Nom:

La Nourriture - 3

Core French 8

VOCABULAIRE

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| FRANÇAIS | ANGLAIS |
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DICTÉE

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

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2 sound/ symbol connection(s) I made : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2 sound/ symbol errors I made : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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MESSAGE DU JOUR

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| L’Halloween est très amusant pour les enfants parce qu’ils peuvent chercher de la cochonnerie. Les Rockets sont mes bonbons d’Halloween préférés. Les Caramilks sont mes chocolats d’Halloween préférés. Dorothy adore les Skittles. Les Skittles sont ses bonbons préférés.  |

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

1. Quels sont mes bonbons d’Halloween préférés? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Quels sont mes chocolats d’Halloween préférés? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Est-ce que Dorothy aime les Skittles? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Ma fille s’appelle Dorothy. Quels sont ses bonbons d’Halloween préférés? \_\_\_\_\_\_\_\_\_\_\_

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1. Pourqoui est-ce que l’Halloween est très amusant pour les enfants? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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QUÉSTION DU JOUR

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

**Sondage**

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|  | **Bonbons préférés** | **Chocolats préféres** |
| Ms. McDade | Rockets | Caramilks |
| Moi |  |  |
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Use the survey information to write a paragraph with the following:

-Sentence 1: your name

-Sentence 2: your favourite Halloween candy

-Sentence 3: your favourite Halloween chocolate

-Sentence 4: the name of one of your classmates

-Sentence 5: that classmate’s favourite candy

-Sentence 6: that classmate’s favourite chocolate

Sentence 7: a statement using plus que, moins que or autant que comparing their

favourite candy to yours

-Sentence 8: a statement using plus que, moins que or autant que comparing their

favourite chocolate to yours

**Exemple**: Je m’appelle Ms. McDade. Mes bonbons d’Halloween préférés sont les Rockets. Mes chocolats d’Halloween préférés sont les Caramilks. Mon amie s’appelle Dorothy. Ses bonbons d’Halloween préférés sont les Skittles. Ses chocolats d’Halloween préférés sont les Cookies & Cream. J’aime les Skittles autant que les Rockets. J’aime les Cookies & Cream beaucoup moins que les Caramilks.

Ma paragraphe : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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AUTO-ÉVALUATION

MY BEHAVIOURS FOR SUCCESS FOR THIS COURSE WORK:

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| Behaviour | Self-assessment (circle) |
| **Academic Responsibility:** I seek help, complete assignments, set goals, self-assesses, accept feedback, takeownership 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:

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| 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. |

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| Learning target 2: 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 |

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| Learning target 3: I can write in full sentences using the expressions/ forms learned in class |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I write in full sentences using the expressions correctly and add additional details | I write in full sentences using the expressions correctly | I can write in full sentences with the correct expressions some of the time  | I use only short sentences or words  |

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| Learning target 4: I understand what I read in the message du jour  |
| 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: