

## Lesson 1 – Les voyageurs

Les voyageurs - The Travellers

Grade: 5 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p>Communication: Demonstrate understanding of key words and ideas in simple, concrete adapted or authentic written texts by responding with physical actions or by underlining, highlighting, matching, drawing or using English.</p> <p>Culture: -seek out information about Francophones from authentic sources</p> <p>Language: -use visual clues and auditory clues -take the risk to listen to or read a new text in French -vocabulary associated with <i>Le festival du voyageur</i></p>	<p>Students will be able to interpret a story with visual and vocabulary support.</p> <p>Students will be able to identify vocabulary associated with the <i>voyageurs</i>.</p>	<p>Formative assessment of the picture order in the story A-21.</p>

### Preparation required:

- Print off a copy of the resource A-20 *Activité de coloriage* for each student. Please note that this resource has two versions of the same colouring activity. The first page has English translations and the second does not.
- Print off colour copies of the resource A-21 *Jean le voyageur!* for each student.
- Download the audio file A-21.1 *Jean le voyageur* so that students may listen to a reading of the story.
- Print off a copy of the post-task resource A-P2-*Verbes en “er.”*
- Display a picture of the *voyageurs* rowing in a canoe. This can be found through an online image search. An example of this can be found here:

<http://www.canadahistory.com/sections/culture/art/Frances%20Anne%20Hopkins/images/Hopkins-Canoes-Manned-by-Voyageurs-Passing-a-Waterfall.jpg>

### **Introduction (5 minutes):**

Hook/Attention grabber: Bonjour! Comment ça va? Qui aime voyager? (Who likes to travel?)

Introduction: In this lesson, we will be learning about French Canadian travellers called *Les voyageurs*.

Can anyone guess what the word *voyageurs* means? Let's now look at a short video about the *voyageurs*: [https://www.youtube.com/watch?v=M\\_YsuqkkBa8](https://www.youtube.com/watch?v=M_YsuqkkBa8)

What did you learn from watching this video? The *voyageurs* were strong men who travelled very long distances. They mostly travelled by canoe on the river but they also walked long distances through the forests. They carried large packages on their backs filled with goods or fur, depending on the direction they were headed. They had to be very strong men because they would often carry loads that weighed more than their own body weight.

### **Pre-task (25 minutes):**

To become acquainted with the objects that will be discussed in the task, students can colour a picture according to the instructions using the A-20 *Activité de coloriage* worksheet. Students will colour each object according to the colour that has been indicated beside it. For example, the worksheet instructs the student to colour the canoe and the trees green. The teacher can also review colours before doing this. Students can also fill out the colour legend with their crayons during this review. The colours are:

- rouge / red
- orange / orange
- jaune / yellow
- vert / green
- bleu / blue
- violet / purple
- rose / pink
- brun / brown
- gris / grey

To become more acquainted with the main verbs that will be discussed in the task (ramer, chanter, s'amuser, manger, dormir, marcher, transporter) the students should imitate these actions as a class. They can all walk around the classroom while saying: "Marcher!" or "Je marche!" They can then sit back down at their desks and pretend they are all rowing a canoe while saying: "Ramer!" or "Je rame!". They could also show off their ability to be very quiet while they pretend to sleep or perhaps snore. The teacher could then say: "Chanter bonne fête!"

The teacher can pass out the story A-21 *Jean le voyageur!* and let students know that, for now, they will just be looking at the vocabulary list on the right side of the page (Vocabulaire). The translation for each word in this list is included. The teacher could read them aloud and have students repeat. The teacher could then ask the students if they already know any of these words or if they were able to guess any of them.

When students have finished looking at the vocabulary list, they will explain one word to a partner. Their partner will then do the same. After this exchange, they will find new partners and explain a different word. This can be done in a musical chairs fashion to make it more fun! For the first round, the students will move around the room pretending to row their canoes. The teacher could say: "Once the music starts, I need to see everyone *ramer* in your *canot*!" Once the teacher stops the music, the two students closest to each other must explain one word each. For example, the student would say: "I know what *dans* means. It means *in*!" For the second round, the students will move around the room walking as though they are *voyageurs* carrying very heavy backpacks filled with precious furs. The teacher could say: "Once the music starts, I need to see everyone *marcher* with your heavy *sac à dos* filled with *de la fourrure*!" Once the music stops again, the two students closest to each other must explain a different word. This can be repeated several times so that students have a chance to teach each other some of the new terminology. For the last round of musical chairs, the teacher could simply ask the students to *chanter une chanson* they are familiar with or have recently learned in French.

Music suggestion for musical chairs: <https://www.youtube.com/watch?v=7wCLK9iOPDw>

### **Task (20 minutes)**

Students will read a short story called *Jean le voyageur*! This is the resource A-21. The story is split up into six short sections. The pictures are on the second page and they are not in the correct order. The teacher should play the audio recording of the story and let the students follow along as they read silently in their heads. Students should then be given some time to discuss what they have understood with an elbow partner. The teacher could then play the audio recording again and then let students cut up the images and place them in the order they feel is correct. Once they are done, students could walk around the class to compare the picture order with their classmates.

### **Post-task (10 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- After students have finished, the teacher could ask them questions to review the lesson. The teacher could ask the students questions such as: What did the *voyageurs* do? What did they carry on their backs? What was an important physical trait of the *voyageur*? What did the *voyageurs* do for fun? How did they travel?
- The teacher could ask the students to imagine they are *voyageurs* and then ask them if they would enjoy this. The teacher could also ask them if they have ever been asked to sing songs while camping or hiking and ask them why they think they do this.
- Have students work on the post-task worksheet *Verbes en « er »* (A-P2). This is a consciousness raising activity that allows students to become more familiar with the conjugation of verbs

ending in –er. Students will focus on the various endings (-e, -es, -e, -ons, -ez, -ent) by becoming more aware of how the pronoun impacts the conjugation of the verb. Verbs with a “g” in them, such as “manger”, retain their “e” ending when conjugated with the pronoun “nous.” This is used to retain the soft sound of the letter “g”.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, the teacher could have a class discussion about the story after the second reading. The students could colour the first version of A-20 (with English support).
- To accommodate this lesson for a higher level, students could be asked to do the task individually. The students could also colour the second version of A-20 (without English support).