

FRENCH IMMERSION GRADE FOUR



Bienvenue en Quatrième 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. As in the previous year, 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 in both English and French. Social Studies and Science are taught in French. Math is taught in English as well as Music, Art, library skills and Physical Education are taught in English. During their fourth year in the French Immersion Program, students will continue to build on the foundation of previous grades, with a focus on further developing reading, writing, communication skills and problem-solving.

Fourth Grade students will continue to actively develop their linguistic proficiency in both languages and increasingly apply transferable skills that are non-language specific in all aspects of the curriculum in an independent manner. Working as a team, English and French Immersion teachers continue to “emphasize performance within language rather than knowledge about language¹”.

LANGUAGE ARTS CURRICULUM

Listening and Speaking in French

By Fourth Grade, students increasingly rely on their own ability to speak, understand, read and write French to develop proficiency and solve potential communication challenges. Students also come to realize that their oral and written skills are tightly intertwined and develop interdependent. Students continue to 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 Fourth Grade, French Immersion students will be able to:

- Demonstrate enhanced listening and comprehension skills
- Follow instructions in the target language to perform a sequence of tasks
- Actively participate in all French Immersion activities
- Express their feelings, needs and opinions in French using correct vocabulary and idiomatic expressions
- 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 using correct verb tenses
- Give short presentations about various content-based topics in the target language using newly acquired vocabulary
- Use linking words (i.e., and, because, but, or, after, before) more systematically to connect and organize ideas
- Use *vous* as polite form of *tu*
- Identify and correct basic errors in their spoken French with teacher’s prompting

¹ 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)

Reading and Writing in French

Fourth 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 4 Brochure](#)). The development of literacy skills – which are transferable and non-language specific - will continue through the study of a variety of literary genres and a wide selection of fiction and non-fiction texts.

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

- Apply in French Language Arts skills described in the [Grade 4 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 a wide variety of texts
- Write stories or short texts for specific purposes focusing on spelling, vocabulary and verb tenses
- Continue to follow language conventions (capitalization, punctuation, word 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 more systematically grammar rules introduced in Grade 3 such as conjugation of *er*, *ir*, and *re* regular verbs in present, future tenses and past tense (*passé composé*), conjugation of common irregular verbs (*avoir*, *être*, *aller*, *faire*), identification and functions of parts of speech (nouns, verbs, adjectives, pronouns, articles, adverbs), common homophones (*mais/mes*) and homonyms (*livre/livre*), and specific plural forms (*aux/eaux/eux*)
- Demonstrate understanding of new grammar rules such as gender and plural forms of irregular nouns, *passé composé* with *avoir* and *être*, idiomatic expressions with *avoir* and *faire*, possessive and demonstrative pronouns, introduction to complex sentence structures and the conjugation of the following irregular verbs: *avoir*, *être*, *faire*, *aller*, *vouloir*, *pouvoir*, *venir*, *tenir*, *dire*, *lire*, *écrire*, *devoir*, *savoir*, *voir* and *prendre*

Le nombre du nom

En français, il y a deux nombres : le singulier et le pluriel.

Le singulier - Un nom est au singulier quand il ne désigne qu'une seule personne, une seule chose ou un seul animal.

Exemple : Le garçon, un livre, un chat.

Le pluriel - Un nom est au pluriel quand il désigne plusieurs personnes, plusieurs choses, plusieurs animaux.

Exemple : les garçons, cinq livres, trois chats.



Le singulier



Le pluriel

Language Arts Materials

Je m'améliore en grammaire et en orthographe: grammar and spelling workbook used on a weekly basis (lessons 1-30)

Main texts read and studied in class: *Un chien à la mer*, *Ballade irlandaise*, *les vacances du petit Nicolas*, *Le terrible empereur de Chine*, *La cabine magique* and selections from *C'est à lire* series

Students also choose from a collection of authentic French texts according to their personal interest and reading level. Fourth Grade teachers use popular series and a variety of supplementary texts from classroom libraries.

Frequently Asked Questions



What are “shared literacy” and “transferable skills”?



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.



My child prefers to read in English, and will not read in French anymore...



