

# Pâques



Grade 5 Core French Model Unit

2001

P102.9

Teaching Materials  
*from the*  
Stewart Resources Centre



Ministère  
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## **It is important to read this page before teaching the unit!**

This model unit has been designed to be used at several levels of language expertise depending on the students' experiences with the French language.

Core French is a locally determined option in the Saskatchewan school system. This means that individual boards decide if Core French will be offered and at what level they will begin the program. As a result, depending on the school division, Core French programs begin at several different grades in our province (ex. Gr.1, Gr.4, Gr.7, Gr.9...). The Saskatchewan Education Core French curriculum guides have been developed on a Grade 1 through Grade 12 continuum. In order to meet the objectives of the entire curriculum, students would begin studying French in Kindergarten/Gr. 1 and continue through to the end of Gr.12.

Due to the diversity of the starting point of Core French programs, individual teachers may have to adapt the curriculum and supporting model units to meet the needs of their students. For example, if the Core French program begins in Grade 4, the teacher would have to adapt for age appropriateness and language ability material and units for Grades 1-3 to give the students the necessary background before beginning the Grade 4 units in the curriculum guide.

Teachers will choose the activities throughout the unit that are age and language level appropriate for their students regardless of grade levels mentioned in the unit as these were used primarily to provide an example of how the unit might be taught.

<p>This unit was developed following the curriculum guidelines by : Roxanne Arams Core French Teacher Eyebrow School, Davidson S.D. no.31</p>
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## Suggested Vocabulary

The page is for the teacher's use and is not intended as a student handout.

<b>Easter Vocabulary</b>	
<p>Joyeuses Pâques – Happy Easter            le Lapin de Pâques – Easter Bunny            les couleurs (f) – colors            un oeuf – egg            le poussin – chick            le panier – basket            le lapin en chocolat – chocolate bunny            une tulipe – tulip            une jonquille – daffodil            le vendredi saint – Good Friday            un oeuf dur – hard-boiled egg            une poule – hen            une croix – cross            une église – church</p>	<p>les vacances de Pâques – Easter vacation            un oeuf de Pâques – Easter egg            un agneau – lamb            un lis – lily            la nouveauté – newness            la paille – straw            les oeufs (m) colorés – colored eggs</p> <p>cachez – to hide            chercher – to look for            trouver – to find            célébrer – to celebrate            fleurir – to blossom            déguster – to enjoy            peindre des oeufs – to paint eggs</p>

<b>Functions</b>	<b>Linguistic Content Suggested Structure</b>	<b>Linguistic Content Vocabulary</b>
<p>describing            brainstorming            organizing            creating            writing            drafting and revising            reflecting</p>	<p>present            future            phrase            orders            indefinite articles</p>	<p>marcher            prendre            mettre</p> <p>directions (nord, sud, est, ouest)</p>

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**Field of experience :**                      **Celebrations**

**Topic to be Developed :**                **Pâques**

**Experiential goal :**                        **Plan an Egg Hunt**

**Suggested Steps :**

1. Discuss the origin and meaning of Easter and introduce the experiential goal
2. Play games to introduce/reinforce vocabulary
3. Plan the Egg Treasure Hunt
4. Perform the Experiential Goal
5. Reflect on the Unit

**Learning Objectives :**

Students will:

- participate in various language activities to determine clues.
- participate in discussions.
- develop group skills.
- improve writing and linguistic skills.
- review vocabulary.
- think critically and creatively in planning the clues and hunt.

**The experiential goal :**

- vocabulary related to « Pâques »
- written skills
- use of indefinite articles (un, une)
- verbs
- sentences
- planning
- group work

**Evaluation :**

- checklists of unit vocabulary
- self-reflection
- clues



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## Suggested Step :

### Teaching Notes:

- This theme should be introduced a few weeks before Easter. Depending on the year it may be taught towards the end of March or into April.
- Songs and rhymes are included in **Annexe 16** and may be used anytime throughout the unit. The song cassettes are included when you purchase the complete package « Au Manitoba, on s’amuse en français, Maternelle et 1re année » from the LRDC (catalogue #2988).
- **Annexe 17** contains flashcards that may be used to introduce and reinforce vocabulary throughout the unit.

### 1. **Discuss the origin and meaning of Easter and introduce the experiential goal.**

- 1.1 Look at a calendar to see when Easter is this year. What happens at Easter? « Qu’est-ce qu’il se passe à Pâques? » Why do we have Easter holidays? « Pourquoi est-ce qu’on a des vacances de Pâques? ». Share Easter traditions.
- 1.2 Who has participated in a treasure hunt? « Qui a participé à une chasse au trésor? » What is a treasure hunt? « Qu’est-ce que c’est une chasse au trésor? » What is needed for a treasure hunt? « Qu’est-ce qu’on a besoin pour faire une chasse au trésor? » Who enjoys treasure hunts? « Qui aime une chasse au trésor? » Make sure you discuss clues which are often in the form of riddles.

### Suggested Step:

### 2. **Play games to introduce/reinforce vocabulary.**

- 2.1 Ask the students to tell you something about Easter. Some words the students will remember from other years, others will need to be looked up. Students can use **Annexe 1** to write down the vocabulary they will need to know for this unit. This list may be added to throughout the unit on a student’s need to know basis.
- 2.2 As a class and in small groups, practise Easter vocabulary by playing vocabulary games. Teachers can choose from the following games to be played often during the unit to practise oral experiences.

## Teaching Notes

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**Games:**

Concentration: Select cards and review as a class. Place two of each card on pocket chart (face down). Divide the class into two groups. A student points to two squares and turns them over. If a match, student keeps them and gets another turn. If not a match, put them back in the original spot. Encourage students to read the words aloud. Respond with Bravo « Bravo » or Too Bad « Dommage. »

Tic-Tac-Toe: Make a grid and put pictures instead of Xs and Os. Teacher randomly chooses a word. When that word is on the student's card, student will cross it out. First student to get three crossed out wins.

Charades: Student picks out a flashcard and acts it out while the other students try to guess it. Students can be placed in teams for this.

Qu'est ce que c'est?: Divide the class into two teams. The teacher or a student shows a flashcard or the actual object. The team who gets the correct answer first gets a point.

Memory Game: Pick five flashcards and show them to the class. The students repeat the flashcards in French. Hide the cards and select students to try to say as many of the cards as they can. To make it more difficult, increase the number of cards.

Which is Missing?: Put five to ten cards on the chalkboard. Show them to the class and have the class repeat them. Divide the class into four teams. Send out four students, one from each team. While they are out of the room, have another student hide one card. The students come back in and guess which one is missing. The first one to say it correctly in French wins a point for the team.

Magic Flashcards: The teacher has a paper bag with flashcards in it and moves around the room. Each student in turn says a word and then with their eyes closed, picks a card from the bag and identifies it orally. If what they guessed matches the card, they win and get to keep the card. The student with the most cards at the end of the game wins.

**Teaching Notes**



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Scramble: The teacher has the class (or part of) form a circle with one student in the middle. Everyone in the circle is given a card. The student in the centre calls out two words. The students with those colours exchange places while the centre student tries to steal a place.

As-tu...? The students sit in a circle. Two students are asked to leave the room. The teacher tells one student sitting in the circle to hide a picture under them. The two students who left the room return and try to find the picture by asking Do you have the Easter Rabbit? « As-tu le Lapin de Pâques? » The first one to find the picture wins.

Chaises musicales: The students sit in a circle. Three chairs are placed in the centre of the circle. The picture cards are placed on the rug around the chairs. Four students are picked to walk around the chairs. As they circle the chairs, the class sings a French song. When the four students hear a clap they stop but do not sit down. The teacher calls out a word and if the word is pictured they sit down. The student left standing is out. As in the traditional game, take a chair away each time.

2.3 **Annexe 2.** Crossword activity to practise vocabulary words. The answers are included for teacher reference.

2.4 **Annexe 3.** Word search activity to practise vocabulary.

Teaching Notes:

The students may do one or both sheets. This would depend on the grade level and time frame.

2.5 **Annexe 4.** Listening activity. Students listen to the story on the tape once through without writing any words in. They listen a second time to fill in as many words as possible. They listen a third time to complete the story.



**Teaching Notes**

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## Suggested Step:

### 3. Plan the Egg Treasure Hunt

- 3.1 **Annexe 5.** This annexe will serve as a planning sheet for the students.

Review criteria for the Experiential Goal. The students need to be in groups of 3 and have 5-7 clues. They should have a grade/age group to plan for and pictures for each clue.

English and French versions are included. It is always preferable to give the students the French version whenever possible depending on the student's language level.

**Annexe 6** includes English and French versions of the evaluation checklists for the teacher.

- 3.2 Depending on the grade level the group is planning for, vocabulary and sentence structure will vary. For example Grade 1's may need pictures in their clues. Model some sample clues.

Teaching Notes:

If a group is planning the hunt for younger grades, the clues will need to be specific instructions and not riddles.

- 3.3 Have students follow riddles for practice. Make sure to give some good and bad clues. Afterwards, discuss the importance of clear clues.
- 3.4 Go through an example of a treasure hunt. Set it up so you have 5 clues spread around the classroom and show the students where to start. Have a clue on one side of a index card and a picture relating to the unit's theme on the other side. In **Annexe 7**, the students can write at what place the clue was found and which Easter picture was found there. For younger grades, the students may draw the picture found and describe it orally.
- 3.5 Discuss the idea of an Internet treasure hunt. Students may choose to plan this kind of hunt. Book computer time and do **Annexe 9**.

## Teaching Notes

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Teaching Notes:

**Annexe 9** is included as an enrichment activity or for higher level students.

- 3.6 Students work on clues, revising and correcting them until completed.
- 3.7 **Annexe 10.** What pictures do not belong. These could be used by students who need to use pictures as their clues.

**Suggested Step:**

**4. Perform the Experiential goal: The Egg Hunt**

Note that **Annexe 15** includes a model letter to parents encouraging them to help their child prepare for the egg hunt.

- 4.1 Set aside slotted times to have various students from other grades participate in the egg hunt.
- 4.2 Throughout the unit, the teacher may use the evaluation grids included in **Annexes 12 and 13**.
- 4.3 **Annexe 14** may be used to evaluate the Experiential Goal.

**Suggested Step:**

**6. Reflect on the Unit.**

- 6.1 **Annexe 11.** Discuss with students what they have learned from this project/unit. What French words did they learn? How and when will they use this new knowledge again?

**Teaching Notes**









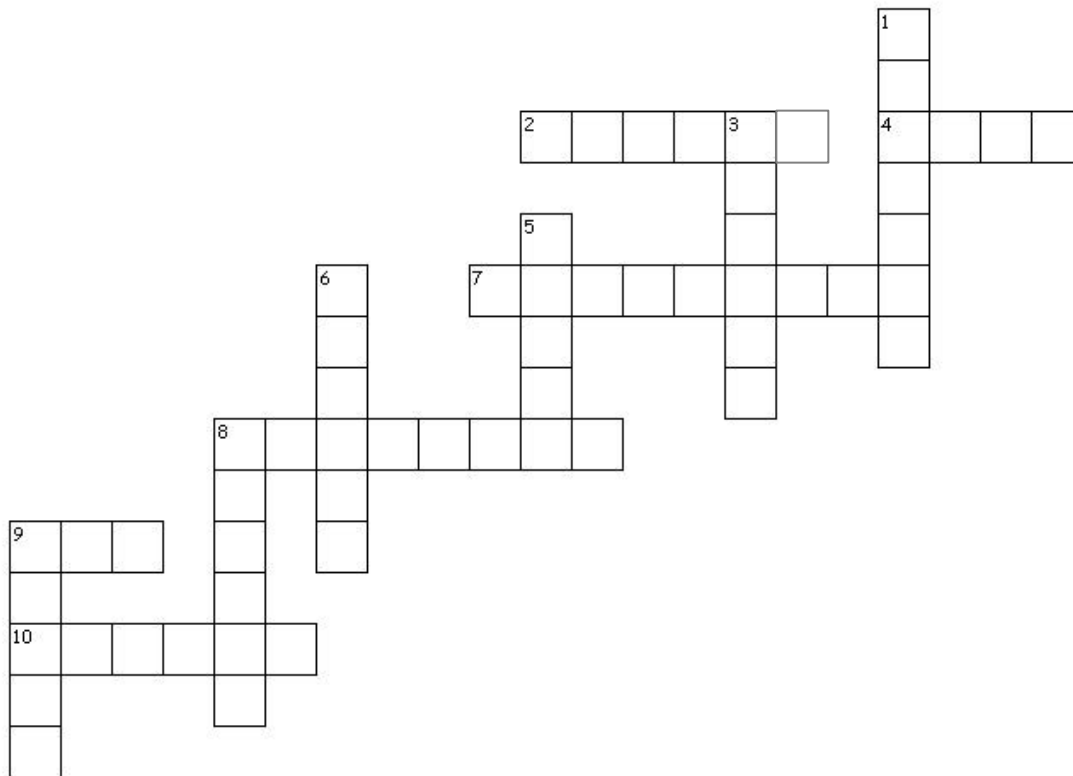


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## Annexe 2

### Mots croisés

Joyeuses Pâques!



#### Across

2. La fleur du printemps est la \_\_\_\_\_.
4. Je peins un \_\_\_\_\_ dur.
7. La fleur de Pâques est la \_\_\_\_\_.
8. To look for
9. Le \_\_\_\_\_ est rouge.
10. En mars ou avril, c'est \_\_\_\_\_.

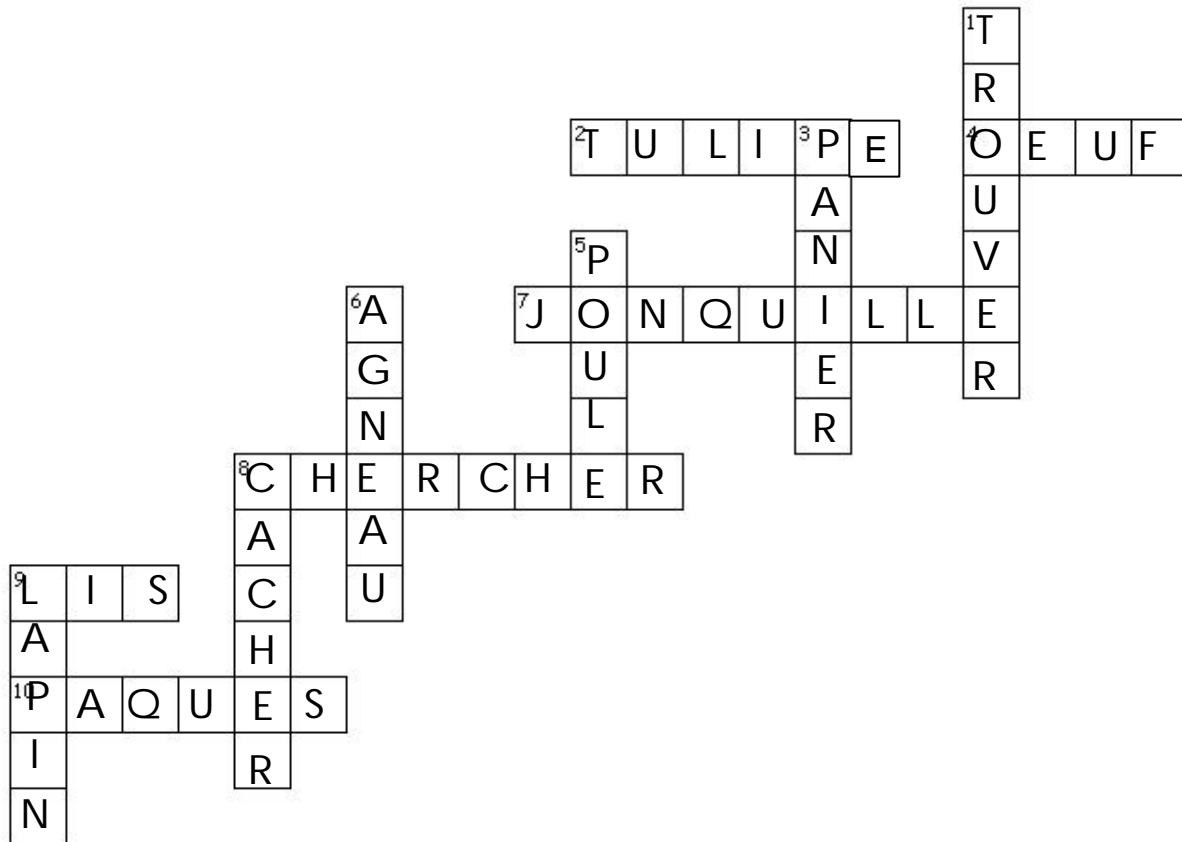
#### Down

1. To find
3. On met les oeufs dans le \_\_\_\_\_.
5. La \_\_\_\_\_ pond les oeufs.
6. Un animal: l' \_\_\_\_\_ de Pâques
8. To hide
9. À Pâques, je trouve le \_\_\_\_\_ en chocolat.

## Annexe 2

### Mots croisés (solutions)

Joyeuses Pâques!



#### Across

2. La fleur du printemps est la tulipe.
4. Je peins un oeuf dur.
7. La fleur de Pâques est la jonquille.
8. To look for - chercher
9. Le lis est rouge.
10. En mars ou avril, c'est Pâques.

#### Down

1. To find - trouver
3. On met les oeufs dans le panier.
5. La poule pond les oeufs.
6. Un animal: l' agneau de Pâques
8. To hide - caler
9. À Pâques, je trouve le lapin en chocolat.

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## Annexe 3

### Mots cachés

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

Note: The accents are not included in the puzzle.

Agneau  
Croix  
Joyeuses  
Paille  
Poule  
Vacances

Cacher  
Déguster  
Lapin  
Panier  
Poussin

Célébrer  
Dur  
Lis  
Pâques  
Saint  
Vendredi

Chercher  
Église  
Nouveauté  
Peindre  
Trouver

Chocolat  
Fleurir  
Oeufs  
Peintures  
Tulipe

Colorés  
Jonquille

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## Annexe 3

### Mots cachés (solutions)

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

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## Annexe 4

### Activité d'écoute



Écoute l'histoire. Écoute l'histoire une deuxième fois et écris les mots que tu entends. Écoute l'histoire une troisième fois et corrige les mots.

Voici un \_\_\_\_\_. Il s'appelle \_\_\_\_\_ . Il est \_\_\_\_\_ avec un \_\_\_\_\_ jaune. Il va dehors. Il cherche son ami le \_\_\_\_\_ qui est très occupé. Le \_\_\_\_\_ les oeufs de Pâques que Choco a \_\_\_\_\_. Oh la la, le \_\_\_\_\_ trouve un gros \_\_\_\_\_ bleu. Il \_\_\_\_\_ l'oeuf. Il est chaud. Choco \_\_\_\_\_ just à temps. Choco dit « Je ne \_\_\_\_\_ pas cet \_\_\_\_\_ . » Cet oeuf est pour un oiseau. Le poussin est \_\_\_\_\_. Choco \_\_\_\_\_ dix \_\_\_\_\_ au poussin. Voilà, les deux \_\_\_\_\_ sont heureux.

#### Teaching Notes:

Students listen to the story once without writing any words in. They listen again and fill in as many words as they can. They listen one last time to proof-read the story. The missing words are found in the vocabulary sheet and others are words the students should already be familiar with. The script is included on the following page.

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## Annexe 4

### Activité d'écoute (solutions)

Voici un lapin en chocolat. Il s'appelle Choco. Il est brun avec un panier jaune. Il va dehors. Il cherche son ami le poussin qui est très occupé. Le poussin trouve les oeufs de Pâques que Choco a cachés. Oh la la, le poussin trouve un gros oeuf bleu. Il touche l'oeuf. Il est chaud. Choco arrive just à temps. Choco dit « Je ne cache pas cet oeuf. » Cet oeuf est pour un oiseau. Le poussin est triste. Choco donne dix oeufs de chocolat au poussin. Voilà, les deux amis sont heureux.



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## Annexe 5

### Grille d'accompagnement (version anglaise)

The following is a list of tasks that need to be completed in order to accomplish the experiential goal.

#### Expectations for the final project

1. Choose grade level.
2. Provide 5 to 7 clues.
3. Prepare rough draft for clues and share this with the teacher.
4. Complete and refine draft for clues.
5. Hand in clues on assigned date.
6. Present the egg hunt to desired grade level.
7. Have a picture at each clue for students to record on paper.

**The following is an outline the students need to complete. It can also be used as an auto-evaluation in achieving the experiential goal**

1. The grade we chose to plan the egg hunt for is Grade \_\_\_\_\_.
2. The group members are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. We have written out a rough draft of 5 to 7 clues.  Yes  No
4. We have shown the rough draft to the teacher.  Yes  No
5. We have written out a polished draft of the 5 to 7 clues.  Yes  No
6. Our clues have clear directions for the students to follow. We reviewed the sample clues our teacher provided for us.  Yes  No
7. We completed the clues by the assigned date.  Yes  No
8. We have a plan in mind for when we do the egg hunt.  Yes  No
9. We have set up the course for the egg hunt. The difficulty of this will depend on the grade level it is designed for. We have run through the course twice.  Yes  No

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## Annexe 5

### Evaluation Criteria (version française)

Cette liste démontre les tâches nécessaires pour accomplir le but expérientiel.

#### Les objectifs de l'unité:

1. de choisir l'année;
2. de proposer 5 à 7 indices;
3. de préparer une ébauche des indices et de la partager avec l'enseignante ou l'enseignant;
4. de compléter une ébauche vérifiée des indices;
5. de rendre à l'enseignant ou l'enseignante les indices à la date limite;
6. de préparer une chasse aux oeufs au niveau approprié des élèves;
7. de fournir une image pour chaque indice pour que les élèves les notent sur papier.

#### Ce qui suit peut être utilisé comme auto-évaluation et représente les activités que les élèves doivent accomplir.

1. Nous avons planifié la chasse aux oeufs pour la \_\_\_\_\_ année.
2. Les membres du groupe sont \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. Nous avons préparé une ébauche de 5 à 7 indices.  Oui  Non
4. Nous avons montré l'ébauche à l'enseignante.  Oui  Non
5. Nous avons préparé une ébauche révisée de 5 à 7 indices. La structure et le format des phrases dépendront du niveau des élèves.  Oui  Non
6. Nos indices donnent des directives précises aux élèves. Nous avons revu les exemplaires que notre enseignant nous a donnés.  Oui  Non
7. Nous avons complété les indices pour la date limite.  Oui  Non
8. Nous avons planifié notre chasse aux oeufs.  Oui  Non
9. Nous avons préparé le terrain pour la chasse aux oeufs. La difficulté de la chasse aux oeufs dépendra du niveau des élèves. Nous avons pratiqué notre chasse aux oeufs deux fois.  Oui  Non

---

## Annexe 6

### Liste de vérification (version anglaise)

#### Teacher evaluation of process and clues

- |    |                                                        |                              |                             |
|----|--------------------------------------------------------|------------------------------|-----------------------------|
| 1. | The group handed in a rough draft.                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. | The group handed in a polished draft on assigned date. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. | The group was on task.                                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. | The group worked well together.                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. | The written portion is correct and legible.            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. | Pictures are included.                                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. | The vocabulary is appropriate.                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. | Structures and sentences are appropriate.              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Teaching Notes:

Share this annexe with the students so they know what you want in terms of the unit project.

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## Annexe 6

### Evaluation Checklist (version française)

#### L'évaluation du processus et des indices pour l'enseignante ou l'enseignant

- |    |                                                            |                              |                              |
|----|------------------------------------------------------------|------------------------------|------------------------------|
| 1. | Le groupe a rendu une ébauche.                             | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 2. | Le groupe a rendu une ébauche révisée pour la date limite. | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 3. | Le groupe semblait se concentrer sur la tâche.             | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 4. | Le groupe a bien travaillé ensemble.                       | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 5. | La partie écrite est correcte et lisible.                  | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 6. | Des images ont été incluses.                               | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 7. | Le vocabulaire est approprié.                              | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| 8. | La structure et les phrases sont appropriées.              | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |

---

## Annexe 7

### La chasse au trésor/The Treasure Hunt

Écris la place où tu as trouvé l'indice et explique quelle image tu as trouvée.

La place	L'image
1	
2	
3	
4	
5	
6	
7	

---

## Annexe 8

### Sample Clues

1. Quand tu fais une erreur, tu utilises ceci.
2. Oh, j'ai cassé mon crayon.
3. Comment est-ce que j'écris \_\_\_\_\_?
4. Je n'ai pas compris cette question. J'irai voir l'enseignant ou l'enseignante.
5. Est-ce que quelqu'un a nourri le poisson?
6. Petit Pierre s'assoit à côté de ceci.
7. Un alphabet mélangé.
8. Système Décimal de Dewey.

#### Teaching Notes:

The following clues are fictional. Various items found in a classroom have been used and riddles written about them. When the students find a clue, the next clue will be at that location to give students an idea of where to go next. At each clue, have an Easter picture or vocabulary word for students to write down on Annexe 7. When all the clues are found, the game is over.

You can use this sheet to show the students what you are looking for. The riddles or clues should be clear but provide some twist. Depending on the grade level, pictures may be added for clues and riddles.

---

## Annexe 9

### Internet Hunt, an enrichment activity

Cherchez à l'Internet pour trouver les informations suivantes:

1. Un site où on peut trouver les mots « Joyeuses Pâques ».  
\_\_\_\_\_
2. Un site qui a une image d'un Lapin de Pâques.  
\_\_\_\_\_
3. Un site qui a une liste des couleurs primaires.  
\_\_\_\_\_
4. Un site qui a des informations sur les fleurs de lis.  
\_\_\_\_\_
5. Un site qui a une recette pour faire une sucrerie ou du chocolat.  
\_\_\_\_\_
6. Un site qui donne les directives pour colorer des oeufs de Pâques.  
\_\_\_\_\_
7. Un site qui a une image d'un oeuf de Pâques.  
\_\_\_\_\_
8. Un site qui a le prix d'une chambre de motel à Edmonton où on pourrait rester pendant les vacances de Pâques.  
\_\_\_\_\_
9. Un site qui offre des informations sur les traditions de Pâques.  
\_\_\_\_\_
10. Un site qui indique où se trouve notre école.  
\_\_\_\_\_

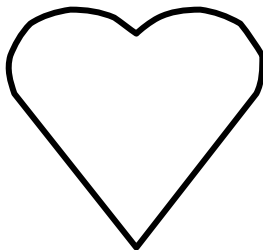
#### Teaching Notes:

Have the students placed at each computer or in pairs if needed. Have them search the Internet to find the items. Make sure they write the address on the line provided so you can verify the site when you do the correcting. No address no points!! You could give a prize for the first student to complete the assignment.

No answers are provided for this activity because there are many different possible sites.

## Annexe 10

### Qu'est-ce qui n'appartient pas?



#### Teaching Notes:

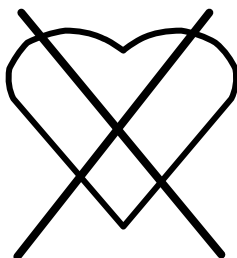
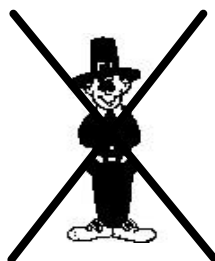
Have the students put an X through the pictures that do not belong with the theme of Easter.



---

## Annexe 10

### Qu'est-ce qui n'appartient pas? (solutions)



Answers:

The dog

The pilgrim

The heart and the Santa






The leprechaun and the pumpkin

# Annexe 11

## Auto-évaluation

La date : \_\_\_\_\_

Nom : \_\_\_\_\_

<b>✓ Cocher</b>	<b>Toujours</b> 	<b>Souvent</b> 	<b>Assez souvent</b> 	<b>Quelquefois</b> 	<b>Rarement</b> 
1. J'aime le français.					
2. Je participe et je coopère aux activités de mon groupe.					
3. Je parle français.					
4. Je connaît le vocabulaire de Pâques.					
5. Je peux décrire les objets de Pâques.					
6. Je peux donner des informations sur les indices pour la chasse au trésor.					
7. Je participe et je coopère aux activités de la classe.					

---

## Annexe 12

### Grille d'observation: Le travail coopératif

DATE :	CRITÈRES À OBSERVER :			
Nom des élèves :	suit les directives	collabore avec son groupe	complète le travail	communique en français

---

# Annexe 13

## Grille d'observation: Le travail individuel

DATE :	CRITÈRES À OBSERVER :				
Nom de l'élève :	suit les directives	reste à la tâche	complète le travail	fournit le meilleur effort	est bien organisé.e

---

# Annexe 14

## Évaluation de la tâche finale

### EVALUATION FOR THE TEACHER

NOM : \_\_\_\_\_

Le message	5	4	3	2	1	0
La grammaire	5	4	3	2	1	0
L'effort/La participation	5	4	3	2	1	0

**/15**

Commentaires : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

### EVALUATION DE LA TACHE FINALE

NOM : \_\_\_\_\_

Le message	5	4	3	2	1	0
La grammaire	5	4	3	2	1	0
L'effort/La participation	5	4	3	2	1	0

**/15**

Commentaires : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## Annexe 15

### Letter to Parents

Bonjour Parents,

The Grade \_\_\_\_ class has been working on an Easter unit in Core French. We have been doing many activities relating to things that are important to us such as things we love, friends and friendship, and traditional symbols associated with Easter. All of these activities have been preparing us for our final project. Our final project is planning an Easter Egg hunt.

In preparation for the project, I hope you will practise the unit vocabulary with your child at home. I am including a list of vocabulary in this letter.

If you have any questions please call me at \_\_\_\_\_  
(school's telephone number).

