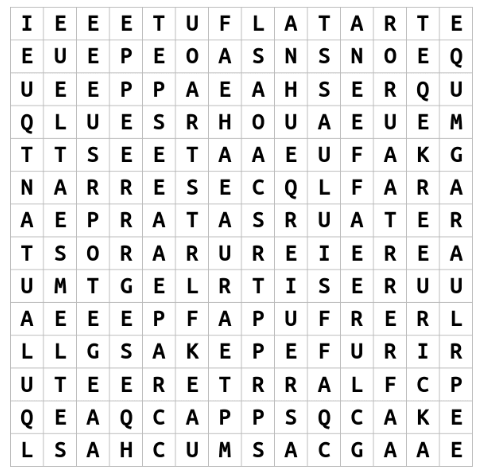
Nom:

La Nourriture - 1

Core French 8

VOCABULAIRE

|  |  |
| --- | --- |
| FRANÇAIS | ANGLAIS |
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DICTÉE

A : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sound/ symbol connection(s) I made : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sound/ symbol errors I made : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MESSAGE DU JOUR

|  |
| --- |
| Hier soir, j’ai soupé chez mes voisins. Il y avait beaucoup d’options pour le dessert! J’ai mangé de la tarte. Ma fille, Dorothy, a mangé de la tarte et du gâteau! Je préfère manger de la tarte plus que du gâteau. |

Answer the following questions (try for full sentences in French to reach extending!) :

1. Where did I have supper last night? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Were there multiple options for dessert? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What did I eat for dessert? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who is Dorothy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What did Dorothy eat for dessert? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do I prefer to eat pie or cake? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUÉSTION DU JOUR

|  |
| --- |
| Question as I hear it: |
| Written question: |

**Sondage**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Ms. McDade |  |  |
| Moi |  |  |
| Mon partenaire: |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Exemple**: Ms. McDade préfère manger de la tarte plus que le gâteau.

Une phrase complète selon moi : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Une phrase complète pour un autre élève : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LA LECTURE :

“J’ai Faim!” – Asking Questions in French

Ways to ask questions in French:

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |

French question words:

|  |  |
| --- | --- |
| Français | Anglais |
| Qu’est-ce que |  |
| Est-ce que |  |
| Comment |  |
| Où |  |
| Quand |  |
| Pourqoui |  |
| Combien |  |
| Qui |  |

AUTO-ÉVALUATION

MY BEHAVIOURS FOR SUCCESS FOR THIS COURSE WORK:

|  |  |  |  |
| --- | --- | --- | --- |
| Behaviour | Self-assessment (circle) | | |
| **Academic Responsibility:** I seek help, complete assignments, set goals, self-assesses, accept feedback, take  ownership for my learning, I am organized | Consistently | Sometimes | Rarely |
| **Engagement:** I am ctive in learning, contributes to the classroom, work well with others | Consistently | Sometimes | Rarely |
| **Conduct:** I am respectful and focused | Consistently | Sometimes | Rarely |

MY ACADEMIC ACHIEVEMENT:

|  |  |  |  |
| --- | --- | --- | --- |
| Learning target 1: I ask and respond to questions in full sentences during question of the day and warm-up activities | | | |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I speak without prompting and communicate my ideas clearly and confidently. | I use conversation structures provided and sometimes require prompting. | I use some modeled sentences and learned expressions and require a lot of prompting to do so. | I use words rather than sentences in my conversations. |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning target 2a: I can connect the sounds that I hear and the symbols that I write in a dictée exercize | | | |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| My written dictée mostly matched the actual written dictée. | I had some errors in my dictée but I made a lot of sound/ symbol connections. | My dictée and the actual written dictée have many differences. | My dictée and the actual written dictée look nothing alike |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning target 2b: I can connect the symbols that I read and the sounds that I say when reading aloud | | | |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I read familiar words without hesitation and can sound out most unfamiliar ones. | I read many familiar words and can sound out some unfamiliar ones. | I have difficulty in connecting sounds to symbols when reading in French. | I am unable to connect sounds to symbols when reading in French. |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning target 3: I understand what I read in the message du jour and J’ai Faim story | | | |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I fully comprehend the texts and subtle details. | I comprehend the general meaning of the texts. | I understand some parts of the texts. | I do not understand the texts. |

Comments from Ms. McDade: