



## Learning Experiences to Introduce French Language and Culture Kindergarten

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## 1 Background

In August 2008, following extensive consultation, a revised model for French second-language learning in New Brunswick was announced. It was decided that beginning in September 2008, all students would commence their public education journey in English from kindergarten through to the end of grade 2.

During the consultation process, concerns regarding the lack of access to French language at the K-3 level were voiced. It was decided, therefore, to provide an early introduction to French language and culture at these grades as a means to develop students' interest in learning a second language.

*Quality Learning in French Second Language in New Brunswick*, by Rehorick et al. (2006), suggests the Department of Education “develop a promotion and marketing plan for French as a second language.” This includes encouraging the notion that “there are many reasons to learn French” and that “learning French is fun.” Similarly, Canadian Parents for French (2004) state the need for students to be “positively motivated in French language learning.” The intent of the activities is to develop within students a positive attitude toward learning a second language.

A committee was formed at the Department of Education, including French Second Language and Literacy Learning Specialists, classroom teachers, an art specialist, music specialist and a coordinator for the promotion of language and culture. The committee has designed learning opportunities to address the overall goal of the activities: engendering enthusiasm for learning French as a second language.

### 1.1 Culture and Language Awareness in the Literature

Culture may be defined as “the set of cognitions, emotions, and behaviour that uniquely identifies each of us as individuals, reflects where we live and the web of social relations through which we have lived our lives.” (Handwerker, 2002)

These activities involve several opportunities for students to be exposed to French language and culture. French folk songs, French dances, French children's books, Francophone guest speakers and the opportunity to interact with Francophone peers have been included in this document.

A language awareness project (Young & Helot, 2003) with similar activities has proven successful. Young and Helot noted that having primary children make comparisons between their own and others' cultures was beneficial to learning and appreciating the perspective of others. In our bilingual province, this encouragement of respect for other cultures is imperative to building positive relationships and understanding.

Similar positive effects are also noted in Met (2004) and Malcolm (2006).

Met suggests “best practices in language education address one additional programmatic feature - cultural interaction. Such interaction provides students with opportunities to gain cultural understanding and skills in knowing how and what to say to whom. This exposure is best achieved through direct contact with native speakers, either face-to-face or through technology.” (Pg.3)

Malcolm (2006) discusses improved cultural awareness through interactions that began with a simple pen pal program. The initial contact led to video exchanges, internet connections, and a student exchange. Similar activities for students are outlined in this document. Opportunities that support on-line twinning of Anglophone and Francophone classes provides further opportunities to enrich students’ understanding of cultures other than their own.

## ***1.2 Implementation in New Brunswick Classrooms***

The learning experiences described in this document are for implementation in kindergarten, beginning September 2009. Suggestions have been considered from the Minister’s Advisory Committee on French Second Language and the Provincial Curriculum Advisory Committee. In June 2009, representatives from each school district will receive training on the materials and integration of these experiences.

The activities are intended to be embedded in classroom rituals, with the homeroom teacher and school specialists facilitating learning opportunities within daily activities. These activities are not intended to be viewed as stand alone “events” but rather a natural exposure to another language within the context of their English classrooms.

Teachers are not expected to complete all activities in the document. The variety of activities provided ensures many choices for relevant learning based on student interests and learning needs. Within each of the activities, there is an overview of the focus area and suggested facilitator for the activity. New Brunswick education curriculum outcomes are defined, followed by an explicit procedure for how to facilitate the activity with the students. Required materials are also included in the overview.

In order to determine the effectiveness of each activity, it is suggested that teachers access the surveys on the portal site and complete the three questions upon completion of each one of the activities. The data generated will provide feedback to the development committee so that future enhancements may be made.

In addition to print resources, the dedicated portal site has been designed for teachers to easily access core activity resources and additional links for extending activities. An area for teachers to share ideas and materials offers educators further resources to access.

## ***1.3 The Teacher’s Role***

For some students, this will be their first exposure to French language and culture; therefore, it is important that these learning experiences be positive.

## Learning Experiences to Introduce French Language and Culture – Kindergarten

Within a one week period, it is expected that a minimum of thirty minutes per week highlight the activities provided. These minutes may be cumulative or represent an extended attention to one of the learning experiences. Many teachers will exceed the minimum as these activities address current kindergarten curricular outcomes and support existing teaching plans.

Many of the suggested activities involve children creating items to demonstrate their response to what they are learning. The teacher may choose one area in the classroom as a site to display student responses. Similarly, schools may also encourage this exposure by having a display in the main halls of the building.

Contact information is provided on the inside cover of the resource kit in the event teachers have questions or requests.

## 2 Overview of the Support Document

The following learning experiences are grouped according to overall curricular areas to facilitate integration into the daily planning and activities in the classroom. In the resource kit provided to teachers, a section is designated for each of the subject areas, as well as necessary materials to facilitate the activities.

A detailed explanation is included for each learning experience, providing links to curricular areas. Many of the activities will extend beyond one session. Ideally, the activities are built into the daily routines of the class and are not meant to be one time occurrences.

### 2.1 Music

The CD “French Folk Songs Children Love” and the supporting booklet are provided. The lyrics are in French, but include directions, lyrics and activities in English. Learning experiences to support traditional French songs *Au Clair de la Lune* and *Scie le Bois* are included. Additional CDs: Let’s Sing and Dance in French (contemporary versions of many traditional French songs) and L’autobus Jaune (upbeat, interactive music from Art Richard, an artist from Dieppe, NB) provide music for movement activities and transition times in classes.

### 2.2 Physical Education

Step Lively 1 provides direction for leading the French dances: *Kinderpolka*, *Seven Jumps and Sasha*. The explanatory text is in English and an explanation for each of the dances is provided in the supporting documents. A demonstration video of these dances is provided on the teacher portal site.

### 2.3 You and Your World: Cultural Awareness

- Cultural Celebrations: Children learn about the Acadian Festival in Caraquet, New Brunswick. Discussions include how all families have their own unique and meaningful ways to celebrate and that how, over time, these become traditions and special celebrations.
- License Plates: Students explore various symbols, including the fleur-de-lis through viewing license plates from Québec and New Brunswick. After discussing the symbols and qualities of a few variations in the plates, children design their own license plates to represent important symbols to them or their community.
- Menu Design for a French Café: A variety of traditional French meals are explored through visually stimulating recipes on the internet and in a children’s recipe book provided for teachers. Children identify healthy food choices from these meals and design their own French Café menu to highlight their chosen dishes.

- **Interest Centre:** The teacher places items in an area that can be easily accessed by students. Once simple poetry and children's books have been introduced, they may be placed in the interest centre area for those students who wish to extend their exposure to the materials. A CD player with headphones, dedicated laptop, and pictures/artifacts from French culture visitors may also enhance the opportunity for learning in the classroom.
- **Community Partners:** A letter is provided that invites parents/guardians to suggest individuals of French heritage to visit the school. Similarly, community schools coordinators will work to identify guest speakers and resources regarding French culture.
- **New Brunswick Anglophone districts** have a French monitor working within their schools. Although availability may be limited, these individuals are Francophone and offer a viable opportunity to enhance the awareness of language and culture. These individuals may offer to do a read aloud in French and discuss their experiences and customs.

## **2.4 English Language Arts: Language Awareness**

There are several opportunities to integrate English Language Arts outcomes in the activities provided.

- **Buddy Readers:** Weekly pairing of kindergarten students with French immersion or Intensive French students provide a consistent opportunity for the younger student to hear French language from their peers. The older students may read a simple French text to the kindergarten student as provided in the teacher resource kit.
- **Introducing French poems to students as a shared reading opportunity:** Simple poems with an accompanying CD are provided and once introduced by the teacher, may be posted in the classroom and added to the student listening centre.
- **Introducing French children's books:** A series of books with audio support will offer students the opportunity to hear the French language as they follow along in the text. The text is clearly supported through vivid illustrations on each page. A guideline is included for how teachers may introduce each text before it becomes part of the student listening centre. Extension activities support cross-curricular outcomes in a variety of areas.

## **2.5 Technology**

Students from kindergarten English classrooms may be twinned with Francophone kindergarten classes to exchange simple photostories. A description of the initial activity: *Hello Friends/Bonjour Mes Amis* is included in this document. Teachers interested in this exchange will find contact information in this section. The portal has an embedded link for uploading these videos so that other schools may have access to these as well.

## **2.6 Enrichment**

Teachers may lead further study in French culture through an investigation of language, customs, traditional food, etc. Suggested activities are outlined and a Powerpoint presentation explaining the process is available on the portal site.

## **2.7 Resources Directory**

Suggested websites are listed, including interactive educational sites, virtual experiences of cultural landmarks and related organizations. Of particular interest to teachers is a highly recommended daily children's program in French. Mini TFO (<http://www.tfo.org/jeux/mini/>) is an engaging and interactive program with French language supported through props and gestures.

The province has also introduced a French Language and Culture website for families <http://www.gnb.ca/0000/fsl/Schools-e.asp>. A *What's Happening in Schools?* section highlights cultural learning experiences occurring in New Brunswick classrooms.

