

Candidate's name: Joni Hesselgrave

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| Grade/Class/Subject: | Grade 5/6 Core French (L2) | School: | Intermediate Classroom |
| Date: | November 2022 | Allotted Time: | 60 minutes x 6 blocks |
| Topic/Title: | Honouring Remembrance Day - Le Jour du Souvenir (set of 6 lessons) | | |

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.


The purpose of this set of lessons is to build students' communicative competency in French while honouring Remembrance Day/Le Jour du Souvenir. Students will engage in tasks that challenge and develop their listening and speaking skills, as well as their reading, comprehension, and writing skills.

While the main purpose of the unit is to develop communicative competency, the initial two lessons focus on developing student vocabulary/vocabulaire so that they better understand and can participate in the final lessons, which focus on communicative activities and remembering and honouring those who fought in the First and Second World Wars (including the Francophone soldiers and Francophone units that we have been studying in Social Studies).

A solid vocabulary will help students comprehend and recite the poem, *Au Champ d'Honneur* (In Flander's Field), complete cloze sentences/dictée à trous, and respond/réponse to a selection of reflection questions/questions de réflexion and comprehension questions/questions de compréhension. Frequent exposure to key vocabulary and phrases will solidify student learning and allow them to achieve the learning intention of improved communicative competency.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

| Core /Sub-Core Competencies <i>(check all that apply):</i> | <i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i> |
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| <input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility | <p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding by their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> • Students will communicate their understanding of key vocabulary (orally and in writing). • Students will communicate their understanding of key phrases (orally and in writing). • Students will communicate their understanding of Remembrance Day poems (orally and in writing). • Students will communicate, via oral performance, the poem, <i>Au champ d'honneur (In Flanders Field)</i>. |

C Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- **Students will collaborate with a partner to complete vocabulary exercises and reading/writing tasks.**
- **Students will collaborate (respectfully and inclusively) in pairs to practice reciting a poem in French.**

T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- **Students will think critically and reflectively as they consider the importance of Remembrance Day.**
- **Students will think critically and reflectively as they answer a set of reflection questions about what Remembrance Day means to them and other Canadians.**

PS Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

- **Students will recognize connections between their family background/heritage(s)/language(s)/beliefs/perspectives and the lesson content.**

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| | <p>PS Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> • Students will work cooperatively in pairs, with an awareness, understanding, and appreciation of the connections between themselves and their peers. • Students will be inclusive, respectful, and work toward fostering a sense of belonging. • Students will be responsible and ensure they are contributing positively and fairly to their group. • Students will value and appreciate others’ perspectives. |
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

| FPPL to be included in this lesson <i>(check all that apply):</i> | <i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i> |
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| <input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | <p>Throughout the lesson, students are encouraged to be patient and kind to themselves as they are learning.</p> <p>This lesson will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections.</p> <p>Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing.</p> <p>Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and to the assigned tasks (done in class, with support as needed).</p> |


4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| <i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i> |
| <p>Big Ideas: (1) Listening and viewing with intent helps us begin to understand French (Grade 5 & 6).</p> <p>(2) Using various strategies helps us understand and acquire language (Grade 6).</p> |

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| Curricular Competencies: <i>What are students expected to DO?</i> | Content: <i>What are students expected to learn (KNOW)?</i> |
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| <p>Students are expected to be able to DO the following:</p> <p>Thinking and communicating:</p> <ul style="list-style-type: none"> • Begin to recognize the relationship between French letter patterns and pronunciation. • Comprehend key information and some details in slow, clear speech and other simple texts. • Use various strategies to support communication. • Seek clarification of meaning. • Recognize the relationships between intonation and meaning. <p>Personal and social awareness:</p> <ul style="list-style-type: none"> • Explore a Francophone celebration in Canada. | <p>Students are expected to KNOW the following:</p> <ul style="list-style-type: none"> • French phonemes • French letter patterns • A Francophone cultural celebration in Canada.  |

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

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| <p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p> |
| <p>Students will achieve the learning intentions and demonstrate their learning by:</p> <ul style="list-style-type: none"> • participating in class discussions that explicitly cover and review key vocabulary, phrases, and questions for consideration and reflection; • engaging with peers to practice key vocabulary and phrases; • working as a class and in pairs to read and translate French information; • collaborating with peers to complete cloze sentences and respond to reflection and comprehension questions; • viewing, practicing, and reciting the Remembrance Day Poem, <i>Au Champ d'Honnuer</i> (In Flander's Field). <p>Evidence of student learning will be documented and shared in several forms:</p> <ul style="list-style-type: none"> • in students' written response to the cloze sentences and reflection and comprehension questions, which they will hand in and share with the teacher; • in an audio recording of the poem, <i>Au Champ d'Honnuer</i> (In Flander's Field), which will be recorded with or without visual (depending on classroom/student consent), and shared with the class and their guardians (on the Google Classroom); • in a performance of the poem, <i>Au Champ d'Honnuer</i> (In Flander's Field), which will be shared at the assembly. <p>There will be many opportunities for immediate formative teacher feedback when the students are practicing their vocabulary, phrases, and the poem, <i>Au Champ d'Honnuer</i> (In Flander's Field). Formative feedback will be both corrective and positive to ensure that student confidence is not stemmed.</p> <p>Students will be encouraged to provide one another with positive and corrective peer feedback, with ample opportunity for this to take place while they work in pairs to orally practice key French vocabulary and phrases, translate French information, and answer cloze sentences, reflection, and comprehension questions in French.</p> <p>Summative feedback will be given on the written response questions that students hand-in, as well as on the overall oral performance that students deliver at the assembly. Response questions will be given a score (1 point each for cloze sentences and 1-3 points on reflection and comprehension questions). The Performance Standard Quick Scale will be utilized to assess student's oral performance (taking into account student success in the classroom and on the lower-stakes audio-recorded performance that was done in the classroom, prior to the assembly).</p> |

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: *differentiation*, especially for known exceptionalities, learning differences or barriers, and language abilities; *inclusion* of diverse needs, interests, cultural safety and relevance; *higher order thinking*; *motivations* and *specific adaptations or modifications* for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

These lessons are important because they build students' communicative competency in French while honouring Remembrance Day/Le Jour du Souvenir. Students engage in tasks that develop their French vocabulary, while challenging and building their French listening and speaking skills, and French reading, comprehension, and writing skills. The lessons also provide cross-curricular learning opportunities with L2 and Social Studies (i.e. History).

