhythms and/ or other elements. What is the purpose of your game? How do you play it? Try it out with a family member. After playing, how could you improve it?	Assieds-toi et ferme tes yeux. Qu'est-ce que ton corps de dit? Comment te sens-tu? Qu'est-ce qui va bien? Qu'est-ce qui te stresse?	Tell someone a story. Will it be a funny story, an adventure, or a drama? Is it a narrative that you invented or a real-life experience that you had?

5e année: L'esprit d'invention

Cette semaine, j'apprends plus à propos des inventions et j'explore les poèmes à propos des objets de ma vie quotidienne. I am representing data in a graph and drawing conclusions.

LE FRANÇAIS/LE LANGAGE

Lis le poème, "La page blanche vide".

- ❖ Quelles images est-ce que tu as dans la tête quand tu lis ce poème? Quels mots t'aident?
- ❖ Qu'est-ce que tu peux faire avec le papier? Partage tes idées.
- ❖ Écris un poème à propos d'une invention.

Some inventions are super simple, like a single pulley that helps to lift a load. Other innovations use many other parts to create something new.

Brainstorm some problems for you or others in your daily life.

- ❖ Which of these problems might you be able to solve by creating a new invention or improving a current product?
- ❖ What materials might you be able to put together in new ways to make something new?

Make a mind map or a list to record your ideas.

MATH

Rahim did a survey. He asked, "Which new invention interests you the most?" Here is the tally of the responses.

a tool to encourage exercise	
a machine that helps you to type faster on the computer	
an anti-bullying system or a tool	
none of these choices	

Make a graph to display the data.

- ❖ What does the data tell you?
- ❖ What conclusions can you draw?
- ❖ What were the least/most frequent responses? Who do you think he surveyed? Note your ideas.

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LES ÉTUDES SOCIALES

Les leaders du gouvernement et des territoires sont responsables des programmes et des services pour les habitant(e)s. Chaque niveau a des responsabilités différentes, par exemple:

Municipal: l'eau, les déchets, le transport

Provincial: l'éducation, la santé, les autoroutes

Fédéral: la sécurité, les relations mondiales

Territorial: l'éducation, la santé, les services sociaux

Comment est-ce que les leaders du gouvernement et des territoires pourraient communiquer avec les habitant(e)s pour demander leurs opinions et mieux comprendre leurs besoins?

- ❖ Comment est-ce que ces leaders peuvent encourager et soutenir l'innovation des gens qui appartiennent aux groupes différents?

SCIENCE

Earth's climate is changing and the impact of human actions and influence are becoming increasingly clear.

Every time we manufacture a product, we use energy and precious resources from the Earth. Young activists such as Autumn Pelletier, Vanessa Nakate and Greta Thunberg are pushing us to change our habits.

What actions might you take to minimize your environmental footprint? What might companies do?

- ❖ Why do you think individuals and companies might resist these changes?
- ❖ How might we encourage a shift to more eco-friendly practices?

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TEXTE: LA PAGE BLANCHE VIDE

Paula Schulze
5e année, Birch Cliff PS



La Page Blanche Vide

Le page blanche vide
C'est semblable à un rectangle blanc.
Tu peux dessiner quelqu'un qui danse.
Tu peux dessiner une souris.
Tu peux dessiner une parapluie.
Tu peux dessiner quelqu'un qui lit.
Tu peux dessiner quelqu'un qui rit.
Tu peux dessiner un ourson brun.
Tu peux dessiner une girafe jaune.
On s'en fiche de ce que vous dessinez,
C'est une page blanche vide, c'est extraordinaire!

Source:
Schulze, Paula. La page blanche vide (2019). TDSB Urban Voices/L'Echo de la Ville (p. 13).

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MATH - MAKE A GRAPH TO DISPLAY THE DATA