### 3 Activities

#### 3.1 Traditional French Music

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
French Culture through Music: <i>Au Clair de la Lune</i>	Homeroom/Music Teacher

#### **Curriculum Outcome(s):** Music

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Students will be expected to

- experience beat and rhythm, and distinguish between fast/slow
- record simple patterns
- explore and respond to music of various cultures (French)
- make comparisons: describe high/low, fast/slow, loud/soft

#### **Cross-Curricular link(s):** You and Your World

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Students will be expected to

- recognize that families (local, national, and global) have varied traditions, rituals and celebrations

#### **Cross-Curricular link(s):** English Language Arts

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Students will be expected to

- express opinions (I like ...; I don't like ... )
- listen to the ideas and opinions of others

#### **Suggested Activity #1:** Compare two versions of “*Au Clair de la Lune*”

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Ask students to share songs they have heard playing at their house. What are some songs they like to listen to or sing with their family? Explain that children who speak French also have songs that they like to sing. Describe how you will play two versions of *Au Clair de la Lune*, a favourite song of French families.

### **Procedure:**

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- Explain to the students that they are going to listen to the same song from two different artists.
- Invite students to listen very carefully so they may discuss what they notice.
- In discussion, compare and contrast the different versions.
- Which is faster/slower? Which is louder/softer?
- Have students move to the music. How does their body move for each version?
- Have students talk about the differences in their own words. Do they have a preference for a version? Are they able to explain their choice?

### **Suggested Activity #2:** Learn to sing and record simple patterns in “*Au Clair de la Lune*”

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Discuss with students that patterns occur in many ways: the words we read (like “at” or “ing”), or in Math (simple shapes). Other patterns we may find are in the music we hear. The form of “*Au Clair de la Lune*” is AABA. The first, second and fourth phrases are identical.

### **Procedure:**

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If teachers are not confident singing in French, they may use the CD to teach the song, following this process. You may use either CD to teach the song or simply engage in the activity as a listening opportunity:

- Play the song and listen to a complete verse.
- Return to the beginning of the song.
- Play one short phrase and pause the CD.
- Have children sing that part back.
- Complete each phrase until the end of the song.
- Return to the beginning of the song.
- Play a longer section of the song and have the children sing back each part.
- Return to the beginning of the song.
- Play the entire song and have the children sing it back to you
- After students are familiar with the song, have them identify the phrases that are the same or different, and then label or chart them AABA.
- You can use a moon shape to show the A phrase, and a star shape to show the B phrase. (Choose the version you think would work best for this activity)

### **Source Material(s):**

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- “Let’s Sing & Dance in French” - CD track #6. French and English lyrics are available for download at <http://www.frenchsongsforkids.com/>
- “French Folk Songs Children Love” - CD track 23,24 (French and English lyrics are included in the book)
- CD Player

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Culture Through Music: <i>Scie le Bois</i>	Homeroom/Music Teacher

**Curriculum Outcome(s): Music**

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Students are expected to

- experience beat and rhythm, and distinguish between fast/slow
- combine music and movement in their music making
- participate in group music-making
- explore and respond to music of various cultures (French)

**Cross-Curricular link(s): You and Your World**

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Students will be expected to

- recognize that families (local, national, and global) have varied traditions, rituals and celebrations

**Cross-Curricular link(s): English Language Arts**

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Students will be expected to

- begin to use gestures and tone to convey meaning

**Suggested Activity:** Teach the song and actions to "*Scie le Bois*"

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Ask students to share songs they have heard playing at their house. What are some songs they like to listen to or sing with their family? Explain that children who speak French also have songs that they like to sing. Describe how you will play a favourite song of French families, "*Scie le Bois*." Explain that through gestures, you would like students to guess what the song may be about. Use this song to teach tempo terms: slow (*adagio*), medium (*moderato*), and fast (*allegro*).

## **Procedure:**

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Have students listen to the song while the teacher makes the gesture of sawing wood. Through this movement, are students able to determine the subject of the song? Ask them to explain how they came to their responses.

- Have students follow the teacher’s actions while the song plays:
  - Scie le bois means “saw the wood”; Mime the sawing wood.
  - En haut means “up high”; Reach up while sawing.
  - En bas means “down low”; reach down while sawing.
- During the chorus, ask the students to create a dance. They could put their left heel out and back, then the right heel out and back – or -, as they are able to perform.
- Sing the song 3 times with actions. Each time you sing, sing it a little faster.
- Discuss terms referring to tempo: slow (adagio), medium (moderato), and fast (allegro)

If teachers are not confident singing in French, they may use the CD to teach the song, following this process, or simply apply this as a listening activity:

- Play the song and listen to a complete verse
- Return to the beginning of the song
- Play one short phrase and pause the CD
- Have children sing that part back
- Complete each phrase until the end of the song.
- Return to the beginning of the song
- Play a longer section of the song and have the children sing back each part.
- Return to the beginning of the song
- Play the entire song and have the children sing it back to you

## **Source Material(s):**

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- “French Folk Songs Children Love” by Kim Kun (Themes and Variations) – CD 17, 18
- Musicplay K – (Curricular resource for Music Teachers) - if you have the Musicplay K listening CD, use CD6:4
- CD player

### 3.2 French Dance

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Dance: <i>Kinderpolka</i>	Homeroom/Physical Education Teacher

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**Curriculum Outcomes:** Physical Education

Students will be expected to

- Follow directions
- Share space with others
- Move through personal and general space, changing direction and maintaining control
- Plan and perform simple movement sequences
- Cooperatively link movement and rhythmical patterns

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**Cross-Curricular Links:** Music

Students will be expected to

- Combine movement in music making
- Exploring cultural influences in music of their community
- Internalize language
- Practice patterning (following directions to the dance) and rhythm

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**Suggested Activity:** Teach the dance for *Kinderpolka*

Students will be able to explore moving to music while incorporating basic French vocabulary.

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**Procedure:**

All of the actions should be practiced individually without the music so children will achieve success when the music is introduced. Teachers may choose to read some or all of the cues in French or simply count (un-deux-trois) to the beat.

Learning Experiences to Introduce French Language and Culture – Kindergarten

Dance Movement	Teacher Cue:
1. Step-Step Hop-Hop-Hop (8 beats) Step-Step Hop-Hop-Hop (8 beats) Step-Step Hop-Hop-Hop (8 beats) Step-Step Hop-Hop-Hop (8 beats)	Marche-marche saute-saute-saute Marche-marche saute-saute-saute Marche-marche saute-saute-saute Marche-marche saute-saute-saute
2. Knees-Knees Clap-Clap Push-Push-Push (8 beats) Knees-Knees Clap-Clap Push-Push-Push (8 beats)	Genoux-genoux frappe-frappe Un-deux-trois Genoux-genoux frappe-frappe Un-deux-trois
3. Nya-Nya-Nya (4 beats) Nya-Nya-Nya (4 beats)	(point your finger out like you are being sassy)
4. Turn a circle in place (8 beats)	Tourne sur place
Repeat from the beginning	Recommence

**Source Material(s):**

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- Step Lively 1 by Marian Rose, track #2 *Kinderpolka*
- CD Player
- A video demonstrating this dance may be found on the portal site

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Dance: <i>Seven Jumps</i>	Homeroom / Physical Education Teacher / Music Teacher

**Curriculum Outcome(s): Physical Education**

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Students will be expected to

- Follow directions
- Move through personal and general space, changing direction and maintaining control
- Cooperatively link movement and rhythmical patterns

**Cross-Curricular link(s): Music**

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Students will be expected to

- Combine movement in music making
- Explore cultural influences in music of their community
- Internalize language
- Practicing patterning (following directions to the dance) and rhythm

**Suggested Activity:**

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Students will be exposed to basic French vocabulary while learning and practicing the dance to “Seven Jumps”

**Procedure:**

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This activity uses simple vocabulary to introduce students to French Language. This activity is an action song which builds a particular process as it goes along throughout the song. Throughout the song students eventually do seven specific actions sequentially until they are laying on the floor in a sleeping position. Once students have completed these seven actions, the music becomes quick again and students move from laying on the floor to clapping their hands while standing up.

Please Note: Teachers may change the action in between each of the seven actions, these are just suggestions. Also, students may move around the room to perform the actions, it is not necessary that they stay in one spot.

Learning Experiences to Introduce French Language and Culture – Kindergarten

Below are the actions and teacher cues which can be used throughout the song. Teachers may choose to read some or all of the cues in French or simply count (un-deux-trois-quatre-cinq-six-sept-huit) to the beat.

<b>Dance Movement</b>	<b>Teacher Cue:</b>
1. Ask students to clap their hands (32 beats)	Clap hands to model (32 beats) “Frappe les mains”
Balance on one foot (lift right leg)	“Lève la jambe droite” (Lift the right leg)
2. Ask students to stamp their feet	Stamp your feet to model (32 beats) Marche fort
Balance on right leg Balance on left leg	“Lève la jambe droite” “Lève la jambe gauche” (Lift the right leg) (Lift the left leg)
3. Ask students to pat their legs	Pat legs to model (32 beats) “Frappe les jambes”
Balance on right leg Balance on left leg Put one knee on the floor	“Lève la jambe droite” “Lève la jambe gauche” “Met un genou sur le plancher”
4. Ask students to twist on the spot	Twiste sur place
Balance on right leg Balance on left leg Put one knee on the floor Put both knees on the floor	“Lève la jambe droite” “Lève la jambe gauche” “Mets un genou sur le plancher” “Mets deux genoux sur le plancher”
5. Ask students jump on the spot	“Saute en place”
Balance on right leg Balance on left leg	“Lève la jambe droite” “Lève la jambe gauche”

Learning Experiences to Introduce French Language and Culture – Kindergarten

Put one knee on the floor Put both knees on the floor Place one elbow on the floor	“Mets un genou sur le plancher” “Mets deux genoux sur le plancher” “Mets un coude sur le plancher”
6. Ask students to walk on the spot	“Marche en place”
Balance on right leg Balance on left leg Put one knee on the floor Put both knees on the floor Place one elbow on the floor Place both elbows on the floor	“Lève la jambe droite Lève la jambe gauche Mets un genou sur le plancher Mets deux genoux sur le plancher Mets un coude sur le plancher Mets deux coudes sur le plancher”
7. Ask students to gallop on the spot	“Galope en place”
Balance on right leg Balance on left leg Put one knee on the floor Put both knees on the floor Place one elbow on the floor Place both elbows on the floor Lay down on the floor until the music becomes quick	“Lève la jambe droite Lève la jambe gauche Mets un genou sur le plancher Mets deux genoux sur le plancher Mets un coude sur le plancher Mets deux coudes sur le plancher Fais do do et attends que la musique va plus vite”
Repeat from the beginning	Recommence

Source Material(s):

1. Step Lively 1 by Marian Rose, track 4 – “Seven Jumps”
2. CD Player
3. Demonstration video on portal site

<b>French Language and Culture Activities: Kindergarten</b>
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Focus Area(s)	Suggested Facilitator
French Dance: <i>Sasha</i>	Classroom Teacher

**Curriculum Outcome(s): Physical Education**

Students will be expected to . . .

- Follow directions
- Move through personal and general space, changing direction and maintaining control
- Cooperatively link movement and rhythmical patterns

**Cross-Curricular link(s): Music**

Students will be expected to . . .

- Combine movement in music making
- Explore cultural influences in music of their community
- Internalize language
- Practicing patterning (following directions to the dance) and rhythm

**Suggested Activity:** Teach the dance for *Sasha*

Students will be able to explore moving to music while incorporating basic French vocabulary.

**Procedure:**

All of the actions should be practiced individually without the music so children will achieve success when the music is introduced. Teachers may choose to read some or all of the cues in French or simply count (un-deux-trois) to the beat.

Dance Movement	Teacher Cue:
Students will need to find a partner and face them	Trouver un partenaire. Regarde ton partenaire.
To the music, students look at each other and point their finger at each other	Students say Sasha! Sasha! Un, deux ,trois or you can substitute a name of your choice “Jean-Guy” “Jean-Guy” un, deux, trois
Clap hands with your partner Right hand, Right hand, Right hand Left hand, Left hand, Left hand Both, Both, Both,	Frappe les mains un, deux, trois, un, deux, trois, un, deux , trois,

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Knees, Knees, Knees	un, deux, trois,
Right elbow swing with partner, shout Hey Left elbow swing then Hey!	Tourne ta partenaire avec le coude droit Hey! Tourne ta partenaire avec le coude gauche Hey!
Move around the room with arms in air looking for a new partner	Bouge dans la salle, cherche un nouveau partenaire.
Repeat	Recommence

Source Material(s):

1. Step Lively 1 by Marian Rose, track 8 – “*Sasha*”
2. CD Player
3. Demonstration video on portal site

### 3.3 You and Your World: Cultural Awareness

<b>French Language and Culture Activities: Kindergarten</b>
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Focus Area(s)	Suggested Facilitator
You and Your World-Social Studies	Homeroom Teacher

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**Curriculum Outcome(s): You and Your World**

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Students will be expected to:

- recognize that families (local, national, and global) have varied traditions, rituals and celebrations

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**Cross-Curricular Links: Personal Growth and Development**

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Students will be expected to:

- identify unique characteristics of others
- demonstrate respect towards others

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**Suggested Activity:**

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“Traditions and Celebrations: The Acadian Festival.” Students will learn about an annual New Brunswick event celebrating Acadian traditions.

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**Procedure:**

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Discuss with students how all families have their own unique and meaningful ways to celebrate and that how, over time, these become traditions and special celebrations (often becoming community celebrations).

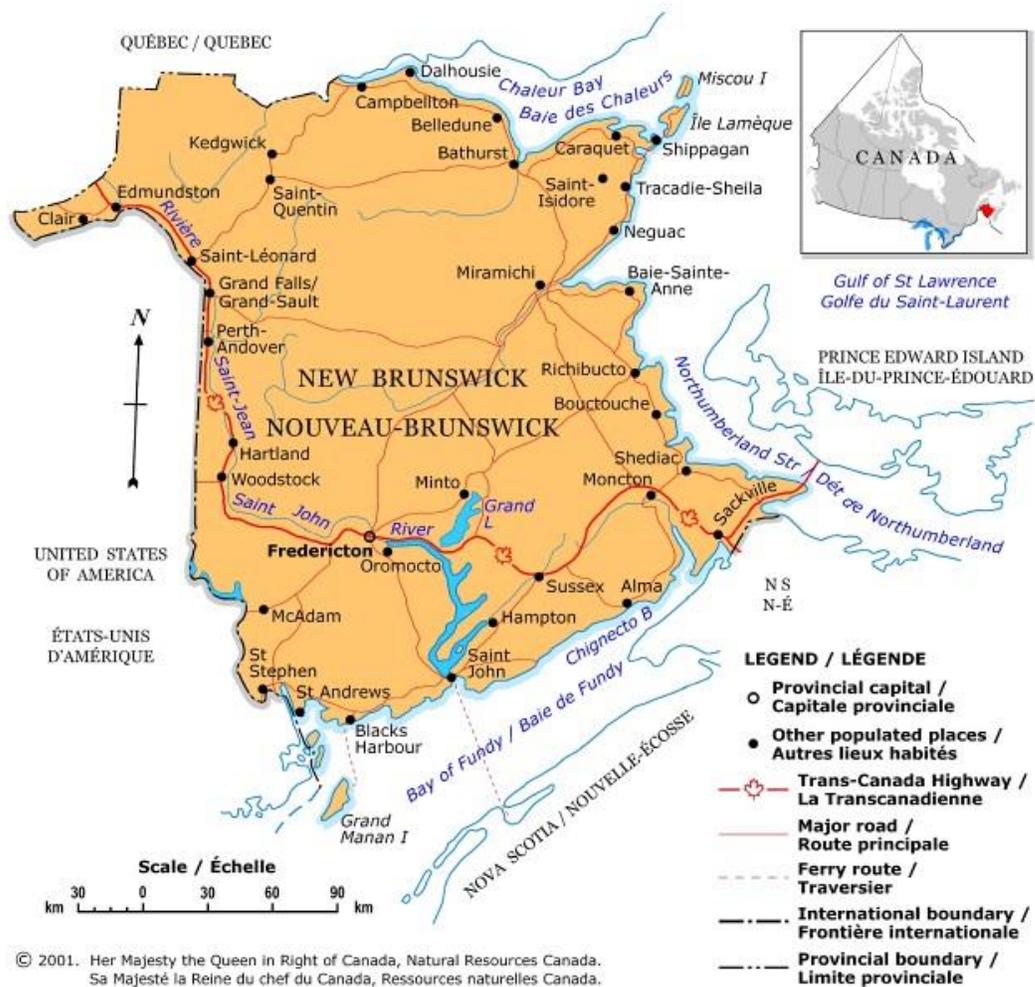
Ask students to share examples of traditions and special celebrations in their family and in their community. Examples may be recorded on chart paper and may include (but not be limited to):

- First Nations Aboriginal festivals (e.g. *St. Anne’s Festival* [Kingsclear First Nation])
- The Miramichi Irish Festival (Note: This is a national festival, however, students from this region may identify it as a community event).

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- Sackville WinterFest
- Oromocto Pioneer Days

Use the *Festival Acadian* in Caraquet, NB to highlight for students an example of a community festival which highlights Francophone [specifically Acadian] traditions during an annual two week celebration. Locate Caraquet on the NB map:



Map source:

[http://atlas.nrcan.gc.ca/site/english/maps/reference/provincesterritories/new\\_brunswick/referencemap\\_image\\_view](http://atlas.nrcan.gc.ca/site/english/maps/reference/provincesterritories/new_brunswick/referencemap_image_view)

Students will be interested in the unique tradition known as “The Tintamarre” (pronounced “tantamar”):

“An ancient Acadian tradition ... Literally translated, “tintamarre” means “loud racket.” Every year on the 15<sup>th</sup> of August (the Acadian national holiday) at 6:00 pm, some 25,000

people march down a closed-off segment of Saint-Pierre Boulevard in Caraquet, making as much noise as possible with anything they can get their hands on: pots, pans, shakers, drums, tin cans, whistles, etc. The sheer spirit, the raw energy and the wild enthusiasm of this sea of people made-up in Acadian colours and waving Acadian flags is simply impossible to top. Come be a part of the joyful celebrations and bring on the noise!”

Festival acadien de Caraquet web site:

<http://www.festivalacadien.ca/contenu.cfm?id=108>

*An excerpt from a 2008 online article in “The Star Phoenix” by Peter Wilson:*

Crammed into the crowd, I hadn’t noticed the youngster atop his dad’s shoulders, until he let go with a blast on his plastic trumpet.

Three inches away from this noise-maker, my right ear took the full brunt of the boy’s energy. He smiled broadly, let me have another blast and waved a small red, white and blue flag with his free hand.

I’m here to celebrate Acadian power, joining a force field of noise supplied by about 10,000 people blowing, banging, ringing and drumming their way into the record books.



### **Creating noise is the name of the game during Tintamarre festivities celebrated in communities along New Brunswick’s Acadian Peninsula**

Every August, communities along New Brunswick’s east coast Acadian Coastal Route get together in a two-week celebration of their culture. They have picnics, attend concerts and art shows. There are family parties and events which climax in this hour-long pandemonium they call Tintamarre (pronounced tantamar.)

The vibrant racket has its roots in Canada’s early days, when victorious British forces deported about 10,000 Acadians – some to Europe, others to Louisiana. The British and New England militia who organized the 1755 deportation could well be rolling in their graves, because at Tintamarre there’s enough noise to wake the dead.

Designed to tell the rest of the world that Acadians are very much alive and well, the celebration of noise occurs in a number of towns and villages. However, the largest and noisiest festival of sound is in Caraquet, a pretty fishing town on the north shore.

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The event is very much a family affair with gatherings of Acadian clans from far and wide, including Cajun cousins from Louisiana. Other Acadian expats flee the wealth of Alberta's oil patch and the big city life of Montreal and Toronto to get back to their New Brunswick home turf in time for the holiday.

### *End of excerpt.*

[http://www2.canada.com/saskatoonstarphoenix/news/weekend\\_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8](http://www2.canada.com/saskatoonstarphoenix/news/weekend_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8)

**Important Note:** It is not necessary to discuss the expulsion of the Acadians with kindergarten students. Simply explain that this fun and noisy tradition let's everyone know that Acadian traditions are alive and well. The expulsion will be discussed via a Grade 3 French Language and Culture Activity.

8 second video of Caraquet's Tintamarre (August 1, 2008):

[http://community.katc.com/\\_CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html](http://community.katc.com/_CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html)

### **Source Material(s):**

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Some kindergarten classrooms may have access to a copy of *Where I Come From*, a big book from Discovery Links that includes "*Families Celebrate Special Days*" and "*We Celebrate*". This would complement the outcomes of this lesson.

The Atlas of Canada: New Brunswick -

[http://atlas.nrcan.gc.ca/site/english/maps/reference/provinceterritories/new\\_brunswick/referencemap\\_image\\_view](http://atlas.nrcan.gc.ca/site/english/maps/reference/provinceterritories/new_brunswick/referencemap_image_view)

Material provided by the Caraquet Festival Acadian organizers can be used to create a small display or exhibited in an "interest center."

Festival acadien de Caraquet web site:

<http://www.festivalacadien.ca/contenu.cfm?id=108>

"Acadians celebrate with a joyful noise" August 23, 2008 article by Peter Wilson in *The Star Phoenix* (Canwest Publishing Inc.):

[http://www2.canada.com/saskatoonstarphoenix/news/weekend\\_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8](http://www2.canada.com/saskatoonstarphoenix/news/weekend_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8)

KATC.COM Video: Caraquet, New Brunswick "Tintamarre" Celebration August 15, 2008. [http://community.katc.com/\\_CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html](http://community.katc.com/_CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html)

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
You and Your World-Social Studies	Homeroom Teacher

**Curriculum Outcome(s): You and Your World**

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Students will be expected to:

- identify connections between their community and other communities (local, national, global)
- identify and describe groups to which they belong

**Cross-Curricular link(s): Art (Development of Imagery)**

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Students will be expected to:

- create art works based on memory, imagination, and fantasy, including responses to music and literature

**Suggested Activity: Create Your Own License Plate**

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Children explore the symbols and design of various license plates of New Brunswick and Québec.

**Procedure:**

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- Explain that people join together in groups. These groups can be based on where we live. Our country is divided into groups called provinces and territories.
- Point out to students that each province and territory has their own unique license plate for their vehicles. These license plates have their own special symbols, slogans and colours that represent the province in some way. Displays of various license plates should be posted around the classroom (see website links under Source Materials)
- Display using a SMARTboard (see website links), LCD projector, or overhead projector the license plates from New Brunswick and Québec.
- Have students point out the similarities and the differences between the license plates (they all have numbers and letters, different pictures etc.). Talk about what the different symbols, slogans and colours might represent on each of the license plates (e.g. the fleur-de-lis on the Québec plate and the galley ship on the NB plate)
- Review the definition of a community (a group of people who live in the same area; a group of people with a common background or with shared interests). Explain to students that they are going to create their own license plates to

represent their communities. Their plates should have details that represent things that are important and/or unique to their community. Alternative: They could create license plates that represent themselves as individuals. These plates should have details that represent likes/dislikes and things that make them unique.

License plates of NB and Quebec:

 <b>New Brunswick License Plates, 1969-present</b>	
	<p>New Brunswick 1969 passenger issue. This new baseplate was issued at the end of 1968 and was valid through 1969 without stickers. It was then used through the end of 1971 with stickers. This was the last plate to use the slogan "Picture Province", which had been first used on the 1958 issue.</p>
	<p>New Brunswick 1973 passenger issue (1972 base). In 1972, this new plate was introduced. It features the name of the province in both French and English, making New Brunswick the only province issuing bilingual plates. These plates were used through the end of 1974 with stickers.</p>
	<p>New Brunswick 1992 passenger issue. In late 1990 and 1991, these new baseplates were introduced. They feature a screened background with the bilingual province name and a small Galley (Galleon) ship, representing the fishing and shipbuilding industries of the province. A similar ship is found on the New Brunswick coat of arms. This plate series started at</p>

	<p>BAA-100 and took almost until the end of 1999 to reach the end of the "B" series. This plate remains the current New Brunswick issue.</p>
	<p>New Brunswick 2005 passenger issue. Same series as above, this particular example is an error plate missing the dash. Not sure how many plates were made this way, if it is common within the GKS series or relatively isolated. This type of error is rare with Waldale-made plates, as their quality control tends to be very good.</p>

 **Québec License Plates, 1969-present**

	<p>Quebec 1969 passenger issue. From 1964 through 1971, this plate format with a fleur-de-lys symbol and embossed year at the left was used. Plates carried the slogan "La Belle Province" ("The Beautiful Province") and were issued in a 1A-2345 format (using letters A-T, excluding I, O and Q).</p>
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	<p>Quebec 1971 passenger issue. This odd color combination (described in the ALPCA archives as "black on metallic pea green") has been called one of the uglier plates in recent history. The format for this year was all numeric through 999-999, then 1A-2345 format as before, using letters A-K (excluding I).</p>
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Quebec 1976 passenger issue. These plates were issued to commemorate the 1976 Olympic Games in Montreal, featuring the Olympic rings at bottom center. The letters H, L, M and P were in use for this issue.



Quebec 1978 passenger issue. This issue was similar in format to the 1977 plate, with the fleur-de-lys and province name swapping sides of the plate with the embossed date. This issue was the first to use the slogan "Je me souviens" ("I Remember"), which is a reference to the province's continuing struggle to maintain its distinct French culture within the rest of Canada and North America as a whole. It's considered a very political plate slogan, which remains in use today in Quebec. This was the last yearly issue for the province.

**Cross-Curricular link(s): English Language Arts**

Students will be expected to:

- regard reading/viewing as sources of interest, enjoyment, and information
- begin to develop an understanding and respect for diversity

**Suggested Activity: Read Aloud/Shared Reading**

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Children will view the book “Les camions” and listen to the accompanying audio available on the portal. Discuss how all the vehicles in the story have license plates like the ones the students have created/or will create. Also discuss the different purposes/uses of the trucks in the story.

**Procedure:**

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*Les camions* by Lisa Stenger

Read the following translation before introducing to students.

English Translation:

Page 2: *I see a big truck.*  
Page 3: *I see a small truck.*  
Page 4: *I see a long truck.*  
Page 5: *I see a short truck.*  
Page 6: *I see a yellow truck.*  
Page 7: *I see a red truck.*  
Page 8: *I see a lot of trucks.*

- Present the book to students in the same way you would an English story by doing a book/picture walk.
- Have students locate the title of the book and point out the illustrations. Have students make predictions about what the book is going to be about.
- Explain to students that the book being presented to them is written in French. Point to the title and have the students predict what the title of the book might be. What makes them think so?
- Listen to the audio of the story.
- After listening to the story (once or twice if you would like) go back and revisit the book. Look at the different trucks on each page and talk about their appearance and the jobs/uses each truck might have. Have student share how they were able to infer the uses of the various trucks. What were the clues that supported their suggestions?
- Discuss how communities are connected through transportation. Trucks carry products and goods between provinces.
- Have students draw illustrations of their favourite way to travel. What made them choose this method? Have them share in small groups what they have designed and post for viewing.

**Cross-Curricular link(s): Music**

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Students will be expected to:

- explore and respond to music of various cultures

**Suggested Activity: Listen to Art Richard Music CD selection: “L’autobus jaune”**

Children will listen to “L’autobus jaune” on the Art Richard CD. Discuss how communities are connected through transportation. Students often travel to school by bus and schools are an important part of any community.