Students within the class will likely be at different levels/stages of French (L2) language acquisition and are accustomed to texts being delivered in the English language (L1). As such, accommodations are offered throughout the lesson to offset the challenges that students will encounter with French vocabulary, phrases, poems, and questions, including:

- a strong focus on vocabulary and scaffolding language to ensure *comprehensible input*;
- explicit teaching and communication of learning (orally, visually, and in writing) to promote understanding;
- teacher-assigned groups (when needed) to ensure students are distributed to pairs that will support their individual needs and who will assist them with the reading, writing, and oral skills required to complete the assigned activities and meet the learning standards/intentions.

Differentiation and Exceptionalities:

Students who struggle extensively with reading and writing will be placed with a partner that can help them read, translate, and write the responses. Students who struggle extensively with oral tasks, and/or become severely anxious performing in front of crowds, will be accommodated with the option of performing the poem in front of the teacher only (recorded or not – depending on student) with support. During the class and assembly performances, such a student(s) could be given a special “helping” job (i.e. lights supervisor, sound recorder, and/or videographer).

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

In preparation of Lesson 1...

- (1) Purchase the following TPT resource, from Les Inspirations de Mme Jacqueline:
<https://www.teacherspayteachers.com/Product/Vocabulaire-et-affiche-de-poeme-JOUR-DU-SOUVENIR-FRENCH-Remembrance-Day-4158498>
- (2) laminate a classroom set of the vocabulary/phrase cards (attached) and place on the classroom word wall;
- (3) make student copies of the vocabulary/phrase cards (they will cut out themselves in class);
- (4) buy/bring Ziploc bags (enough for each student to have 1); and
- (5) prepare vocabulary/phrase slideshow (already done and included w/ lesson plan) to be presented to class and posted to the Google Classroom (for those who are away and for those who would like to view again).

In preparation of Lesson 2...

- (6) enlarge and laminate classroom copy of poem, *Au Champ d'Honnuer*, and place near the classroom word wall;
- (7) make student copies of the poem, *Au Champ d'Honnuer*, and the poem, *In Flanders Field* (for reference); and
- (8) open and be ready to show the following videos:
<https://www.youtube.com/watch?v=H47ehuQF7Dc>
<https://www.youtube.com/watch?v=m6ATa36Knzg>

In preparation of Lesson 3...

- (9) Purchase the following TPT resource, from Les Inspirations de Mme Jacqueline:
<https://www.teacherspayteachers.com/Product/Activites-decriture-pour-le-Jour-du-souvenir-FRENCH-Remembrance-Day-writing-4171262>; and

(10) make student copies of the booklet, “Ensemble d’activités d’écriture pour le Jour du Souvenir” (attached).

In preparation of Lesson 4 and 5...

(11) Purchase the following TPT resource, from French Resources by Mademoiselle B:

<https://www.teacherspayteachers.com/Product/Le-Jour-du-Souvenir-French-Remembrance-Day-Poem-Activities-7416607>;

(12) make student copies of the booklet, “Le Jour du Souvenir” (attached);

(13) make copies of the translated poem, “Le Jour du Souvenir” (attached); and

(14) make student copies of the “Le Jour du Souvenir” word search (attached) – for early finishers.

In preparation of Lesson 6...

(15) have recording device on hand (mobile phone or classroom tablet w/ audio or audio-visual recorder).

8. LESSON OUTLINE #1

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
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| <p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, draw their attention to the classroom word wall where the Remembrance Day/Le Jour du Souvenir vocabulary and phrases are displayed.</p> <p>Say: “Today, we will be starting a new French unit that will help us discuss and honour Remembrance Day - Le Jour du Souvenir - en Francais!!”</p> <p>Remind students that we are all in the beginning stages of French language acquisition and that it is ok to make mistakes when speaking, reading, and writing – it is about EFFORT, PARTICIPATION, LEARNING, HAVING FUN, and BUILDING OUR COMMUNICATIVE COMPETENCIES IN FRENCH!!</p> | <p>Quick transition to lesson; interactive and lively pace. (5 min)</p> |
| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise),</i> | <p>I DO: Tell students that we will begin by learning some key vocabulary and phrases that will help us complete upcoming tasks and activities in French.</p> <p>I DO: Give each student a copy of the French vocabulary/phrase cards and ask them to look at the words and start thinking about what they might mean in English (they should not start cutting them out or writing on them). Tell them they have two minutes to read the words in their heads (trying their best to sound the words out) and think about what they might mean – paying attention to words that look/sound similar to English words.</p> <p>STUDENTS DO: Read words in their head and think about their meanings.</p> <p>I DO: Tell students that they now have 5 minutes to turn to the person on their right and discuss their thoughts/ideas on what they think the words and phrases might mean and why.</p> <p>STUDENTS DO: Turn to the person on their right and discuss (Pair & Ponder).</p> <p>I DO: Time 5 minutes on the timer and circulate the classroom, observing student conversations, prompting their thinking, and providing formative feedback on their thoughts and ideas. Once the 5 minutes has elapsed, call students back to attention and inform them that they will now have the opportunity to see if their predictions were accurate.</p> | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> |

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| <p><i>and other applications of design considerations</i></p> | <p>I DO: Walk class through the prepared vocabulary slideshow, wherein each French word will have an English translation, picture/visual, and an audio that models proper pronunciation (repeat a few times to allow students to practice saying the French words and phrases orally).</p> <p>STUDENTS DO: Listen with full attention, writing the corresponding English word or phrase on the backside of each French word or phrase, and practicing along with the oral pronunciation.</p> <p>I DO: Once the slideshow is done, and all words and phrases have been discussed and practiced, ask students to cut out their vocabulary/phrase cards and place them in the provided Ziploc bags (names will be written on the bags). Tell them that, if they finish early, they can begin practicing the words with a peer who is also done (i.e. perform flashcard retrieval practice: hold up a card, partner says the word in French and tries to give the English meaning).</p> <p>STUDENTS DO: Cut out their vocabulary/phrase cards and place them safely into their individual bag. If they finish early, they can pick a peer who is also done early and begin flashcard retrieval practice.</p> <p>I DO: Set a timer for the time left in the block, monitor off-task behaviour, and circulate to offer support to those who are struggling.</p> | |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) | <p>When the timer has gone, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task. Tell students that the slideshow will be posted in the Google Classroom in case they want to access it and practice their vocabulary and pronunciation at home.</p> <p>Ask students to ensure that all of their words/phrases get put in the provided Ziploc bags and tucked safely in their French binder/duotang, and that all paper scraps get recycled.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | <p>5 minutes to wrap up.</p> |

9. LESSON OUTLINE #2

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
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| <p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, draw their attention to the classroom word wall where our Remembrance Day/Le Jour du Souvenir vocabulary and phrases from last lesson are displayed and where the poem, "Au Champ d'Honneur" (<i>In Flanders Field</i>), has been added.</p> <p>Say: "Today, we will be reviewing our French Remembrance Day/Le Jour du Souvenir vocabulary/phrases and then moving on to learning and practicing a famous poem, "Au Champ d'Honneur" (<i>In Flanders Field</i>)."</p> <p>Remind students that we are all in the beginning stages of French language acquisition and that it is ok to make mistakes when speaking, reading, and writing – it is about EFFORT, PARTICIPATION, LEARNING, HAVING FUN, and BUILDING OUR COMMUNICATIVE COMPETENCIES IN FRENCH!!</p> | <p>Quick transition to lesson; interactive and lively pace. (5 min)</p> |

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| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>I DO: Tell students that they have the first 10 minutes of class to work with a partner to review the key vocabulary and phrases that they learned last lesson, using the flashcard retrieval practice that they were introduced to.</p> <p>STUDENTS DO: Pick a peer and begin flashcard retrieval practice.</p> <p>I DO: If students are left out, or the class seems to be having a hard time getting themselves into pairs, assign students to groups. When everyone is in a group, set 10 minutes on the timer and circulate the classroom, observing, prompting, guiding, and providing formative feedback.</p> <p>STUDENTS DO: Practice, practice, practice 😊 Taking turns being the tester and the tested.</p> <p>I DO: Once the 10 minutes has elapsed, call students back to attention, ask them to ensure that all of their words/phrases get put in the provided Ziploc bags and tucked safely in their French binder/duotang. Then, inform them that they will now have the opportunity to use the vocabulary they've practiced to learn and recite a French poem: "<i>Au Champ d'Honneur</i>" (<i>In Flanders Field</i>)."</p> <p>I DO: Briefly introduce the poem, noting that it is a French version of the famous English poem, <i>In Flanders Field</i>, by John McCrae. Hand out copies of both the English and French versions. Read through the English version first, having students follow along and asking them to pay attention to the words and verses. Then, play two videos: the first video includes English subtitles and can be found at: https://www.youtube.com/watch?v=H47ehuQF7Dc; the second video showcases youth singing the poem at a school performance and can be found at: https://www.youtube.com/watch?v=m6ATa36Knzg. Ask students to pay particular attention to French pronunciation.</p> <p>STUDENTS DO: Watch the videos, paying attention to pronunciation.</p> <p>I DO: Walk the class through the French version, verse by verse, practicing reading each line chorally until it appears the class has a good grasp of the way the poem flows.</p> <p>I DO: Play the first video again, this time having students follow along, reading from their copies of the poem, and orally projecting in unison. Repeat 1-2 times.</p> <p>STUDENTS DO: Follow along, reading and orally projecting.</p> <p>I DO: Commend the class on their efforts. Let them know that they have the remainder of the block to practice the poem with their partners.</p> <p>STUDENTS DO: Find their partners and begin practicing.</p> <p>I DO: Set a timer for the time left in the block, monitor off-task behaviour, and circulate to offer support to those who are struggling.</p> | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> |
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| <p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) | <p>When the timer has gone, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task. Tell students that the poem and videos will be placed on the Google Classroom in case they want to access them and practice at home.</p> <p>Ask students to ensure that both copies of the poem get tucked safely in their French binder/duotang, along with their French vocabulary/phrase cards.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | <p>5 minutes to wrap up.</p> |
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10. LESSON OUTLINE #3

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
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| <p>OPENING: e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, draw their attention to the classroom word wall where the Remembrance Day/Le Jour du Souvenir vocabulary, phrases, and poem are displayed.</p> <p>Say: "Today, we will be continuing our French unit in honour of Remembrance Day/Le Jour du Souvenir. You will be working in partners to complete a "Jour du Souvenir" booklet, which I will go over shortly and includes key information on Remembrance Day, vocabulary (which you already know and have been practicing), and three short reflection questions (which we will discuss)."</p> <p>Remind students that we are all still in the beginning stages of French language acquisition and that it is ok to make mistakes when speaking, reading, and writing – it is about EFFORT, PARTICIPATION, LEARNING, HAVING FUN, and BUILDING OUR COMMUNICATIVE COMPETENCIES IN FRENCH!!</p> | <p>Quick transition to lesson; interactive and lively pace. (5 min)</p> |
| <p>BODY:</p> <ul style="list-style-type: none"> • Best order of activities to maximize learning -- each task moves students towards learning intentions • Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback • Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling • Can include: transitions, sample questions, student choices, | <p>I DO: Hand out student booklets.</p> <p>I DO: Display the booklet on the smartboard and review it with students - reading the instructions and information in French first and asking students to give their understanding before providing English translation:</p> <ul style="list-style-type: none"> • Page 1 – working with a peer, you will translate the Remembrance Day/Le Jour du Souvenir information. You should be able to decipher much of the information using the vocabulary you have learned previously, but you may have to use the class English/French dictionaries for some. You will need to write the translations into your individual booklets, below the French information (those struggling with written output will work alongside their partner and only turn in 1 booklet); • Page 2 - working with a peer, you will translate the Remembrance Day/Le Jour du Souvenir vocabulary (most were covered in previous lessons). You will need to write the translations into your individual booklets, beside the French words (those struggling with written output will work alongside their partner and only turn in 1 booklet); • Page 3 – working with a peer, you will respond/réponse to a selection of reflection questions/questions de réflexion in anticipation of Remembrance Day/en préparation pour l'écriture du Jour du Souvenir. | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> |

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| <p><i>assessment notes (formative or otherwise), and other applications of design considerations</i></p> | <p>You will need to work with your partner to comprehend the questions and reflect using the information on pages 1 and 2;</p> <ul style="list-style-type: none"> • Page 4 – working with a peer, you will write your responses from page 3 in the sections around the poppy (those struggling with written output will work alongside their partner and only turn in 1 booklet); • Page 5 – for early finishers ONLY. Working with a peer, you will try your best to write a thank you letter to our soldiers (Merci aux soldats) using what you have learned, as well as an English/French dictionary. <p>I DO: Ask if there are any questions or concerns.</p> <p>STUDENTS DO: Ask questions/raise concerns.</p> <p>I DO: Address student questions and concerns. Then, ask students to get into pairs. If students are left out, or the class seems to be having a hard time getting themselves into pairs, assign students to groups.</p> <p>STUDENTS DO: Get into pairs and start working on the booklet.</p> <p>I DO: When everyone is in a group, set a timer for the remaining minutes left in the block. Circulate the classroom, monitor off-task behaviour, and support those who are struggling. Observe student conversations, prompt their thinking, provide guidance, and give formative feedback on their thoughts and ideas.</p> | |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> | <p>When the timer has gone, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task.</p> <p>Ask students to ensure that their names are on their individual booklets (or names if they were given permission to hand in only 1 booklet) before handing in to me.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | <p>5 minutes to wrap up.</p> |

11. LESSON OUTLINE #4

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
|---|---|---|
| <p>OPENING:</p> <p><i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, say: “Today, we will be doing another French booklet to help us solidify what we learned in honour of Remembrance Day/Le Jour du Souvenir.”</p> <p>Remind students that we are all still in the beginning stages of French language acquisition and that it is ok to make mistakes when speaking, reading, and writing – it is about EFFORT, PARTICIPATION, LEARNING, HAVING FUN, and BUILDING OUR COMMUNICATIVE COMPETENCIES IN FRENCH!!</p> | <p>Quick transition to lesson; interactive and lively pace. (5 min)</p> |
| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves</i> | <p>I DO: Hand out the second “Le Jour du Souvenir” booklet and the English translation of the poem, “Le Jour du Souvenir.” Explain that the translation was obtained from Google Lens.</p> | <p>Interactive, Responsive and lively pace.</p> |

| | | |
|---|--|---|
| <p><i>students towards learning intentions</i></p> <ul style="list-style-type: none"> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>I DO: Display the booklet on the smartboard and review it with students - reading the instructions and information in French first and asking students to give their understanding before providing English translation:</p> <ul style="list-style-type: none"> • Page 1 - together with your partner, you will need to re-read “Le Jour du Souvenir,” an original French poem, and compare it to the English translation that you were provided; • Page 2 – together with your partner, you will use the word bank to complete the cloze sentence activity; • Page 3 – together with your partner, you will re-read the questions and answer them using the information found in the poem; • Page 4 – together with your partner, you will use prior learning, a Chromebook, and/or an English/French dictionary to determine the number of syllables in each of the words listed; and • Page 5 – together with your partner, you will fill in the table with 10 vocabulary words that relate to the theme of Le Jour du Souvenir and then write a response telling me why Le Jour du Souvenir is important to you (using the vocabulary words you listed in your table). <p>I DO: Ask if there are any questions or concerns.</p> <p>STUDENTS DO: Ask questions/raise concerns.</p> <p>I DO: Address student questions and concerns. Then, ask students to get into pairs. If students are left out, or the class seems to be having a hard time getting themselves into pairs, assign students to groups.</p> <p>STUDENTS DO: Get into pairs and start working on the booklet.</p> <p>I DO: When everyone is in a group, set a timer for the remaining minutes left in the block. Circulate the classroom, monitor off-task behaviour, and support those who are struggling. Observe student conversations, prompt their thinking, provide guidance, and give formative feedback on their thoughts and ideas.</p> | <p>Redirect students who go off-task as needed. (45 min).</p> |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> | <p>When the timer has gone, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task.</p> <p>Ask students to ensure that their names are on their individual booklets (or names if they were given permission to hand in only 1 booklet) before handing in to me. Let students know that, if they did not have time to complete the booklet, time will be allotted at the beginning of the next French lesson to complete this booklet, as well as the first booklet.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | <p>5 minutes to wrap up.</p> |




