

Grade 10-11

Distance Learning Module 2: Week of: April 6-9 (Passover & Good Friday are celebrated this week)

Content Area: French 3 - *Modified from - [Unit 3 - Les Fables](#)*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Students will access prior knowledge as they learn to read and interpret stories in French and will deepen their knowledge of storytelling across different cultures. Students will complete research on the three big writers responsible for the body of literature we are studying: Charles Perrault, Jean de la Fontaine and Aesop and be able to discuss them with the teacher and one another.

Vocabulary: in stories, accessed from prior units, especially the adjectives handout from Unité 1.

Skills: S1. Reading and interpreting texts at the intermediate level. **S2.** Deciding between the past tenses in context in creating and learning francophone stories and responses.

Expectation: Students will be able to read and interpret familiar childhood stories and fairy tales and will be introduced to new stories from other francophone cultures. Students will also perform research and learn about three critically important writers of this genre.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Recall your favorite childhood story (stories) or fairy tale. Learn about the three great authors of fables and children's fairy tales: Aesop, Jean de la Fontaine and Charles Perrault!</p> <p>Students will have the vocab for the unit as a reference, but we will go over this in detail next week.</p>	<p><u>Voca des contes et fables</u>. For 10-15 minutes familiarize yourself with the vocab using any of the games on Quizlet.</p> <p>Who was Charles Perrault? Who was Jean de la Fontaine? Who was Aesop? What is the connection of each of these writers to literature in general & francophone literature specifically and why should we care and know about them?</p> <p>Use the internet to learn about these two</p>	<p>Journal de lundi. Comment vas-tu? Gslide to be added to each week.</p> <p>What was YOUR favorite story as a child? Why? What made it interesting or special? Did you read fairy tales or fables with your parents? Which ones made the biggest impression upon you? Who were your favorite characters?</p> <p>Write a brief paragraph that you will send to Mme via voice memo or FlipGrid where you</p>

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	<p>important writers from the 17th c. and the third from ancient times and why we need to know about them. Be prepared for a live discussion with Madame on Thursday.</p> <p>Complete this form as you perform your research: Form found in Google Classroom (Links to these sources below are accessible in the Google Classroom)</p> <p>One possible source: On thoughtco.com - The fairy-tales of Charles-Perrault review</p> <p>Another: On 1 jour 1 antu - Anne, ma soeur Anne, ne vois-tu rien venir ?</p> <p>And another: On Poetica – The Biographie Jean De La-Fontaine</p> <p>et encore: On the independent – article Charles Perrault: 5 things you didn't know about the French author</p>	<p>talk about your favorite story as a child and respond to the questions above. The paragraph should be written in the passé composé and the imparfait and should be at least 8-10 good, well-written sentences.</p>
Tuesday: Continue research.	Continue research and respond to the questions for all three authors.	Complete this form as you perform your research: Form found in Google Classroom
Wednesday: Work with a familiar childhood story to identify verbs in the passé composé and imparfait, learn new vocabulary, and	Read Goldilocks and the 3 Bears and complete the packet in Classroom. Listen to the audio or watch the video	<u>Goldilocks</u> - texte, voca et questions de compréhension. Underline all of the subject/verb combinations + cognates,

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respond to comprehension questions.	Video: Henri Dès raconte - Boucles d'Or et les trois ours - histoire pour enfants Listen to the audio (very slow and easy to understand) and follow the text: <u>on the french experiment</u>	answer the comprehension questions and complete the vocab translation.
Thursday:	Online video or audio meeting to discuss writers and research. Check-in with students on pacing, engagement, and accessibility of material.	Complete the packet for Goldilocks. Join an online discussion that fits your schedule.

Week criteria for success (attach student checklists or rubrics):

- ☐ Journal de lundi (one slide - can be a picture, a sentence, a video, anything creative)
- ☐ Written paragraph about your favorite story as a child
- ☐ Voice memo or Flipgrid (of written paragraph)
- ☐ Completed author research form - 3 pages.
- ☐ Boucle d'Or (Goldilocks) packet
- ☐ Online check-in with Madame - if you are not available for a ZOOM class meeting, please send an email to Madame by Tuesday at 4P.

Supportive resources and tutorials for the week (plans for re-teaching):

Pour le plaisir de regarder: The Climb (l'Ascension) available on Netflix

Pour le plaisir de cuisiner: la tarte aux pommes

Included in Resources & Materials.