**Procedure:**

- Ask students “How do you get to school?” (walk, parents drive me, bus)
- Tell students they are going to listen to a song from the Art Richard CD. It is a song about a school bus.
- Listen to the song on the CD (song #12)  
What images come to their mind as they listen? Have students illustrate what they are imagining and share with a peer. Were their interpretations similar? How were they different?
- Did they hear any words they recognized? How were some of the words similar to English words that we know?
- View the video for this song on the French Language and Culture portal site:  
<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx>

**Source Materials:**

- Website Links:  
<http://www.15q.net/canindex.html>  
<http://www.members.shaw.ca/kcic1/license.html>
- Portal site for audio support <https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx>
- Literature: Les camions by Lisa Stenger
- Music: Art Richard “L’autobus jaune” CD

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
You and Your World	Homeroom Teacher

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**Curriculum Outcome(s): You and Your World**

Students will be expected to

- Identify and explain types of activities that support a healthy lifestyle.

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**Cross-Curricular link(s): Art**

Students will be expected to

- Meet visual awareness criteria by recognizing that illustrations hold meaning and are intended to work together with print to tell a story.

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**Suggested Activity: Create a menu for a class French Café**

Children explore pictures of food to be placed on a French menu. The menus should be posted at various decorated tables in the classroom to simulate a French café. The aim of this lesson is to convey to students that several foods support a healthy lifestyle in many cultures. Healthy food that we enjoy eating may be different for different families and areas around the province.

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**Procedure:**

- Present several pictures of the types of foods related to French culture.
- Explain that people join together to celebrate their culture through sharing traditional food. Ask students what foods their family enjoys eating regularly? Ask them to listen and view carefully as you share some favourites from French culture. What similarities do they notice?
- Students will be interested to learn about several French cultural foods (e.g., crêpe au fromage, quiche Lorraine, mousse au chocolat, Croquet monsieur)
- Students may view several other examples of authentic French cuisine by viewing various eating establishments on [www.geobeats.com](http://www.geobeats.com) Note: Under the heading “See the Destination ... Before You See It!” there is a “Destination” drop down menu. Choose “Paris, France” and click the “Let’s Go!” button.
- Display pictures on SMARTBoard (as shown below) or using an LCD projector. Discuss the different types of food related to various French cultures. Have they tried any of these dishes? Do they know of any other French dishes that they have tried?
- Explain to students that their task is to design a French menu. Depending on the readiness of your class, this may be an individual, pair, or group activity.

## Learning Experiences to Introduce French Language and Culture – Kindergarten

- Each group will develop their individual menu of three-four French foods with pictures found in magazines, newspapers etc.
- Each group will choose a name for their café beginning with “Chez” and print it on the menu.
- Reading Buddies or other students may visit the French café. Students may actually assist the teacher in creating an item off their French menu and sample a the food e.g. Chocolate Mousse. French music can be playing in the background to add atmosphere.

Below are several examples of foods represented by the French culture.

### Omelette



Omelettes are quick and easy to make. They are also nutritious and fun to serve. They can be eaten plain, with herbs, or filled with cheese, tomatoes, ham, or any of your favorite ingredients. You can make this delicious treat from eggs and a few ingredients when unexpected friends drop by. Omelettes had been made in France for two or three hundred years, and it is from [the] French that we get their name. Crème brûlée (Vanilla custard with crusty brown sugar topping)



Crème brûlée means burnt custard in the French language, but this dessert is not actually burnt. The brown sugar placed under the grill forms a melt-in-your-mouth crust, which

combines well with the creamy vanilla custard underneath. To really enjoy crème brûlée, serve it while it is still a bit warm.

### **Quiche Lorraine (Quiche with bacon)**



The word quiche comes from the German word Kuchen, which means savory pie or tart. There are many different types of quiche, but quiche Lorraine is the classic one. It was invented by a French cook in the northern city of Nancy in the 16th century. The French serve quiche as a first course, but it is so filling and nourishing that it can be served as a meal in itself.

### **Mousse au Chocolat (Chocolate mousse)**



Soft, fluffy, and sweet, mousse is almost pure chocolate and will be a favorite with your family and friends. Chocolate mousse is one of the easiest and most common French desserts to make. It became a popular treat in the 1970's with the introduction of nouvelle cuisine. The best part of this recipe is cleaning up and licking the spoon!

**Crêpe au fromage (Cheese crêpes)**



Crêpes are one of the most famous of French dishes, so to be a real French chef you must learn how to make them. Luckily, they are not very difficult. Crêpes can be served with salty fillings, such as cheese and ham, or sweet ones, such as sugar, jam, chocolate, and whipped cream. Even today, there are crêpe stalls on many street corners in Paris and other cities in France.

**Croque-Monsieur (Toasted cheese and ham sandwich)**



This toasted sandwich was invented in a bar on the Boulevard de Capucines in Paris in 1910. Not only is it tasty, but this sandwich is “a breeze” to make. A sort of French fast food, you can make a number of variations of this sandwich. Try topping it with a fried egg. In this case it is called a croque-Madame!

### Clafoutis (Cherry tart)



This tasty dessert is quick to make and to eat! It is a speciality from the central region of Limousin. Its name comes from a dialect word “clafir”, which means “to fill”. The original recipe uses whole cherries with their pits, but it is a good idea to remove the pits before you begin, or buy cherries with the pits already removed.

#### Source Material(s):

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- *The Young Chef's French Cookbook*, Crabtree Publishing
- [www.geobeats.com](http://www.geobeats.com) offers many short videos of authentic French eateries. Select Paris, France and look at the various videos for viewing.
- Health Canada has a website for healthy eating at <http://www.hc-sc.gc.ca/fn-an/index-eng.php>
- Magazines, newspapers, clipart, markers, crayons
- Music CD - Let's Sing & dance in French! (Great for background music for a café- for lyrics go to [www.frenchsongsforkids.com](http://www.frenchsongsforkids.com))
- Acadian recipes are available on the portal site: <https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx>
- For searchable French recipes, try <http://frenchfood.about.com>.

### French Language and Culture Activities: Kindergarten

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Focus Area(s)	Suggested Facilitator(s)
You and Your World: Create a class interest centre	Homeroom teacher

#### Curriculum Outcome(s): You and Your World

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Students will be expected to

- identify connections between their community and other communities (local, national, global)

#### Cross-Curricular link(s): English Language Arts

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Students will be expected to

- regard reading/viewing as sources of interest, enjoyment, and information

#### Suggested Activity: Create a Class Interest Centre

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- Create a French “interest centre” in the classroom available for students to explore (whether as part of a lesson or in their free time [before, after class; at lunch]).
- Materials that have been previously introduced to the class may be placed here. For example, books with CDs may be part of a listening station at the centre.
- The interactive websites listed in “Additional Resources” may be available on a dedicated computer in the classroom (where available).
- A CD player with headphones will provide students with a spot to listen to French language CDs if they choose.
- Activities that students have completed in response to their French language and Culture activities may be placed here as reminders of their new learning.
- If there are French visitors or guest speakers to your class, their pictures and/or materials should be included in the centre.

### 3.4 English Language Arts: Language Awareness

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts through Reading Buddies	Homeroom & IF teacher or FI teacher

#### **Curriculum Outcome(s):** English Language Arts

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Students will be expected to

- participate in conversation and in small- and whole-group discussion
- begin to ask and respond to questions, seeking information (who? what? why? where? when?)

#### **Cross-Curricular link(s):** Personal Development (Guidance)

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Students will be expected to

- understand that expectations vary according to settings, and develop strategies to meet these varied expectations
- utilize effective listening skills

#### **Suggested Activity:** Reading Buddies

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Once a week, where available, older students in Intensive French or French Immersion will practice reading a French book to a kindergarten student.

**Please note:** IF or FI teachers should model for the older students how to do a read aloud with younger readers prior to this activity.

#### **Procedure:**

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- Older students should prepare appropriate questions ahead of time to solicit an opinion from the young listener (e.g., Did you like the book? What did you like about the book? Did you like the illustrations? What was your favourite part? Why?)
- Explain to students that sometimes books are translated so that people can read them in French or English. Other times, authors may write in only French or only English.

## Learning Experiences to Introduce French Language and Culture – Kindergarten

- Students may discover that the illustrators of the books they listened to may illustrate English books as well.

Once a book has been read aloud, it may be placed in the interest or listening centre for students to enjoy. If audio support is not available for the selected text, the IF or FI teacher may wish to do a project with their students that would require them to record short stories for younger students.

### **Source Material(s):**

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The following books are available in the teachers' resource kit:

*Les camions*

*Au zoo*

*Ma navette spatiale*

*Les pommes*

*Je suis tout rouge*

*Qu'est-ce qu'on mange?*

*Les squelettes* (Big Book)

*Les couleurs de ma ville* (Big Book)

Other suitable books may be found in the school or public library, other grade level *Learning Experiences* or in IF and immersion classrooms. Simple, engaging stories, supported with rich illustrations are recommended for reading buddies.