12. LESSON OUTLINE #5

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
|---|---|--|
| <p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be</i></p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, say: “Today, you will be given time to complete the two French booklets we have been working on to honour Remembrance Day/Le Jour du Souvenir. If you are</p> | <p>Quick transition to lesson; interactive</p> |

| | | |
|--|--|--|
| <p><i>learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> | <p>already done both booklets, you will spend time practicing your vocabulary (retrieval practice) and reciting the poem “<i>Au Champ d’Honneur</i>” (<i>In Flanders Field</i>). When you have spent sufficient time practicing and reciting, there is a wordsearch that you can do that includes some of our vocabulary words.”</p> <p>Remind students that we are all still in the beginning stages of French language acquisition and that it is ok to make mistakes when speaking, reading, and writing – it is about EFFORT, PARTICIPATION, LEARNING, HAVING FUN, and BUILDING OUR COMMUNICATIVE COMPETENCIES IN FRENCH!!</p> | <p>and lively pace. (5 min)</p> |
| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>I DO: Hand back any unfinished French booklets and ask students to complete them in the same pairs as before.</p> <p>STUDENTS DO: Get into their pairs and start working on the booklets.</p> <p>I DO: When everyone is in groups, set a timer for the remaining minutes left in the block. Circulate the classroom, monitor off-task behaviour, and support those who are struggling. Observe student conversations, prompt their thinking, provide guidance, and give formative feedback on their thoughts and ideas.</p> <p>I DO: Collect booklets as students finish them and guide them to the vocabulary retrieval and oral poetry practice.</p> <p>I DO: If a pair has done sufficient practice, give them the word search activity.</p> <p>STUDENTS DO: Practice, practice, practice 😊 Taking turns being the tester and the tested, as well as the poem reciter and the audience member.</p> <p>I DO: Continue to circulate the classroom, monitoring off-task behaviour, supporting those who are struggling, observing student conversations, prompting student thinking, providing guidance, and giving formative feedback on student thoughts and ideas.</p> | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> | <p>When the timer has gone, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the tasks.</p> <p>Ask students to ensure that their names are on their individual booklets (or names if they were given permission to turn in only one booklet) before they hand them in to me, and that their copies of the poem get tucked safely in their French binder/duotang, along with their French vocabulary/phrase cards.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | <p>5 minutes to wrap up.</p> |

13. LESSON OUTLINE #6

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
|--|---|------------------------------------|
| <p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned,</i></p> | <p>Cue students that it is time to start French, referencing the visual schedule. When students are organized, ready, quiet, and have eyes on me, say: “Today, we will be the last day of our French unit, wherein we have been</p> | <p>Quick transition to lesson;</p> |

| | | | | | | | | | | | | | | | | |
|--|--|--|---|--|--|--|-----------------|-------------------|-------------------|------------------|--|---|--|---|--|------------------------------|
| <p><i>look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> | <p>honouring Remembrance Day/Le Jour du Souvenir - en Francais!! As such, it will be the last day to practice and prepare for our upcoming performance of the poem, “<i>Au Champ d’Honneur</i>” (<i>In Flanders Field</i>). In final preparation, we will practice reciting the poem together, as a class, and record it so that we can listen to ourselves in advance of the school assembly. This will allow us to see what we are doing well, as well as what we need to improve upon.”</p> | <p>interactive and lively pace. (5 min)</p> | | | | | | | | | | | | | | |
| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>I DO: Re-show the following video, asking students to pay particular attention to French pronunciation: https://www.youtube.com/watch?v=H47ehuQF7Dc</p> <p>STUDENTS DO: Watch the video, paying attention to pronunciation.</p> <p>I DO: Re-walk the class through the French version of the poem, verse by verse, practicing reading each line chorally until the class has good flow.</p> <p>I DO: Play the video again, this time having students follow along, reading from their copies of the poem, and orally projecting in unison. Repeat 1-2 times.</p> <p>STUDENTS DO: Follow along, reading, and orally projecting.</p> <p>I DO: Commend the class and let them know that I will now record them.</p> <p>I DO: Get the class quiet, organize a cue to start, give the cue, and record.</p> <p>STUDENTS DO: Follow the cue and recite the poem (reading from their sheets).</p> <p>I DO: Play the recording for the class.</p> <p>WE DO: Discuss strengths and weaknesses (i.e. volume, pace, synchronization, pronunciation, etc.)</p> <p>I Do: Re-record as necessary.</p> | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> | | | | | | | | | | | | | | |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> | <p>When the block is nearing its end, praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task.</p> <p>Review with students the details of the upcoming assembly and go over the Performance Standard Quick Scale (below) that will be used to assess their performance of the French language poem.</p> <table border="1" data-bbox="435 1486 1344 1806"> <tr> <td rowspan="2" style="background-color: #2c3e50; color: white; text-align: center; vertical-align: middle;">Proficiency Scale¹</td> <td colspan="4" style="text-align: center;"></td> </tr> <tr> <td style="background-color: #d4edda; text-align: center;">Emerging</td> <td style="background-color: #d4edda; text-align: center;">Developing</td> <td style="background-color: #d4edda; text-align: center;">Proficient</td> <td style="background-color: #d4edda; text-align: center;">Extending</td> </tr> <tr> <td></td> <td style="text-align: center;">The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</td> <td style="text-align: center;">The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</td> <td style="text-align: center;">The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</td> <td style="text-align: center;">The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</td> </tr> </table> <p>Answer any questions or concerns they have.</p> <p>Cue students to move on to the next activity/scheduled task.</p> | Proficiency Scale¹ |  | | | | Emerging | Developing | Proficient | Extending | | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. | <p>5 minutes to wrap up.</p> |
| Proficiency Scale¹ |  | | | | | | | | | | | | | | | |
| | Emerging | Developing | Proficient | Extending | | | | | | | | | | | | |
| | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. | | | | | | | | | | | | |

14. REFLECTION

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

*To be completed at the end of each lesson.

Cross-curricular sites for Social Studies portion:

<https://www.warmuseum.ca/learn/dispatches/french-canada-and-recruitment-during-the-first-world-war/#tabs>

https://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/francophone_e.html

<https://www.veterans.gc.ca/eng/remembrance/history/second-world-war/la-force-francophone/military>

<https://jemesouviens.org/en/the-french-speaking-soldiers-of-force-c/>

Vocabulaire et poème

'Au champ d'honneur'

JOUR DU SOUVENIR



Au champ d'honneur

(Adaptation du poème d'André Pieyre de Mandiargues)

Au champ d'honneur, les coquelicots
Sont parsemés de lot en lot
Auprès des croix, et dans l'espace
Les diouffes devenues lasses
Mélangent leurs chants au sifflement
Des obusiers.

Nous sommes morts
Nous qui songions la veille encore
À nos parents, à nos amis,
C'est nous qui reposons ici
Au champ d'honneur.
À vous, jeunes désabusés
À vous de porter l'oriflamme
Et de garder au Fond de l'âme
Le goût de vivre en liberté.
Acceptez le défi, sinon
Les coquelicots se faneront
Au champ d'honneur.

(Adaptation française du poème d'André Pieyre de Mandiargues)

| | | |
|------------|---|--------------------------|
| un héros | Le jour du souvenir | une couronne |
| silencieux | La première guerre mondiale (1914-1918) | un cimetière |
| abattu | La deuxième guerre mondiale (1939-1945) | les anciens combattants |
| militaire | des honorables | les sacrifices |
| la paix | un pays | une cérémonie |
| le courage | no | la fierté |
| honorer | deux minutes silence | un monument commémoratif |
| | deux minutes de silence | |

les anciens
combattants



les sacrifices



une cérémonie



un drapeau



un coquelicot



un soldat



la guerre

la paix



la liberté



le Canada



un pays

le courage



se souvenir



un vétéran



novembre

honorer



un héros



silencieux

abattu



militaire



une couronne



un cénotaphe



les combats



commémorer



Le jour du
souvenir



La première guerre
mondiale (1914-1918)

La deuxième guerre
mondiale (1939-1945)

des honorables



un citoyen



la fierté



un monument
commémoratif



deux minutes
de silence



Au champ d'honneur

(Adaptation du poème: *In Flanders Fields*,
de John McCrae)

Au champ d'honneur, les coquelicots
Sont parsemés de lot en lot
Auprès des croix; et dans l'espace
Les alouettes devenues lasses
Mèlent leurs chants au sifflement
Des obusiers.

Nous sommes morts
Nous qui songions la veille encor'
À nos parents, à nos amis,
C'est nous qui reposons ici
Au champ d'honneur.

À vous jeunes désabusés
À vous de porter l'oriflamme
Et de garder au fond de l'âme
Le goût de vivre en liberté.
Acceptez le défi, sinon
Les coquelicots se faneront
Au champ d'honneur.

*Adaptation française du major Jean Pariseau



In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns
below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep,
 though poppies grow
In Flanders fields.

-John McCrae



For more free printables, please visit www.flandersfamily.info

Ensemble d'activités d'écriture pour le Jour du souvenir

Le jour du souvenir.

le 11 novembre

- deux minutes de silence
- Je porte un coquelicot
- On se souvient
- Merci aux soldats
- Je suis reconnaissant (e)
- Je suis fier ou fière
- Nous remercions



Vocabulaire du jour du souvenir

- un soldat
- la guerre
- la paix
- le silence
- une célébration
- la liberté
- le courage
- un vétéran
- une couronne
- une médaille
- la souffrance
- un coquelicot
- commémorer
- reconnaître
- remercier
- honorer



Merci aux soldats



3 questions de réflexion en préparation pour l'écriture du Jour du souvenir

- Quelles sont les qualités d'un soldat?
- Pourquoi est-il important de reconnaître et honorer les soldats qui sont allés à la guerre?
- Que pouvons-nous faire pour démontrer notre appréciation et notre reconnaissance?



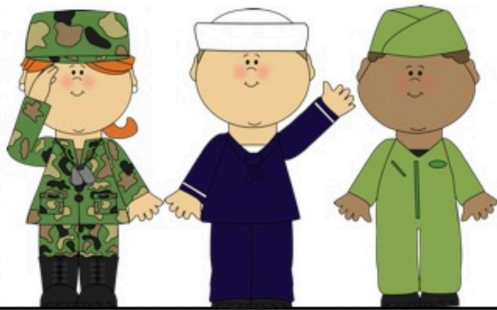


Le jour du souvenir. le 11 novembre



- deux minutes de silence
- Je porte un coquelicot
- On se souvient
- Merci aux soldats
- Je suis reconnaissant (e)
- Je suis fier ou fière
- Nous remercions

Vocabulaire du jour du souvenir



- un soldat
- la guerre
- la paix
- le silence
- une célébration
- la liberté
- le courage
- un vétéran
- une couronne
- une médaille
- la souffrance
- un coquelicot
- commémorer
- reconnaître
- remercier
- honorer

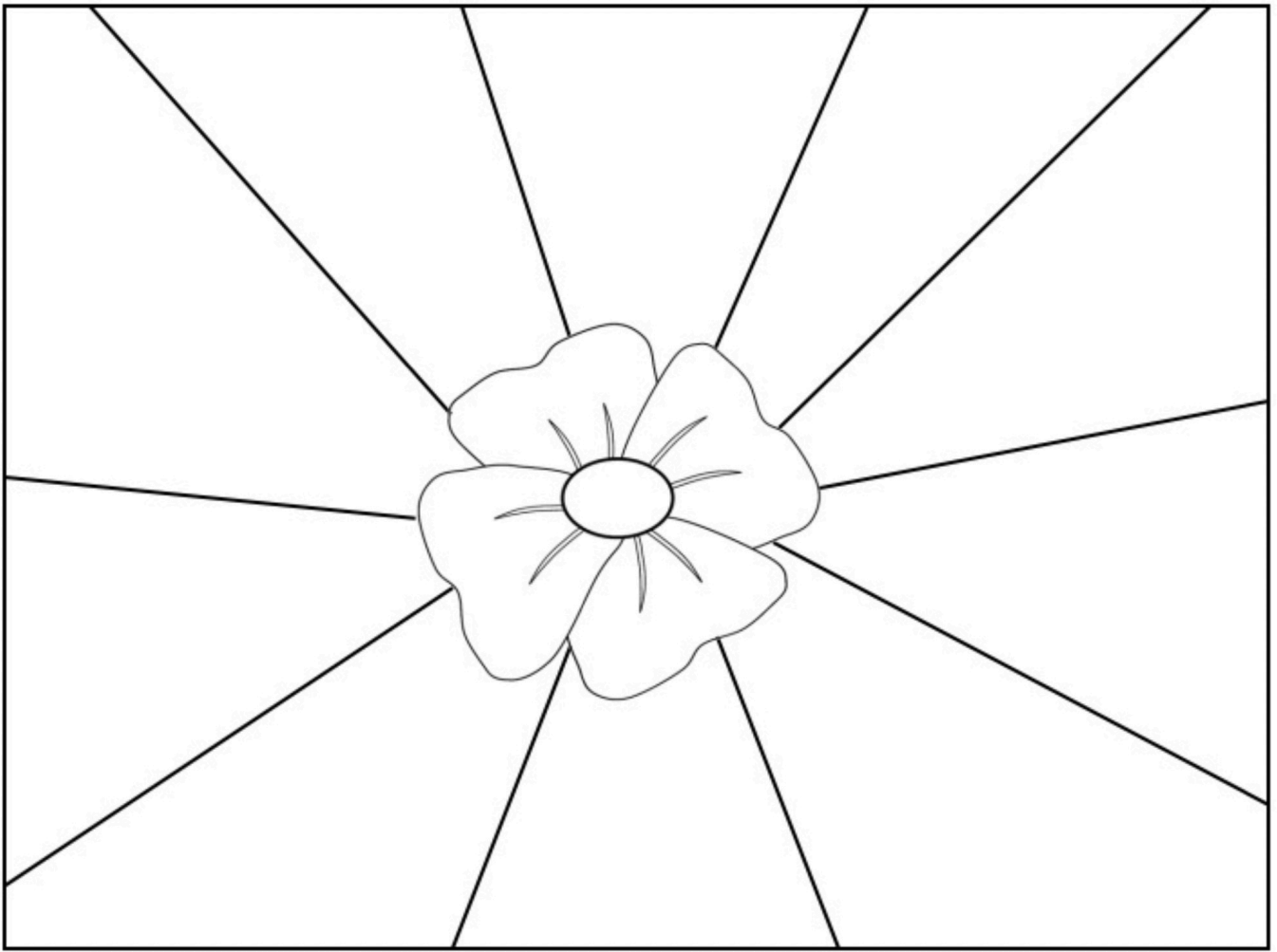
3 questions de réflexion en préparation pour l'écriture du Jour du souvenir

• Quelles sont les qualités d'un soldat?

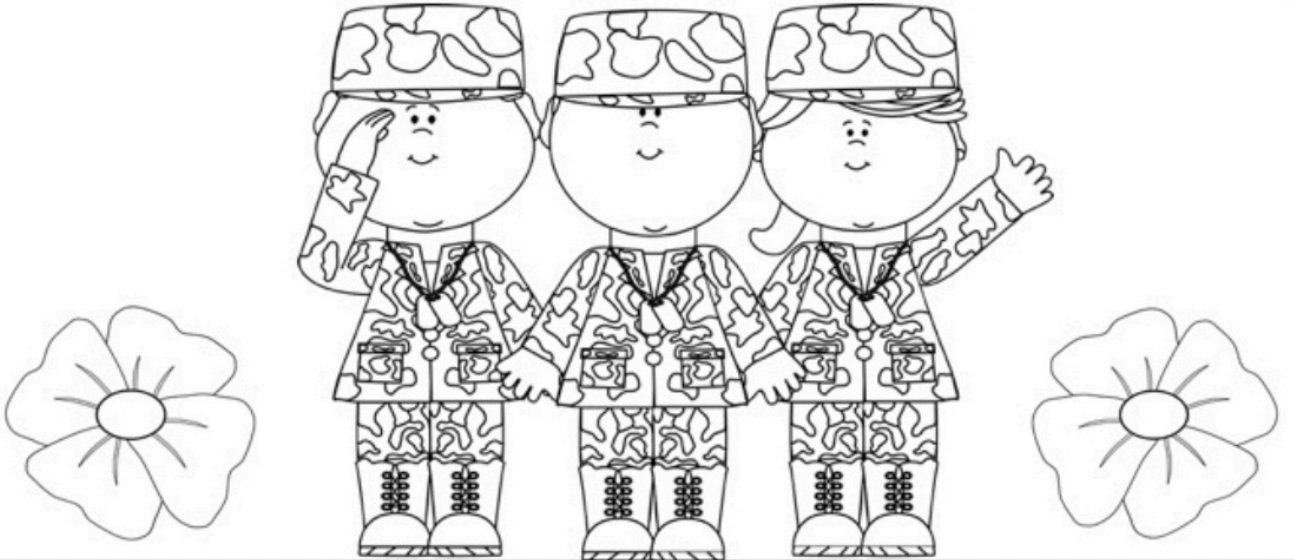
• Pourquoi est-il important de reconnaître et honorer les soldats qui sont allés à la guerre?



• Que pouvons-nous faire pour démontrer notre appréciation et notre reconnaissance?



Merci aux soldats



Le Jour du Souvenir

French Activities for Remembrance Day:

- An Original Poem
- Dictée à trous (Fill in the blanks Dictée)
- Fill in the blanks with a word box activity
- Comprehension Questions
- Syllables and Sentence Reading Activity



Le Jour du Souvenir

Le Jour du Souvenir est observé,
Le 11 novembre de chaque année.
C'est une journée pour dire merci,
À ceux qui ont donné leur vie.
On se recueille en silence,
Symbolisant la fin de la violence.
À la onzième minute précisément,
Il importe de réfléchir sincèrement.
On porte des jolis coquelicots,
Pour honorer tous les héros,
Leurs sacrifices militaires,
Et leur courage pendant la guerre.
Surtout, on est reconnaissant,
Aux anciens combattants,
Pour défendre la paix et la liberté,
Au Canada et à l'étranger.

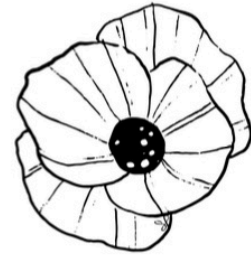


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Le Jour du Souvenir

Remplis les tirets en utilisant la boîte de mots pour t'aider.

Le Jour du _____ est observé,
Le 11 _____ de chaque année.
C'est une journée pour dire merci,
À ceux qui ont donné leur vie.
On se recueille en _____,
Symbolisant la fin de la _____.
À la onzième minute précisément,
Il importe de réfléchir sincèrement.
On porte des jolis _____,
Pour honorer tous les héros,
Leurs _____ militaires,
Et leur courage pendant la _____.
Surtout, on est reconnaissant,
Aux anciens _____,
Pour défendre la paix et la _____,
Au Canada et à l'étranger.



liberté

silence

coquelicots

Souvenir

novembre

guerre

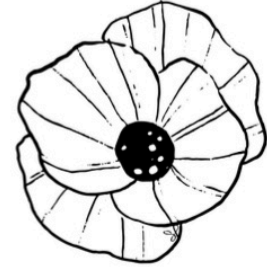
sacrifices

combattants

violence

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Le Jour du souvenir



Réponds aux questions suivantes.

1. Quand est le Jour du Souvenir?

2. De qui nous souvenons-nous le Jour du Souvenir?

3. Pourquoi est-il important d'honorer les soldats?

4. Comment pouvons-nous honorer les anciens combattants le Jour du Souvenir?

Le Jour du Souvenir

Lis chaque mot et écris le nombre de syllabes qu'il contient.

coquelicots

souvenir

novembre

paix

reconnaisant

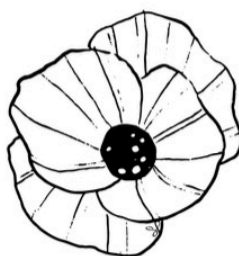
héros

vie

courage

Lis les phrases suivantes.

1. On célèbre le Jour du Souvenir le 11 novembre.
2. Les coquelicots sont un symbole de la paix et de l'espoir.
3. Les soldats canadiens ont aidé à maintenir la paix.
4. On rappelle les hommes et les femmes qui ont donné leur vie.
5. Les héros de la guerre ont beaucoup de courage.



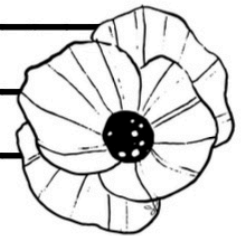
©2021 Mademoiselle B.

Le Jour du Souvenir

Dans le tableau, écris 10 mots de vocabulaire de la thématique du Jour du Souvenir.

| | |
|----------|-----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Qu'est-ce que le Jour du Souvenir signifie pour toi? Utilise les mots du tableau dans ta réponse.



French



English

Remembrance Day

Remembrance Day is observed
on November 11 each year.

It's a day to say thank you, To
those who gave their lives.

We gather in silence,

Symbolizing the end of violence.

At the eleventh minute precisely,

It is important to reflect

sincerely. We wear pretty poppies,

To honor all the heroes,

Their military sacrifices,

And their courage in war.

Above all, we are grateful,

To the veterans,

For defending peace and freedom,

In Canada and abroad.



Mots cachés

Nom _____

LE JOUR DU SOUVENIR

coquelicot



couronne



silence



drapeau



monument



déposer



se souvenir



soldat

vétéran



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| S | E | S | O | U | V | E | N | I | R | E |
| S | E | E | V | E | T | E | R | A | N | S |
| O | N | W | D | E | P | O | S | E | R | I |
| L | Q | X | Y | D | X | P | N | J | S | L |
| D | X | L | X | H | R | S | K | Z | B | E |
| A | J | L | Q | B | C | A | U | W | G | N |
| T | K | S | F | Q | X | X | P | J | M | C |
| C | O | U | R | O | N | N | E | E | U | E |
| O | C | M | L | E | E | D | T | T | A | T |
| M | O | N | U | M | E | N | T | D | K | U |
| L | C | O | Q | U | E | L | I | C | O | T |