Have a nice Easter vacation!  
À bientôt,

Core French Teacher



#### Easter Vocabulary :

Joyeuses Pâques – Happy Easter  
le Lapin de Pâques – Easter Bunny  
les couleurs (f) – colors  
un oeuf – egg  
le poussin – chick  
le panier – basket  
le lapin en chocolat – chocolate bunny  
une tulipe – tulip  
une jonquille – daffodil  
le vendredi saint – Good Friday  
un oeuf dur – hard-boiled egg  
une poule – hen  
une croix – cross  
une église – church

les vacances de Pâques – Easter vacation  
un oeuf de Pâques – Easter egg  
un agneau – lamb  
un lis – lily  
la nouveauté – renewal  
la paille – straw  
les oeufs (m) colorés – colored eggs  
cacher – to hide  
chercher – to look for  
trouver – to find  
célébrer – to celebrate  
fleurir – to blossom  
déguster – to enjoy  
peindre des oeufs – to paint eggs

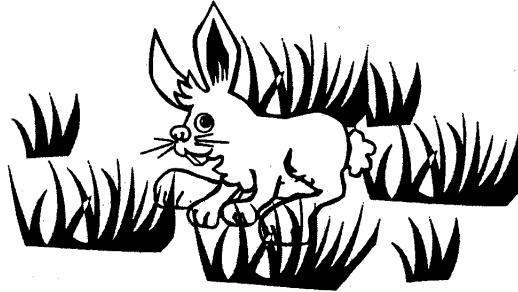
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## Annexe 16

### Les chansons (1 de 4)

1. **Le lapin blanc**

Le lapin blanc  
S'appelle Fanfan.  
Il court tout le temps  
Dans les champs.



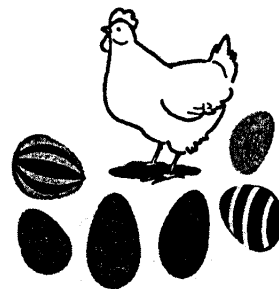
2. **Le lapin de Pâques**

Tôt ce matin,  
Le blanc lapin  
Vite est passé  
Par le sentier.  
Ici et là,  
Pour toi et moi,  
Il a caché  
Oeufs et poulets  
En chocolat.  
Hourra !



3. **Les oeufs**

La poule de Monsieur,  
Picoti, picota.  
A pondu des oeufs  
Tout en chocolat.



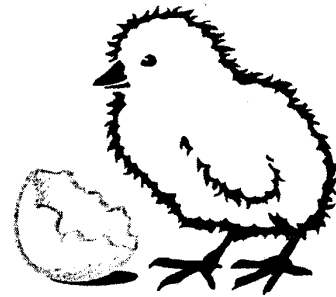
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## Annexe 16

### Les chansons (2 de 4)

4. **Le poussin**

Toc, toc, toc ! Qu'est-ce que c'est ?  
Toc, toc, toc ! L'oeuf a cassé.  
Oh, oh, oh ! Regarde bien.  
C'est un beau petit poussin!



5. **Lapin Jeannot**

Lapin Jeannot  
M'apportera  
Un gros coco  
En chocolat.



Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – avril*, Manitoba Education and Training, 2000.

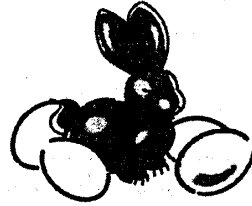


# Annexe 16

## Les chansons (3 de 4)

### 1. Joyeuses Pâques

Avril nous amènera  
 La fête de Pâques encore une fois.  
 J'aurai des oeufs dans mon panier.  
 Dis-moi donc combien j'en mangerai.  
 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 oeufs.  
 Ce seront des oeufs en chocolat.  
 Tra la la la la la.



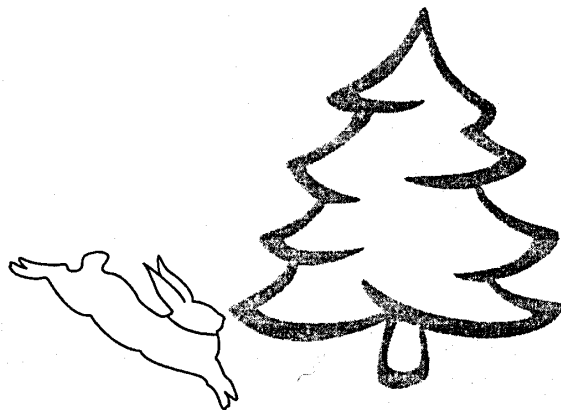
Musical notation for the song "Joyeuses Pâques". The lyrics are written below the notes on a five-line staff. The lyrics are: A - vril nous a - mè - ne - ra La fête de Pâq en - core une fois. J'au - rai des oeufs dans mon pa - nier Dis - moi donc com bien j'en man gerai. 1 2 3 4 5 6 7 8 9 10oeufs. Ce seront des oeufs en cho - co - lat Tra la la la la la la.

### 2. Saute, saute mon lapin (Tune: Savez-vous planter les choux ?)

Saute, saute mon lapin,  
 À la mode, à la mode.  
 Saute, saute mon lapin,  
 À la mode des lapins.

Saute, saute chaque matin.  
 À la mode, à la mode  
 Saute, saute chaque matin,  
 À la mode des lapins.

Saute, saute sous le sapin.  
 À la mode, à la mode  
 Saute, saute chaque matin,  
 À la mode des lapins.



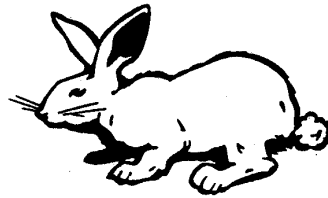
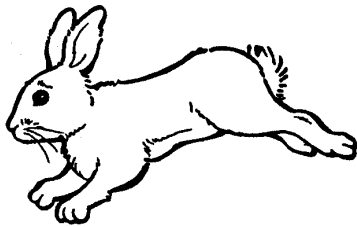
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## Annexe 16

### Les chansons (4 de 4)

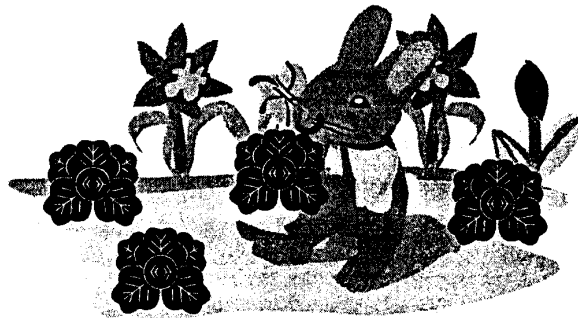
3. **Le lapin de Jules** (Tune: Twinkle Twinkle Little Star)

Jules a un petit lapin,  
Un petit lapin tout blanc  
Qui saute tous les matins,  
Dans la cour et dans le champ.  
Saute, saute, lapin blanc.  
Saute, saute dans le champ.



