Nom:

La Nourriture - 7

Core French 8

VOCABULAIRE

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| FRANÇAIS | ANGLAIS |
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NOMS MASCULINS NOM FÉMININ VERBES ADJECTIF

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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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* Underline the 5 nouns. Circle the 4 verbs. Put a cloud shape around around the three adverbs.

MESSAGE DU JOUR

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| --- |
| Je mange parfois au restaurant. Mon restaurant préféré est The Wayfarer Oyster House. Je mange rarement du fast-food. Je préfère A&W plus que McDonalds.  |

1. Given what you know about French, translate the message du jour into English:

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

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1. There is one adjective in the message du jour. What is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. There is one adjective in the vocabulary words this week. What is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. An adjective is a word/ phrase that modifies a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In French, adjectives can come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the words they modify.
5. They give us more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the words they modify
6. Most adjectives come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the words they modify
7. Adjectives in French need to correspond to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the singular/ plural nature of the words they modify.
* Modifying Préféré(es)
	+ Masculine singular noun/ pronoun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Masculine plural noun/ pronoun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Feminine singular noun/ pronoun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Feminine plural noun/ pronoun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fill in the following table

|  |  |  |  |
| --- | --- | --- | --- |
| Noun | Form of préréré(es) | Ma/ mon/ mes | Sentence |
| Un restaurant |  |  |  |
| Un fruit |  |  |  |
| Un legume |  |  |  |
| Une patisserie |  |  |  |
| Un dessert |  |  |  |
| Un déjeuner |  |  |  |
| Un diner |  |  |  |
| Un souper |  |  |  |
| Un collation |  |  |  |

QUÉSTION DU JOUR

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| --- |
| Written questions: |

**Sondage**

|  |  |  |
| --- | --- | --- |
|  | **Les croissants ou les pains au chocolat** | **A&W ou McDonalds** |
| Ms. McDade | Les pains au chocolat | A&W |
| Moi |  |  |
|  |  |  |
|  |  |  |
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Ma réponse : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Un autre élève : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 active 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 and other texts |
| 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. |