On-line access to New Brunswick libraries: <http://www.gnb.ca/0003/index-e.asp>

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems: <i>Mes p'tites mains</i>	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

Students will be expected to

- begin to use gestures and tone to convey meaning
- respond to and give simple directions or instructions
- recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)

**Cross-Curricular link(s):** Physical Education

Students will be expected to

- move through personal and general space, changing direction and maintaining control
- respond to a variety of stimuli, creating a movement sequence

**Suggested Activity:** Shared Reading of Poem: *Mes p'tites mains*

Students will be introduced to a simple children's poem with accompanying audio support. The translation is:

*My little hands go tap! tap! tap!*  
*My little feet go paf! paf! paf!*  
*One, two, three*  
*One, two, three*  
*Three little turns and away we go!*

**Procedure:**

- Students are directed to listen carefully to what they are going to hear.
- Play the audio of the poem.  
 Ask: What did you notice? What were you thinking? They may notice that words in the poem rhyme. Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)
- Are there any words they have heard before?
- Follow these actions as you listen to the poem

Mes p'tites mains font tap!tap!tap!	Clap hands together three times on the words tap!tap!tap!
Mes p'tites pieds font paf!paf!paf!	Stomp feet three times on the words paf!paf!paf!
Un, deux, trois... Un, deux, trois,	Students count and create a move for this part
Trois p'tits tour et puis s'en va	Turn three times and clap on <i>puis s'en va</i>

Children will enjoy revisiting this poem with actions several times. Once the poem has been introduced, it may be placed in the interest or listening centre for students to enjoy.

**Source Material(s):**

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- *Comptines, picotines, rigolotes, ratatouilles* by Danielle Robichaud, pg. 64, Track 46
- CD Player

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems: <i>Un petit cheval</i>	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

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Students will be expected to

- use meaning cues (personal experiences, context, picture cues) to predict
- begin to use gestures and tone to convey meaning
- recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)

**Cross-Curricular link(s):** Music

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Students will be expected to

- practice patterning (following directions to the movements)
- internalize language

**Cross-Curricular link(s):** Physical Education

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- cooperatively link movement and rhythmical patterns

**Suggested Activity:** Shared Reading of Poem: *Un petit cheval*

---

Students will be introduced to a simple children’s poem with accompanying audio support. The translation is:

*A little horse that walks, walks*  
*A little horse that trots, trots*  
*A little horse that gallops, gallops*

**Procedure:**

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- Students are directed to listen carefully to what they are going to hear.
- Play the audio of the poem.  
Ask: What did you notice? What were you thinking? Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)

## Learning Experiences to Introduce French Language and Culture – Kindergarten

- Are there any words that sound familiar? (*trotte*, *galope*). Indicate that some words in French and English are similar.
- Have students create movements as they listen to the poem.
- Do they pick up on the language *trotte* and *galope* and incorporate trotting and galloping? How did they infer these movements?
- Once the students have experimented with movements, the teacher models walking, then trotting, then galloping like a horse to follow the poem.
- On further readings, have students demonstrate their movements for each other.

Once the poem has been introduced, it may be placed in the listening centre for students to enjoy.

### **Source Material(s):**

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- *Comptines, picotines, rigolotes, ratatouilles* by Danielle Robichaud, pg. 64, Track 39
- CD Player

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
English Language Arts Through Poems: <i>A é i o u</i>	Homeroom teacher

**Curriculum Outcome(s):** English Language Arts

Students will be expected to

- demonstrate a growing awareness that different kinds of language are appropriate to different situations
- engage in simple oral presentations and respond to oral presentations and other texts

**Cross-Curricular link(s):** Music

Students will be expected to

- participate in activities that explore a variety of sound sources

**Suggested Activity:** Shared Reading of Poem: *A é i o u*

Students will be introduced to a simple children's poem with accompanying audio support. The translation is:

*ah ah ah            I saw a big cat*  
*ay ay ay            at the gardener's*  
*ee ee ee            he is eating rice*  
*oh oh oh            and watermelon*  
*ooh ooh ooh        with Mrs. Turtle*

**Procedure:**

- Students are directed to listen carefully to what they are going to hear. Play the audio of the poem.
- Ask: What did you notice? What were you thinking? They may notice that the sound at the start of each phrase rhymes with the final sound at the end of the phrase. Encourage the recognition of similarities between English and French poems (e.g., they may rhyme, they may be short, etc.)
- Have they heard similar sounds in English words? Which words would rhyme with these sounds? On further readings, have students clap the syllables of the words as the poem is read. Do they notice the number of claps is the same for each phrase except the last line?

**Source Material(s):**

- *Comptines, picotines, rigolotes, ratatouilles* by Danielle Robichaud, pg. 64, Track 40
- CD Player

## **French Language and Culture Activities: Kindergarten**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Les couleurs de ma ville</i>	Homeroom Teacher

### **Curriculum Outcome(s): English Language Arts**

Students will be expected to

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

### **Cross-Curricular link(s): You and Your World**

Students will be expected to

- identify common features and landmarks in their community
- use basic mapping skills to identify, locate and name familiar places within the community
- demonstrate an awareness of the concepts of natural and constructed features
- identify connections between their community and other communities

### **Cross-Curricular links(s): Art**

- recognize and discriminate among colours

### **Suggested Activity #1: Book Walk followed by group listening activity**

*Les couleurs de ma ville* (Colours of My City) by Karen Evans and Kathleen Urmston

Read the following translation before introducing to students.

English Translation:

- Page 2: *In my city, there are brown buildings.*  
Page 4: *In my city, there are green buildings.*  
Page 6: *In my city, there is a purple car.*  
Page 8: *In my city, there is an orange cat.*  
Page 10: *In my city, there is a moon and yellow stars.*  
Page 12: *In my city, the sky is blue.*  
Page 14: *In my city, there is a red truck.*  
Page 16: *I like the colours of my city.*

## Learning Experiences to Introduce French Language and Culture – Kindergarten

-Before presenting the book, discuss with the students their favourite colours. If you are living in a rural area, ask the students if they have been to a larger town. Ask them to describe what they saw (or see every day).

-Present the book to students in the same way you would an English story by doing a book walk.

-Draw students' attention to the cover of the book and explain that the book being presented to them is written in French. According to the students, what do you think they believe this book will be about? What were their clues? Where do they think the book takes place? What time of day is it? What is happening in the illustration?

- Point out the location of the names of the authors and illustrator. Allow time for students to point out what they like about the cover of the book being presented.

-Explain to the students that they will listen to how the title, author(s) and illustrator sound in the French Language. Press play on the first part of the CD where the title, authors and illustrator are read. Replay if they would like to hear it again.

-Draw students' attention to the picture on the introductory page. Explain to the students that sometimes in French (as well as English) the introductory page may contain hints about the outcome of the story. Discuss what the students see in this illustration.

-Do a picture walk through the pages of the book. On page 3 ask what they think is in these buildings. Continue looking and talking about the progression of colours and details. On page 7, where do you think the purple car is going? On page 16, what do you think is happening?

-Play the audio version of the book. There will be a reminder when it is time to turn the page. Listen to the story while turning the pages.

-Now invite a student (for example your Student of the Day) to come up and help turn the pages for the second listening.

-Discuss with the students what has happened in the story. How does the introductory page tie in with the story ending? Have you ever seen a fire truck? Where was it? What were the firemen doing? What details could you add to page 16? Refer back to the introductory page and discuss the drawing. What do you think happened to the cat next?

-The book may be revisited the next day, or soon after to reinforce the concepts discussed.

**Suggested Extension Activities:**

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-Students may create an illustration of a town of their design. What type of buildings would be included (tall or short) and what happens in each of these buildings (for example; store, garage, library, school)? Why would they choose these buildings to be in their town?

-Remind them to vary the colours and add details to their drawings. Students share their town designs with a partner and ask them to identify the variety of colours in their partner's illustration.

Students could relate or write (in their journals) about an incident concerning a lost or misplaced pet (their own or someone else's).

**Source Material(s)**

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You may use the eight books that are provided in your kit to do book walks and the following activities.

*Les couleurs de ma ville*  
*Les squelettes*  
*Les pommes*  
*Qu'est-ce qu'on mange?*  
*Au zoo*  
*Les camions*  
*Je suis tout rouge*  
*Ma navette spatiale*

## **French Language and Culture Activities: Kindergarten**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: Les squelettes	Classroom Teacher

### **Curriculum Outcomes: English Language Arts**

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#### **Students will be expected to:**

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

### **Cross-Curricular Links: Art**

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#### **Students will be expected to:**

- produce different line densities by drawing with light and heavy pressure (pencil), or painting by applying different brush strokes
- experiment with making three dimensional objects
- create images from experiences, ideas and imagination

### **Cross-Curricular Links: Math**

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#### **Students will be expected to:**

- sort and build with 2-D and 3-D shapes

### **Suggested Activity**

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**Book:** *Les squelettes \ Skeletons* by Karen Hoenecke, Illustrations: Bruce Biddle

- Page 2: *Look at the skeletons.*  
Page 3: *It's the skeleton...*  
Page 4: *of a bird.*  
Page 5: *It's the skeleton...*  
Page 6: *of a frog.*  
Page 7: *It's the skeleton...*  
Page 8: *of a rabbit.*  
Page 9: *It's the skeleton...*  
Page 10: *of a snake.*

Page 11:	<i>It's the skeleton...</i>
Page 12:	<i>of a cat.</i>
Page 13:	<i>It's the skeleton...</i>
Page 14:	<i>of a fish.</i>
Page 15:	<i>It's the skeleton...</i>
Page 16:	<i>of a person.</i>

### **#1: Book Talk**

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-Begin by asking the students what they think this book will be about. Where do you think these people are? What is a skeleton?

-During the picture walk discuss the following;

-On page 9, do you know which animal this skeleton belongs to, and how do you know this? Can you explain the difference between a snake skeleton and that of a rabbit? Is there anything that is the same between these two skeletons?

-After listening to the audio version of the book, discuss with the students what has happened in the book. Why is our skeleton important? Have you ever broken a bone or know someone who has? Turn to the person beside you and describe your experience.

### **Suggested Extension Activities:**

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-Students paint or draw an x-ray of their bodies. What would it look like? Are some of their bones thick (wider brush stroke if using paint) or thin (narrower brush stroke)?

-Students may reconstruct a body by molding playdoh (or plasticine) around toothpicks for the arms, legs and body. These pieces are then put together with a ball (sphere) made for the head.

-Have students join in small groups to compare their three dimensional skeletons. What parts do they notice are the same among their skeletons? Is there a way they could sort them for similarities? By which features?

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Les pommes</i>	Classroom Teacher

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**Curriculum Outcomes: English Language Arts**

Students will be expected to:

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

---

**Cross-Curricular Links: You and Your World**

Students will be expected to:

- identify places where products originate
- explain how communities are connected through transportation

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**Cross-Curricular Links: Math**

Students will be expected to:

- determine how many more one group has than another

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**Suggested Activity:**

*Les pommes \ Apples* by Deborah Williams, Illustrations: Laura McAlpin

- Page 2: *Apples can be red, yellow, or green.*  
Page 3: *We make juice with apples.*  
Page 4: *We make a pie with apples.*  
Page 5: *We make candied apples with apples.*  
Page 6: *We make a fruit salad with apples.*  
Page 7: *We make applesauce with apples.*  
Page 8: *Do you like apples?*

---

**Book Talk**

-Before you listen to the audio tape ask questions such as: What type of food is an apple? Discuss the differences between fruit and vegetables. What can you make with apples?

## Learning Experiences to Introduce French Language and Culture – Kindergarten

-After the book walk, on page 6, what other fruit could you put in a fruit salad?  
On page 8, discuss whether or not the girl likes apples, and how do you know?

-Listen to the audio tape and then discuss whether the students like apples, what kind (by colour) are their favourites? Which is their favourite way to eat them (for example, apple pie, candied apples, apple sauce). Do you like apple juice? What other fruits (or vegetables) can be made into juice? Which is your favourite juice?

### **Suggested Extension Activity:**

- Make a class list of fruits that the students have tried and liked. Chart which ones are most popular. Count the results and compare which has more votes and by how many. Do the students know where these fruits are grown? Carry on by making a class Friendship Salad (Discovery Links Social Studies Teacher's Guide –Entry p. 81)

## **French Language and Culture Activities: Kindergarten**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Qu'est-ce qu'on mange?</i>	Homeroom Teacher

### **Curriculum Outcomes: English Language Arts**

Students will be expected to

- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- regard reading/viewing as sources of interest, enjoyment and information

### **Cross-Curricular Links: You and Your World**

Students will be expected to

- identify and explain types of activities that support a healthy lifestyle

### **Suggested Activity:**

Book: *Qu'est-ce qu'on mange? \ What do we eat?* by Karen Hoenecke, Illustrations: Bruce Biddle

Page 2: *Sunday, we eat chicken,*  
Page 3: *Monday, we eat soup.*  
Page 4: *Tuesday, we eat hamburgers.*  
Page 5: *Wednesday, we eat pizza.*  
Page 6: *Thursday, we eat spaghetti.*  
Page 7: *Friday, we eat fish.*  
Page 8: *Saturday, we eat tacos.*

### **Book Talk**

-Ask the students to predict what the book may be about based on the cover illustration. What clues informed their suggestions?

-Flip through the first few pages. What do students notice? Was their prediction correct from the cover? What foods do they see?

-Ask students to look on page 7. What are they eating? Where did they get their meal?

-Listen to the story and let students know that each page starts with the name of a day of the week in French. Do they notice any food names that are similar to the food names in English?

**Suggested Extension Activity:**

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- Have students complete a chart based on their dream menu for a week. What would they eat each day of the week if they could choose? Share with the class.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

-After sharing, introduce Canada’s Food Guide to Healthy Eating (available at <http://www.hc-sc.gc.ca/fn-an/index-eng.php>) and discuss healthy/unhealthy food choices.

- Foods may be classified as “everyday foods” and “sometimes foods.” Did they have more everyday foods on their list or more “sometimes” food?

## **French Language and Culture Activities: Kindergarten**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Au zoo</i>	Homeroom Teacher

### **Curriculum Outcomes: English Language Arts**

Students will be expected to

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

### **Cross-Curricular Links: Math**

Students will be expected to

- Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.

### **Suggested Activity #1: Book Talk**

**Book:** *Au zoo* \ *At the Zoo* by Carol Kloes. **Illustrations:** Barbara Dragony

Page 2: *I saw bears at the zoo.*  
Page 4: *I saw elephants at the zoo.*  
Page 6: *I saw giraffes at the zoo.*  
Page 8: *I saw lions at the zoo.*  
Page 10: *I saw monkeys at the zoo.*  
Page 12: *I saw tigers at the zoo.*  
Page 14: *I saw zebras at the zoo.*  
Page 16: *I saw all these animals at the zoo.*

-Before you listen to the audio tape ask the students if they have ever been to a zoo. What do they know about zoos? What kinds of animals do you see at the zoo?

-During the picture walk, wonder out loud how some of the students seem to know which animal will come next. What do they see in the picture to help predict what kind of animal will be on the next page?

-After listening to the audio tape, go back to each page and count the number of animals found in this zoo. Are there any animals that you would like to see at this zoo?

### **Suggested Extension Activity:**

-Students draw another animal that they would like to see at the zoo. Students write why they chose this animal. Put the pages together to form an *Our Class Zoo* book that may be sent home to families with a comment section for readers' responses.

## **French Language and Culture Activities: Kindergarten**

<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Je suis tout rouge</i>	Classroom Teacher

### **Curriculum Outcomes: English Language Arts**

Students will be expected to

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

### **Cross-Curricular Links: You and Your World**

Students will be expected to

- identify components and behaviours that promote personal safety

### **Suggested Activity: Book Talk**

*Je suis tout rouge \ I am all red* by Ann Prokopchak, Illustrations: Matt Minnich

Page 2: *Look at my cheeks.*  
Page 3: *Look at my nose.*  
Page 4: *Look at my hands.*  
Page 5: *Look at my arms.*  
Page 6: *Look at my legs.*  
Page 7: *Look at my toes.*  
Page 8: *I am all red.*  
*I got a sunburn.*

-Before introducing the book, discuss with the students if they have ever had a sun burn. How did it feel? What is a sun burn? How do you get a sunburn?

-During the picture walk, ask the students where does the story take place? On page 7, why do you think the boy has a mark on his foot? Look at page 8, how do you think he feels?

-After listening to the audio tape talk with the students about the boy and whether or not you think he likes to be out in the sun. What could this boy do the next time he goes to the beach so that he does not get a sunburn?

**Suggested Extension Activity:**

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-Students design a t-shirt and a hat to protect them from the sun (Dressing for Safety, Stella the Safety Skunk Program, Grade K, p25).

-Visit the Health Canada website <http://www.hc-sc.gc.ca/hl-vs/sun-sol/index-eng.php> which has a sun safety section.

-The UV **Index Sun Awareness Program**, also linked at the above site, encourages teaching children about UV radiation and how to practice sun safety. Teachers may register their class, get ideas for teaching sun protection, and find sun safety activities for kids.

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator</b>
French Language Through Children's Books: <i>Ma navette spatiale</i>	Classroom Teacher

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**Curriculum Outcomes: English Language Arts**

Students will be expected to

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions; seeking information
- express opinions (I like...; I don't like)
- begin to use gestures and tone to convey meaning
- regard reading/viewing as sources of interest, enjoyment and information

---

**Cross-Curricular Links: You and Your World**

Students will be expected to

- explain how communities are connected through transportation and communication

---

**Suggested Activity: Book talk**

*Ma navette spatiale* \ *My spaceship* by Karen Hoenecke, Illustrations: K.J. Torda.

Page 2: *I am in my spaceship.*  
Page 3: *I can talk.*  
Page 4: *I can eat.*  
Page 5: *I can read.*  
Page 6: *I can sleep.*  
Page 7: *I can play.*  
Page 8: *I can float all day.*

-Before listening to the book, ask the class if they would like to travel on a spaceship? Why? What do they think people do on a spaceship?

-During the picture walk, look at the cover page and discuss what the students think the boy is doing. On page 3, who do you think he is talking to? Why? On page 6, why do they think the boy is wearing a safety belt?

-After listening to the audio tape, name other means of transportation that we use every day and those not used very often.

**Suggested Extension Activity:**

-Draw and design your own spaceship. What would students like to do on their space ship? Present their designs to the class.

-Collaborate and share activities with grade two students as they have a learning experience that involves the Canadian Space Agency. More information is available at <http://www.asc-csa.gc.ca/eng/default.asp>.

### 3.5 Technology

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
Knowing Our Neighbour: Sharing Photostories from our classrooms French culture through technology	Homeroom teacher/technology mentor <i>*If you wish to exchange photostories with a French speaking classroom, please contact your district technology mentor for more information</i>

**Curriculum Outcome(s):** English Language Arts

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Students will be expected to:

- with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources
- engage in simple oral presentations and respond to oral presentations

**Cross-Curricular link(s):** You and Your World

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Students will be expected to:

- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

**Suggested Activity:** Hello Friends! Bonjour Mes Amis!

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- Kindergarten students from Anglophone classes will exchange simple Photostories with Kindergarten students from Francophone classes (or Immersion/IF classes). The content of the Photostory may be designed by the teachers involved in the exchange, however, one suggested description is included below.

**Procedure:**

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- Teachers will take digital photos of each student and record each saying his/her name in his/her first language: “Hello, my name is...” and “Bonjour, je m’appelle...” This will provide initial introductions of classes to each other.

## Learning Experiences to Introduce French Language and Culture – Kindergarten

- Students in each class will point out areas of interest in their classroom, (e.g., “This is our read-aloud corner. Our teacher reads books to us here.”) Students will use many visual prompts and props to support the words they are using.
- Collaborating teachers will agree on a time to share their Photostories over the internet.
- Digital photostories may be saved and added to the French language interest centre. Teachers may also choose to upload the videos to the portal site to share with those schools not participating in the project. Note: This will require permission slips from parents/guardians.
- The number and content of exchanges may be determined by the partnering classes throughout the year. Suggested topics may include: “What we like to do at our school,” “Our Trip to King’s Landing,” “Having our Thanksgiving Dinner in the Cafeteria,” etc.

### **Source Material(s):**

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Digital camera

Photostory Software, available at:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

This is a free download from Microsoft. If teachers do not have administration rights, District technology support will assist with the installation.

### 3.6 Enrichment

<b>French Language and Culture Activities: Kindergarten</b>
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<b>Focus Area(s)</b>	<b>Suggested Facilitator(s)</b>
Enrichment * Recommended after some preliminary learning experiences have been completed with the students	Homeroom teacher/other teachers as available

**Curriculum Outcome(s):** Language Arts

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Students will be expected to:

- express opinions (I like...I don't like...)
- begin to ask and respond to questions; seeking information
- regard reading/viewing as sources of interest, enjoyment and information

**Curriculum Outcome(s):** You and Your World

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Students will be expected to:

- identify places where products originate
- identify connections between their communities and other communities (local, national, global)
- identify and describe groups to which they belong

**Curriculum Outcome(s):** Music

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Students will be expected to:

- explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources

**Curriculum Outcome(s):** Physical Education

---

Students will be expected to:

- cooperatively link movement and rhythmical patterns for the purpose of performing a dance

- plan and perform simple movement tasks and sequences

**Suggested Activity:** Renzulli and Beecher Model: Type I Enrichment

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Students will explore cultural activities at their interest and ability levels. A wide variety of interesting experiences will immerse them in an overview of French culture.

**Procedure:**

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- Ask the students what they already know about French Culture and record on a large wall-size web. This will be displayed throughout the project.
- Ask the students what they would like to know about French Culture.
- As a whole have students work on French cultural projects in their area of interest.
- The French culture web is updated as new information is collected.
- An information letter is sent to parents requesting resources they may be able to contribute to the project.
- Collected items are added to the interest centre in the classroom.
- A sample activity might include students cooking an Acadian recipe (see Portal site for suggestions).
- Music and dances provided in the teacher's kit can be applied as part of enrichment. See demonstrations on the portal site.
- The students present the end result of their project to their parents or other classmates as a celebration.

**Source Material(s):**

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Arrange for a series of local guest speakers who are enthusiastic about the topic such as:

Storytellers – a Francophone parent or community member.

Local artists – parents or community members that could help with painting, sculpting, crafts, etc.

Dancers – dance students from local studios or their instructors/ members of the community

Chefs - restaurant owners/employees

Musicians from the community demonstrating French entertainment

French authors in the community or on-line

Athletes – physical education teacher with Francophone background who could help with a sport activity that is popular in the French community.

## 4 Resources Directory

### 4.1 Interactive Educational Websites

<http://www.tfo.org/jeux/mini/> Mini TFO

This site offers daily programming, including French sing alongs, stories, and reinforcement for colours, numbers and the alphabet.

<http://www.literacycenter.net/>

This site offers interactive games that highlight colours, numbers, letters, and shapes.

#### Other:

<http://www.bbc.co.uk/schools/primaryfrench/> (French Videos for beginners)

<http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html> (Numbers 0-20)

<http://www.kameleo.com/french/PDP-Menu.html> (Images of Paris)

[http://www.literacycenter.net/lessonview\\_fr.htm#](http://www.literacycenter.net/lessonview_fr.htm#) (Numbers 1-10)

<http://www.hello-world.com/French/children/alphabet.php> (Alphabet)

<http://www.hello-world.com/French/learn/color.php> (Colours)

<http://www.hello-world.com/French/learn/clothes.php> (Clothes)

<http://www.hello-world.com/French/song/au-claire.php> (Sing Along)

<http://www.halifaxpubliclibraries.ca/kids/tumblebooks.html> (On-line animated books)

#### Teacher Tube Videos

Sur le pont D'avignon

[http://www.teachertube.com/view\\_video.php?viewkey=ca22c2a732d57f4aa5d3](http://www.teachertube.com/view_video.php?viewkey=ca22c2a732d57f4aa5d3)

A quelle heure part la train?

[http://www.teachertube.com/view\\_video.php?viewkey=e9fff64b4effd954ccaa](http://www.teachertube.com/view_video.php?viewkey=e9fff64b4effd954ccaa)

Comment ca va?

[http://www.teachertube.com/view\\_video.php?viewkey=91c3fb8344af099a4a05](http://www.teachertube.com/view_video.php?viewkey=91c3fb8344af099a4a05)

Frere Jacques

[http://www.teachertube.com/view\\_video.php?viewkey=f3fda1695bea41533860](http://www.teachertube.com/view_video.php?viewkey=f3fda1695bea41533860)

Months of Year

[http://www.teachertube.com/view\\_video.php?viewkey=8baf8b794720639965fd](http://www.teachertube.com/view_video.php?viewkey=8baf8b794720639965fd)

Vive Le Vent (Jingle Bells)

[http://www.teachertube.com/view\\_video.php?viewkey=6bd788a3828099d6bcd4](http://www.teachertube.com/view_video.php?viewkey=6bd788a3828099d6bcd4)

## **4.2 Virtual Experiences:**

<http://www.gnb.ca/0131/heritage-e.asp>

**Wellness, Culture and Sport.** NB government website highlighting two sections: the Heritage Branch and Virtual Exhibitions. Note: The Heritage Branch section contains various links including a bank of downloadable NB images. Within the “Virtual Exhibitions” section, there exists a link: New Brunswick: Our Stories, Our People. This site is searchable and contains links to student projects.

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<http://www.villagehistoriqueacadien.com/main.htm>

**Village Historique Acadien:** This is an information site related to Acadian history which includes a link to a virtual museum: Acadia – Lifestyle in the days of our ancestors. This virtual tour takes students to an historic Acadian village and explores traditions and culture of Acadia past.

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<http://www.sagouine.com/>

**Le Pays de la Sagouine :** An Acadian village based on the stories, music and artifacts of Acadia. Theater productions include a play depicting the Acadian’s return to their homeland (one generation after the Deportation).

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### **4.3 Organizations:**

[http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/symboles-histoire-symbols-stories/6_e.cfm)

**Canadian Heritage:** This site includes information regarding programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians. Links to the Francophonie are included on the site.

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<http://www.international.gc.ca/franco/index.aspx?lang=en>

**Foreign Affairs and International Trade Canada's website** highlighting Canada's participation in La **Francophonie**.

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<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009342>

**Historica Canadian Encyclopedia entry on Herménégilde Chiasson**, Lieutenant-governor of NB: poet, playwright, artist and editor.

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<http://www.tourismnewbrunswick.ca/PlacesToGo/Regions/AcadianCoastalDrive.aspx>

**Maritime Magnifique! Official Tourism Website of the Province of New Brunswick, Canada.** This webpage highlights the Acadian Coastal Drive.

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<http://www.gnb.ca/0003/index-e.asp>

**The New Brunswick Public Library Service** site offers an on-line search for resources, access to ordering a library card and includes links to activities and upcoming events.

## 5 References

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## **6 Appendix A Community Partners Letter**

Learning Experiences to Introduce French Language and Culture – Kindergarten

(insert school heading)

(date)

Dear Parents/Guardians:

Recently we have begun a new program to introduce children to French Language and Culture at the Kindergarten to grade two level. The program will include French music, French dances, French children’s books and guest speakers, to name but a few sources.

We would like to invite the community to support us in this learning. Perhaps you or someone you know is of French heritage and would like to come to our school to lead an activity with students. Some activities may include: reading a simple story in French, sharing or playing favorite French music, or just discussing customs and cultural activities. The possibilities are endless!

If you or your contact is able to help us with this initiative, please complete the form below and return it to the school.

Thanking you in advance,

(teacher’s name)

\*\*\*\*\*  
\*\*\*\*\*

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Area of interest you would like to share:  
\_\_\_\_\_

Most convenient time you are available:  
\_\_\_\_\_

***We look forward to having you join our learning community!***