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| May 4th- 8th | Lundi  Monday  May 4th | Mardi  Tuesday  May 5th | Mercredi  Wednesday  May 6th | Jeudi  Thursday  May 7th | Vendredi  Friday  May 8th |
| 8:30-  9:00 | Zoom meeting (whole class):  Math- review last week’s work, questions & intro lesson 3: Interpréter les diagrammes à bandes. | Zoom meeting Group 1:  ‘Les Contes’ book & discussion 3  (fairy & folk tales & Legends) | Zoom meeting Group 2:  ‘Les Contes’ book & discussion 3  (fairy & folk tales & Legends) | Zoom meeting Group 3:  ‘Les Contes’ book & discussion 3  (fairy & folk tales & Legends) | Zoom meeting Group 4:  ‘Les Contes’ book & discussion 3  (fairy & folk tales & Legends) |
| Sugges-ted time:  9:00-  9:20 | \*Math:  Review pages we did in our Zoom meeting. Read the next Lesson, and find all math materials needed for the week. | Math:  Watch /listen to Mme. read the introduction and the questions.  Pg. 250:  Q. 1a.b.c, 2a,b,c | Math:  Pg. 251:  Q.5 a,b, , 6 | Math:  Choose 5 words from the Unit 7 vocabulary list  (on the second page of the math text book (pg239) or the copy of the document I made), write the words and their definitions out of your paper. Please use the Glossary document to find the definitions.  You can also record yourself reading or make a video if you prefer. | Math:  Choose the last 5 words from the Unit 7 vocabulary list (the ones you didn’t do yesterday)  (on the second page of the math text book (pg239) or the copy of the document I made), write the words and their definitions. Please use the Glossary document to find the definitions. |
| Sugges-ted time: 9:20-  9::40 | FLA:  ‘Contes’ Project:  Please review the project outline and assessment rubric in our classroom in Teams, under the Assignment Tab  Or in the documents on the website.  If you are able to work on it in Teams- I can add corrections and feedback right into your work.  You may also write on paper.  Another option for the final corrected version will be do it in Storybird, (after it has been corrected).  Please see example of a a story book created in Storybird by a previous student for a different project.  \*Note to parents:  Storybird work can be purchased and printed in a book format or as a PDF. | FLA:  Using your graphic organizer from last week start to write the draft of your story in French, in full sentences.  As you begin to write out your ideas in full sentences try to do the following:  J’ai mis des détails dans mon texte (Qui, Quand, Où, Quoi, Pourquoi)?  I put details into my writing (Who, What, Where, When, Why)? | FLA:  Using your graphic organizer from last week start to write the draft of your story in French, in full sentences.  As you write your ideas in full sentences try to do the following:  -J’utilise 3 mots de la liste des mots fréquents, au moins?  I use a minimum of 3 words from the French trick word’s list?  -J’écris bien les sons que j’entends (mouton, lapin, voiture, enfant)?  I write the French sounds I know correctly?  Note:  If desired check out the resource documents in Teams, ClassNotebook, French L.A. for French sounds and Frequently used words /Mots Frequents. | FLA:  Using your graphic organizer from last week start to write the draft of your story in French, in full sentences.  Look at your work and ask your-self:  Je commence mes phrases avec une majuscule et je finis avec un point?  I start my sentences with a capital letter and end with the appropriate punctuation? | FLA:  Using your graphic organizer from last week start to write the draft of your story in French, in full sentences.  Re-read and edit your draft.  Look at your work and ask your-self:  J’ai relu mon texte au moins 2 fois et j’ai fait les changements nécessaires?  I read my text at least two times and made the necessary changes?  Submit draft to Mme. |
| Sugges-ted time:  9:40-  10:00 | ELA:  -read /listen to a minimum of 2 poems for the week  and mark on poetry tracking sheet. | ELA:  Use your word bank #1 and create a poem based on those words, either in Storybird or on paper.  Think about:  Did this process help you write a poem, or did you like it better to just start writing the poem out of your head? Did you come up with something more than you might have if you did not make the list in advance? | ELA:  Use your word bank #2 and create a poem based on those words, either in Storybird or on paper.  Think about:  Did you come up with something more than you might have if you did not make the list in advance?  Do you often use the same style when you write a poem? | ELA:  -reread your poems and make them even better  And/or  -read /listen to a minimum of 2 poems for the week  and mark on poetry tracking sheet.  And/or  -do one of the Poetry assignments I assigned the class on Storybird (I can see when you complete it in there). | ELA:  And/or  -do one of the Poetry assignments I assigned the class on Storybird (I can see when you complete it in there).  - start to think about which poem you have ready lately is your favorite one, and why you think it is good.  Take notes if you want to just have this in mind for next week. |
| Sugges-ted time:  10:00  Snack | \*all work blocks are 20mins  (unless otherwise specified) | \*each day will have 3 out of 4 options | \*Zoom meeting will be recorded so students who miss can watch later |  | **HAND IN**  **WEEKLY ASSIGN-MENTS:**  -Draft of French story rewrite (in teams or photo of paper work)  -submit English poems , in Storybird or photo (submitted in teams is possible )  -Math-Keep work at home in your math binder for corrections on Monday.  Thanks! |

\*Please continue to do your 20mins of French reading daily if at all possible, for your family.

(Please see my website page; Links and Resources, for lots of online reading options) Merci!

French ‘Contes- re-écrit’ (Fairy tale – re-write): Steps:

1- Review some 'Contes Classique' titles and stories.

2- Choose one “contes Classique” you already know to re-write, or do a new ending/ sequel for.

3- Take note of the title for tomorrow and reread it to refresh your memory (if needed) about what happens in the story.

4- -Read/ listen to the assessment document called Critéres/ Assessment Rubric for the project; so, you know what you have to do.

5- Start brainstorming ideas for your re-make of the story or new ending for the old Classique with the graphic organiser/ story template.

(You have 4 different graphic organizer/ story templates you can choose from; they are in English but you will write in French :) Pick the one you like best or, create your own.)

-Use a Graphic organizer/ story template to get your story ideas organized. Write the new title of your “Contes”, including some part of the old title like: ‘Cendrillon‘ au Yukon! (Cinderealla in the Yukon) Think about what you are changing and keeping the same from the original story. Characters, setting, problem to be resolved, ending?

6-Write the first draft-  Next week- May 4th-8th.

7- Make corrections to your draft and write your good copy. This may be done, on paper, the computer, here in Teams! or in Storybird. June 11th-15th & May 19th-22nd.

8- Prepare to share your Contes with the class, reading it from your paper, audio recording, video recording, or showing your story on a screen. May 25th-29th.

9- Share your work with the class June 1st-5th.

10- Complete a self-refection about your process and story. June 1st - June 5th