

FRENCH IMMERSION GRADE FIVE



Bienvenue en Cinquième 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. Instruction in the Fifth Grade is thirty percent in French and seventy percent 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. The Science curriculum is taught in French, while Social Studies, Mathematics, Music, Arts, Physical Education and Library skills are taught in English. During their fifth 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 and problem-solving skills.

Fifth 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 Fifth Grade, students increasingly rely on their own ability to speak, understand, read and write French to develop proficiency and solve communication challenges. Students also continue to realize that their oral and written skills are tightly intertwined and develop interdependently. Students continue to learn new and more complex content while improving their French in a dynamic, interdisciplinary, and increasingly independent manner.

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

- Demonstrate enhanced listening and comprehension skills
- Follow detailed instructions in the target language to perform a sequence of tasks

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)

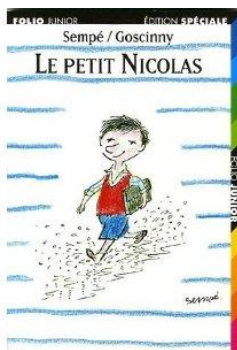
- Actively participate in all French Immersion activities and discussions
- Express their feelings, needs and opinions using increasingly precise vocabulary and idiomatic expressions
- Contribute to group discussions about a variety of topics and content-based materials
- Use increasingly complex sentences
- Recite a wide range of songs and poems with near-native accent
- Tell and retell a story using correct verb tenses, connecting words and following agreement rules
- Give short presentations about various content-based topics using newly acquired vocabulary
- Use linking words systematically to connect and organize ideas
- Use *vous* as the polite form of *tu* when interacting with adults
- Identify and correct basic errors in their spoken French with teacher's prompting

Reading and Writing in French

Fifth Grade students will continue to develop Language Arts skills following the Milton Public School Curriculum and the Curriculum Frameworks of the Commonwealth of Massachusetts. The development of literacy skills – which are transferable and non-language specific - continues through the study of a variety of literary genres and a wide selection of fiction and non-fiction texts.

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

- Apply in French most Language Arts skills described in the Grade 5 Brochure in well-structured and contextualized activities
- Read and demonstrate understanding of a various fiction and non-fiction French texts
- Read aloud using French pronunciation and intonation
- Write short compositions to express understanding, opinions and appreciation of a wide variety of texts
- Write stories and short texts for specific purposes focusing on spelling, grammar and vocabulary
- Continue to follow language conventions (capitalization, punctuation, word order, etc.)
- Demonstrate understanding and increase application of French spelling and grammar rules concerning:
 - Nouns: gender, regular and common irregular plurals
 - Articles: use and agreement of definite (*un/une/des*), indefinite (*le/la/les*) and partitive articles (*du/de la/des* : in context)
 - Pronouns: use and agreement for subject (*je, tu*, etc.)
 - Adjectives: position and agreement of qualifying
 - Comparatives and superlatives (*plus, moins, aussi, meilleur, pire*)
 - Common adverbs (*bien, vite, mal, beaucoup, moins, trop, hier, aujourd'hui, demain, dedans, dehors, loin, bien sûr, jamais, peut-être*, etc.)
 - Prepositions and conjunctions: use and position (*à, de, après, avant, par, sur, dans, sous, depuis, devant, derrière, pendant, avec, sans, pour, chez, près, voici, voilà, comme, entre, moins, sauf, contre*, etc.)
 - Conjunctions (coordinating : *et, ou, mais* / Subordinating: *comme/quand/lorsque/si*)
 - Common idiomatic expressions and expressions with *Avoir* and *Faire*
 - Distinction between common homophones (*mais/mes, ces/c'est, son/sont*)
 - Affirmative, negative, interrogative and imperative forms of verbs
- Conjugate in present tense, imperative, *passé composé* with *être* and *avoir*, future with *Aller*, *future simple*:
 - Common regular verbs *ER, IR* and *RE* verbs
 - *Imparfait* (*être* and *avoir*, in context)
 - Common irregular verbs : *Avoir, être, aller, faire, pouvoir, vouloir, devoir, acheter, jeter, appeler, venir, tenir, dire, lire, écrire, savoir, connaître, croire, voir, prendre, mettre, vivre, boire, ouvrir*
 - Common reflexive verbs: daily routine + *s'appeler*
 - Common difficult verbs : *Raconter/Rencontrer ; Ressembler à ; Falloir (il faut, in context) ; Se transformer en ; Savoir vs Connaître*



Language Arts Materials

Le Français avec des jeux et des activités (2 and 3)



Grammar, conjugation, vocabulary and spelling workbooks used on a weekly basis.

Texts read and studied in class:

- *Contes et légendes du monde francophone*
- *L'œil du Loup*: a contemporary French novel by Daniel Pennac about an Alaskan wolf and an African boy who form an unlikely friendship
- Selection from *Joachim a des ennuis*: a collection of humorous stories from the classic Petit Nicolas series
- *Quitter son pays*: a novel by Marie-Christine Helgerson about a Hmong refugee family
- *Alibi*: a contemporary French novel by Susie Morgenstern and Gill Rosner about two French boys who go to London to meet their pen-pals (comparative analysis with the film *Petit Nicolas*)

Students also choose from a collection of authentic French texts according to their personal interest and reading level. Fifth Grade teachers use 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.



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

www.wordreference.com

www.lexilogos.com

www.synonymes.com

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

Google Translation

French site for children

French site for Children

French site for Children

French English dictionary

French dictionary

Social Studies and Science websites

Science and technology

Science

American Council of the Teaching of Foreign Languages

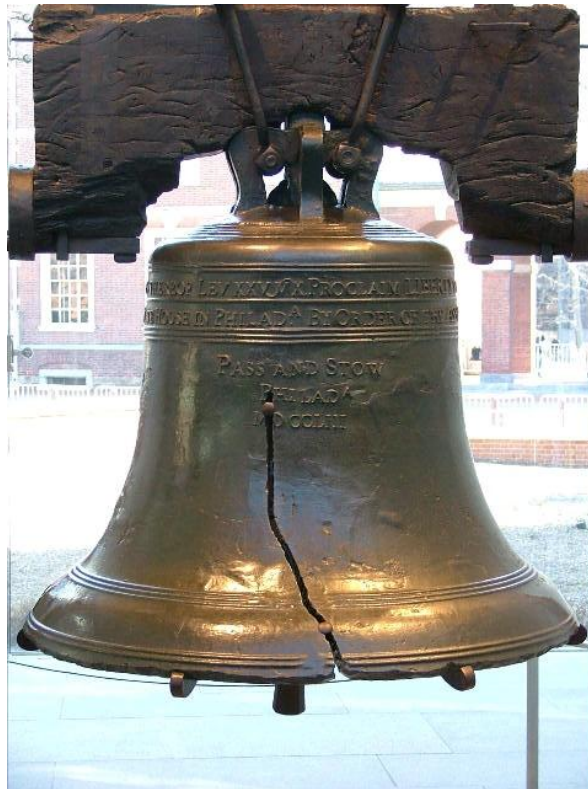
Reader's Workshop instruction method

Benefits of language learning

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.

The purpose of the grade 5 Social Studies curriculum is to give students their first concentrated study of the formative years of U.S. history. This curriculum includes: study of the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America and the early development of democratic institutions and ideas.



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
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