

# FRENCH IMMERSION GRADE THREE



## ***Bienvenue en Troisième Année!***

The curriculum for the French Immersion Program is based on the guidelines of the Milton Public School Curriculum, the Curriculum Frameworks of the Commonwealth of Massachusetts and the National Standards for Foreign Languages. In Third Grade French Immersion, one half of the total instructional time is in French and one half is in English. The Language Arts curriculum which includes comprehension, oral expression, silent and oral reading, spelling, writing, grammar, and vocabulary is taught both in English and French. Social Studies and Science are taught in French. Math is taught in English, as well as Music, Arts, library skills and Physical Education. At this level, the goal of the French Immersion Program is to build on the foundation of the First and Second grades, with a focus on further developing students' reading, writing, and communication skills.

During this transition year, students will actively develop their linguistic proficiency in both languages and increasingly apply transferable skills that are non-language specific in all aspects of the third grade curriculum in an independent manner. Working as a team, English and French Immersion teachers continue to “emphasize performance within language rather than knowledge about language<sup>1</sup>”.

## **LANGUAGE ARTS CURRICULUM**

### **Listening and Speaking in French**

Third Grade French Immersion students will continue to develop oral proficiency by interacting in French on a daily basis and by learning new content-based vocabulary and language structures in meaningful contexts. Students are expected to speak French at all times in the immersion classroom. Accuracy will be emphasized and enhanced through a more systematic, yet contextualized, teaching of grammar rules, conjugation and vocabulary.

By Third Grade, students begin to rely on their own ability to speak, understand, read and write French to develop proficiency and solve potential communication challenges. Students also begin to realize that their oral and written skills are tightly intertwined and develop interdependently. Students learn new content and improve their French in a dynamic and increasingly independent manner through the constant combination of speaking, listening, reading, and writing in the immersion classroom.

By the end of Third Grade, French Immersion students will be able to:

- Demonstrate enhanced listening and comprehension skills
- Follow instructions in the target language and actively participate in all French Immersion activities
- Express their feelings and needs in French using newly acquired vocabulary and idiomatic expressions

---

<sup>1</sup> For more information on collaborative teaching see *Two languages ... A shared approach*, an informational brochure published by the Education Ministry of Ontario (Building Series, Special Edition # 19)

- Discuss a variety of topics and content-based materials in French
- Recite a wide range of songs and poems with near-native accent
- Tell and retell a story
- Give short presentations about various content-based topics in the target language
- Use linking words (i.e., and, because, but, or, after, before) more systematically to connect and organize ideas

## Reading and Writing in French

Third Grade students will continue to develop Language Arts skills following the Milton Public School Curriculum and the Curriculum Frameworks of the Commonwealth of Massachusetts (see [Grade 3 Brochure](#)). The development of literacy skills – which are transferable and non-language specific - will continue through the study of a variety of fiction and non-fiction texts. The third grade curriculum includes a wide selection of genres and texts, including the next level *Gafi* reading program.

By the end of Third Grade, French Immersion students will be able to:

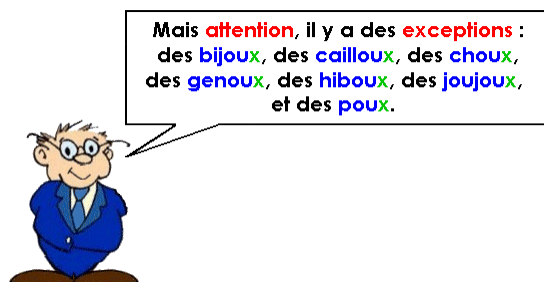
- Apply in French Language Arts skills described in the [Grade 3 Brochure](#) in well-structured and contextualized activities
- Read and demonstrate understanding of various fiction and non-fiction French texts
- Read aloud using French pronunciation and intonation
- Write complete sentences in French to express understanding, opinions and appreciation of texts read in class
- Write stories or short texts for specific purposes focusing on a broader range of vocabulary
- Continue to follow language conventions (capitalization, punctuation, sentence order, etc.)
- Continue to follow known spelling and grammar rules such as the following: agreements (gender and number), basic conjugation of regular verbs in affirmative, negative and interrogative forms, use of subject and possessive pronouns, use of complete sentences
- Apply new grammar rules such as conjugation of *er*, *ir*, and *re* regular verbs in present, future (with *aller*) and past tense (passé composé), conjugation of common irregular verbs (*avoir*, *être*, *faire*, *aller*), identification and functions of parts of speech (nouns, verbs, articles, adjectives, adverbs, pronouns), common homophones (mais/mes) and homonyms (*livre/livre*), specific plural forms (*aux/eaux/eux*)

## Language Arts Materials

At this level, the *Gafi* textbook and workbook offer a wide range of fictional and non-fictional text of all genres.

*C'est à lire*, *Il était une page*, *Contes Roses* and *Contes Verts* are other reading textbooks offering additional reading materials. Non-fiction materials include biographies (*Louis Braille*, *Thomas Jefferson*, *A. Graham Bell*, among others) and content-based texts.

Students also choose from a collection of authentic French texts according to their personal interest and reading level. Third Grade teachers use the popular *J'aime lire* series and a variety of supplementary texts from classroom libraries.



# Frequently Asked Questions



***What happens when my child begins English instruction in third grade?***



French immersion students are able to transfer skills from one language to another in most academic areas as soon as they enter Third Grade. Literacy skills (such as phonemic awareness, decoding, use of contextual clues), critical reading, creative writing and problem-solving abilities are all non-language specific and therefore easily transferable.



**Should I worry about my child's spelling in English?**



Because immersion students are beginning formal English instruction in grade 3, it is expected that they need additional time to master the technical aspects of the English language (language conventions, spelling, punctuation, capitalization, etc.). By grade 5 or 6, French Immersion students perform as well as their English Language Arts program peers.



**What part of the Grade 3 curriculum will my children learn in French and in English?**



In third grade, Social Studies, Science, and French Language Arts are instructed in French. Mathematics, English Language Arts, Music, Art and Physical Education are taught in English.



***Why should I not translate?***



Translation impedes progress. Immersion students don't learn to translate; rather, they acquire two distinct labels for one concept. What at home your child will call a book, a pencil or a bag, he or she will call at school *un livre*, *un crayon* or *un sac*. Just as multilingual travelers switch languages, without internal translation, when they are in a foreign setting, so will French students when in the immersion classroom.



### What about the MCAS assessment in Grade 3?



French immersion teachers work collaboratively with English teachers to target curriculum standards as outlined in the Massachusetts Frameworks, thus ensuring that French Immersion students will be well-prepared for the MCAS test.



### Where can I find French books for my child?



There are French children’s books available at the school libraries and at the Milton Public Library. You may also purchase them online at [www.scholastic.ca](http://www.scholastic.ca) (Éditions Scholastic). Teachers will send home Club de Lecture book order forms from time to time. Each school holds an annual French book fair. Locally in Cambridge, MA Schoenhof books offers a selection of French children’s books ([www.schoenhof.com](http://www.schoenhof.com)). In Boston, The French Library has a children’s room and offers activities for children in French ([www.frenchculturalcenter.org](http://www.frenchculturalcenter.org)).

### Useful Websites

<http://www.nathan.fr/gafi/>

[http://pbskids.org/caillou\\_french/](http://pbskids.org/caillou_french/)

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

<http://www.brainpop.fr/>

[www.readersworkshop.org](http://www.readersworkshop.org)

<http://www.b2d2.net/page/page/3776497.htm>

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4724>

*Gafi*: website: information, games and activities

*Caillou*: TV cartoon character, games & activities in French

*Abidou*: Games and activities in French

Educational site in French

Overview of Reader’s Workshop instruction method

French books

American Council of the Teaching of Foreign Languages

# SCIENCE AND ENGINEERING IN FRENCH IMMERSION CLASSES

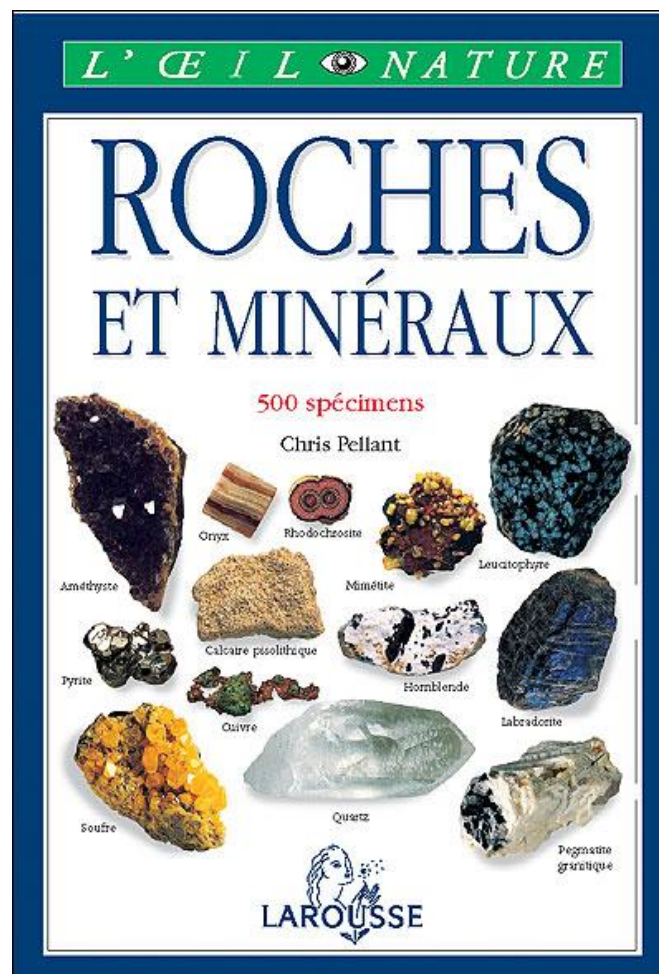
By its very nature, the French Immersion Program follows a multi-disciplinary curriculum. The teaching of scientific, historical and social concepts in French advances students' linguistic proficiency and enhances the development of their communication skills.

French Immersion students will learn Science by doing investigations, reading about science, and writing scientific explanations (see [Grade 3 Brochure](#)). A wide range of hands-on activities and visual materials will assist French Immersion students in developing content-based skills and knowledge as well as scientific vocabulary.

## Useful Websites

[www.jeux-geographiques.com](http://www.jeux-geographiques.com)  
<http://c'est-pas-sorcier.France3.fr>  
<http://www.brainpop.fr/sciences/>

Social Studies and Science website  
Science and technology  
Science



## HISTORY AND SOCIAL SCIENCE IN FRENCH IMMERSION CLASSES

By its very nature, the French Immersion Program follows a multi-disciplinary curriculum. The teaching of mathematical, scientific, historical and social concepts in French advances students' linguistic proficiency and enhances the development of their communicative skills.

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history (see [Grade 3 Brochure](#)).