The Milton Public Schools require students to read for 30 minutes each night. In order to sustain the love of reading in French, and to promote maximum progress in French, we encourage children to alternate their reading in French and English. Parents can facilitate reading in French by providing their children with interesting, quality literature at home.



How can I help my child with his homework even though I don't speak French?



Good study or work habits involve the ability to organize and use space and time to the best advantage – some of us seem to develop them naturally, but most must be taught. Regardless of the language in which your child is learning, you can help him or her develop habits and skills which will be vital to his or her success both now and throughout his or her life.



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.



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 4?



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 (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). In Boston, The French Library has a children's room and offers activities for children in French (www.frenchculturalcenter.org).

Useful Websites

<http://translate.google.com/#>
www.momes.net
www.lirecreer.org
www.ilétaitunehistoire.com

Google Translation
French site for children
French site for Children
French site for Children

www.jeux-geographiques.com
<http://c'est-pas-sorcier.France3.fr>
<http://www.brainpop.fr/sciences/>
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4724>
www.readersworkshop.org
www.actfl.org

Social Studies and Science websites
Science and technology
Science
American Council of the Teaching of Foreign Languages
Overview of Reader's Workshop instruction method
Benefits of language learning

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, recording observations and writing scientific explanations (see [Grade 4 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

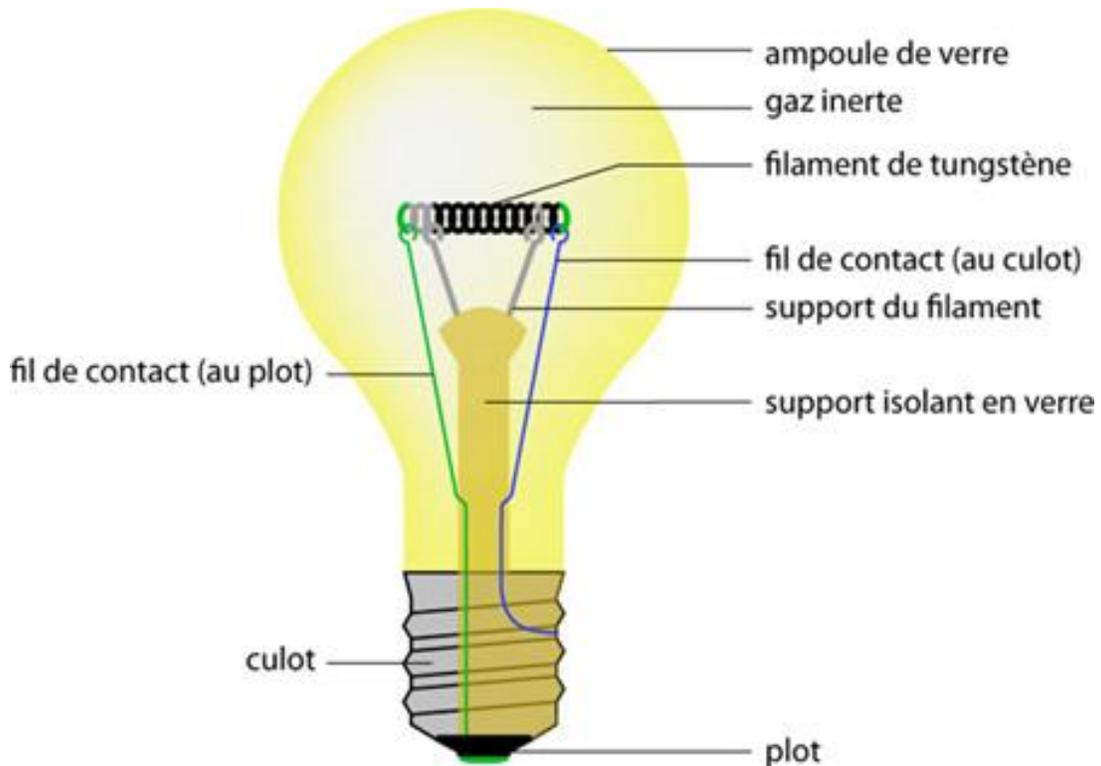
<http://c'est-pas-sorcier.France3.fr>

<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.

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales (see [Grade 4 Brochure](#)).