4. **Mon beau lapin** (Tune: Here We Go Round The Mulberry Bush)

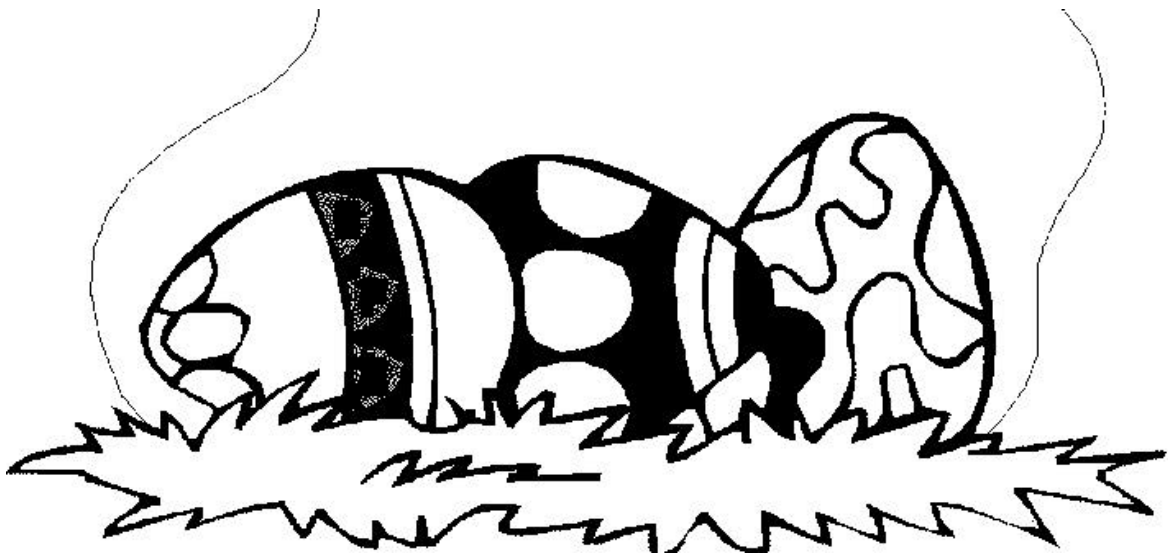
In - in - in  
Mon beau lapin  
Mon joli lapin blanc - an - an  
Ou- ou-ou  
Il mange les choux  
Dans le jardin de Maman.

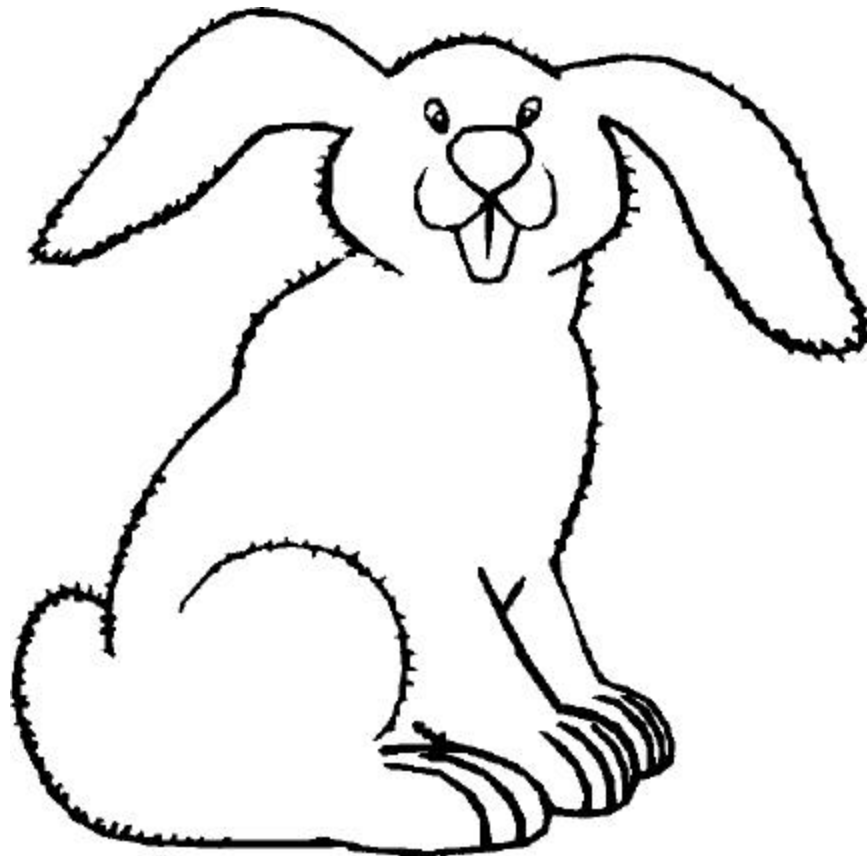


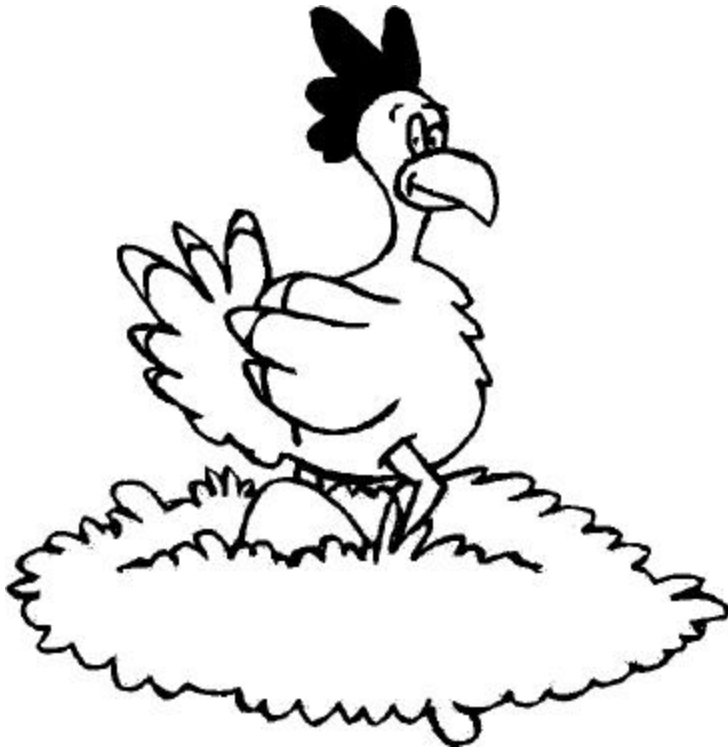
Adapted from *Au Manitoba, on s'amuse en français, Maternelle et 1re année – avril*, Manitoba Education and Training, 2000.

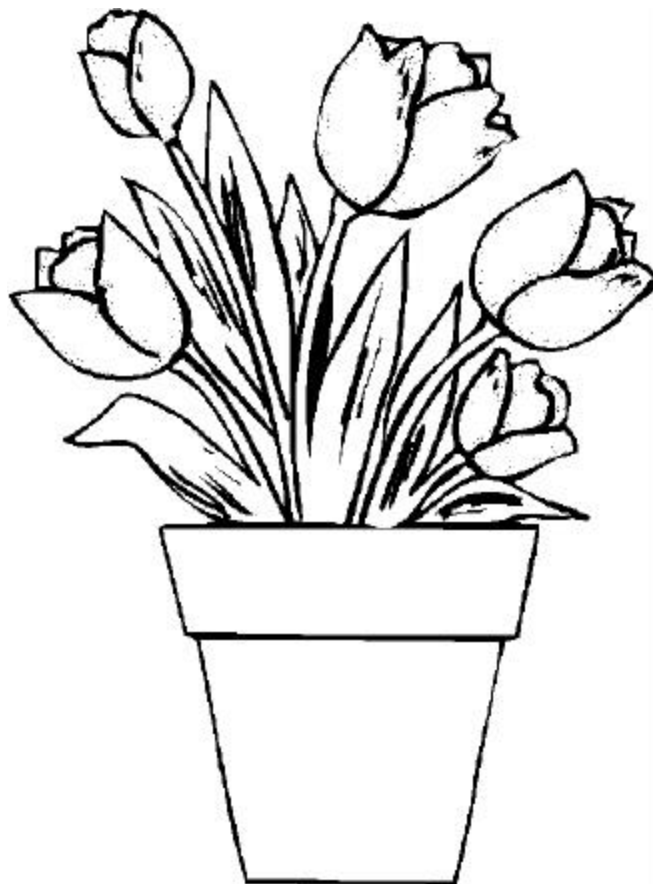
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Annexe 17  
Cartes éclair/Flashcards









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## Suggested Resources

### Books

- *Core French A Curriculum and Resource Guide for the Elementary Level, 1994*  
(LRDC) (SCBE)
- *Le Poussin*  
(SCBE)
- *Fin-Fin et les Carottes*  
(SCBE)
- *Au Manitoba, on s’amuse en français, Maternelle et 1<sup>re</sup> année*  
(LRDC)
- *Le français sans souci*  
(PERS)
- *L’oeuf de Pâques*

### Songs

- « Un petit trésor: cha-cha-cha de chocolat »  
Suzanne Pinel  
(SCL)
- « Dans mon jardin »  
*Une salade de fruits*  
Alexandre  
(BEL)

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## Web Sites

<http://www.geocities.com/Paris/LeftBank/3852/easter.html>

This site is from a high school French teacher in Ontario. It is in French. It has higher level French but would be great for an enrichment activity or for students who have switched from Immersion to Core. It does have some English links to Easter related sites.

<http://www.happy-easter.com>

This is an English site that has Easter games, greeting cards and jokes.

<http://www.paques.com>

This is a French site that has information about Easter traditions.

<http://www.interlinx.qc.ca/CoinDesPetits/coloriage/colpaques.html>

This is a French site that has pictures to colour.

<http://www6bears.com/oeupaques.html>.

This has a recipe for Easter eggs.

<http://www.interlinx.qc.ca/CoinDesPetits/paques/paques.html>

This site has information on a variety of Easter topics.

<http://www.holidays.net/easter>

An English site.

<http://www.ok.bc.ca/TEN/easter/easter.html>

An English site.



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## List of Distributors

BEL:	Bélangel Productions Inc. C.P. 37 St. Boniface, MB R2H 3B6	Telephone: (204) 694-0903 Fax: (204) 233-8122
LRDC:	Learning Resources Distribution Centre 1500 – 4 <sup>th</sup> Avenue Regina, SK S4P 3V7	Telephone: (306) 787-5987 Fax: (306) 787-9747 Website: <a href="http://www.lrdc.sasked.gov.sk.ca">www.lrdc.sasked.gov.sk.ca</a>
PERS:	Pearson Education Canada 26 Prince Andrew Place Don Mills, ON M3C 2T8	Telephone: (416) 447-5101 Fax: (416) 443-0948 Website: <a href="http://www.pearsoned.com">www.pearsoned.com</a>
SCBE:	Saskatoon Catholic Board of Education 420 – 22 <sup>nd</sup> Street East Saskatoon, SK S7K 1X3	Telephone: (306) 668-7000 Fax: (306) 668-7088
SCL:	Scholar's Choice 2323 Trafalgar Street P.O. Box 7214 London, ON N5Y 5S7	Telephone: (519) 453-7470 1-800-265-1095 Fax: (519) 455-2853 1-800-363-3398 Email: <a href="mailto:scholars@wwdc.com">scholars@wwdc.com</a>