

Activity 7

WHOLE-CLASS ACTIVITY

Multiple intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language skills

speaking; listening

Handing out of DVDs (if applicable)

Materials needed: Student or teacher DVD for this kit, a TV, a DVD player or a computer and projector.

If you are not giving a DVD to students, show it to the class as an activity for reviewing gestures. This will provide a different model for your students and also will help break up the intensity of the beginning of this program, while providing them with the review that is necessary for success!

Junior high and high school students learn the vocabulary much faster when they are able to spend some time each week watching the DVD out of class time—at home or in the computer lab at school, during a spare period, at lunch time or after school. We recommend that each student has her/his own DVD. Below you will see how to introduce the **Les actions** section, the first section that the students watch. Periodically throughout this first kit, please demonstrate other sections on the DVD and also review how to watch **Les actions** at home.



NEW GESTURED VOCABULARY

(le/un) DVD
donne
parce que
écrit
un
(le/un) test
étudie
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
septembre
octobre
novembre
décembre
janvier
février
mars
avril
mai
juin
juillet
août
(la/une) section
qu'est-ce que
mémorise
(le/un) crayon
mon
ton
nom
(les/des) devoirs
(le/un) casier
(l'/un) agenda

Hold up a DVD and gesture for the class to say, modifying this text if necessary:

- **Ça, c'est un DVD. Aujourd'hui, tout le monde regarde le DVD et je donne aussi un DVD à tout le monde.**

Turn on the TV or LCD projector so that the students can see the menu screen from the DVD. Gesture for the students to say:

- **Tout le monde regarde ici.**

Point to the screen and continue to gesture:

- **Aujourd'hui, tout le monde regarde les actions alors je choisis « Les actions ».**

Point to this title on the screen.

- **... sur le DVD.**

Click on **Les actions** on the menu screen.

- **Maintenant je choisis « Section A », et tout le monde dit les mots et fait les actions.**

Play the first section of gestures that the students have already learned. Play through about ten words and then push "Pause" in order to question your students. Your goal is to show them a variety of ways of viewing their DVD at home so that they can best take advantage of this very useful language learning tool. Gesture for the class to say:

- **Tout le monde doit regarder le DVD à la maison/at home/à la maison. Qu'est-ce que c'est « have to »* en français ?**

* See Program accommodations, next page.

Do the gesture for **doit** as you say have to, to help the students respond together, doing the gesture for **doit**:



- **Doit, doit, doit.**

Gesture for the class to say:

- **Est-ce que tout le monde choisit de regarder le DVD ou est-ce que tout le monde doit regarder le DVD ?** Emphasize **choisit** and **doit** in this question. As your students are not very familiar with questioning yet, please gesture the complete answer for them:
- **Tout le monde doit regarder le DVD. Tout le monde doit regarder le DVD à la maison parce que/because/parce que tout le monde doit écrire un test** (date of written evaluation, for example, **lundi le 20 septembre**). **On doit étudier pour le test. Tout le monde fait l'action et dit le mot : étudie /study/ étudie.**

Please point to the calendar provided in the kit when saying the date.
Gesture for the class to say:

- **Tout le monde doit regarder Section A* et doit mémoriser les mots. Quand tout le monde regarde le DVD à la maison, on regarde Wendy. Ça, c'est Wendy.**

* A poster with the letters of the alphabet is provided with the kit. Whenever you refer to a letter, point to the poster. You may also review the entire alphabet with the students, and sing the song that accompanies it! The best way for students to learn the letter names is by your asking them to spell words repeatedly as you work with the language-manipulation activities and engage in creative writing. The students will learn both the letter names and correct spellings. This is modelled for you in the activities to follow.

Program accommodations—the comprehension check

This is your first comprehension check. This technique is reserved for words whose gesture the students do not seem to understand. However, the first time that you use the technique, you must ensure comprehension of the new question word **qu'est-ce que**, so that we choose something obvious, in order to bring meaning primarily to the question word. Comprehension checks and sandwiching are used less than 1/2 of one percent of the time overall and only in cases where the gesture used to teach a very limited number of new words is not iconic (natural) and appears difficult for the students to acquire. This occurs most often at the beginning of the program and is done so that the associated gesture is meaningful for the students. In this way, they are able to benefit from the kinesthetic, auditory and visual input of the gesture and the associated word which the teacher says and/or the students say exclusively in French. Use this technique whenever it is useful, but use only those words that you feel the students may not



Please do not

introduce all the days and months in this activity. They are all provided here, as the date on which this activity is done will vary, depending on the day and month in which you introduce the program. Simply point to the calendar to identify the date on which you have decided to set your first written evaluation. Full introduction of days, and months, then year and finally the identification of date using the full terminology will occur soon. Part of the philosophy of this program is to ensure that students have easy, simple access into the language during the initial stages so that they feel successful and motivated—and only as much as they need or can handle.

understand. Immediately following a comprehension check, where a word has been used in English, all students must then say the word with you in French, in order for the meaning to be immediately transferred to the French oral word and kinesthetic/visual gesture.

Ask the above comprehension check, then say and gesture:

- **Oui ! Tout le monde** (encourage all to say and gesture) : **doit, doit.**

Please stop the DVD before your students get tired of it. If they are really enjoying it, play to the end of the section. One good way to add humour is to pause the video at various points in the middle of a gesture.

Gesture for the class to say:

- **Maintenant j'arrête le DVD et je donne les DVDs à tout le monde.**
- **Ça, c'est un crayon.**

Point to a pencil.

- **Crayon. Je prends le crayon et écris, écris. J'écris mon nom. Comment t'appelles-tu ?**

Point to a student and then gesture for the class to say:

- **Je m'appelle** (name of student). **Alors, ton nom est** (name of student). (Name of student) **écrit** (name of student) **ici.**

Point to an appropriate spot on the DVD case. Gesture for the class to say:

- **Quand je dis ton nom, tu viens ici, tu prends un DVD et dis : « Merci ». Alors,** (name of student) **viens ici maintenant.**

The student comes up, takes a DVD and proceeds to write his or her name. If s/he forgets what to do or didn't understand the first time, gesture the instructions again for the whole class to say. You may also act out each of the steps. Once you have handed out a few DVDs and your students are familiar with the vocabulary, ask several students to come up at once to collect their DVDs.

Once students have collected their DVDs and are settled, reiterate the fact that this is a homework activity and introduce the words **devoirs**, **agenda** and **casier** in this meaningful context. Gesture for the class to say:

- **Est-ce que tout le monde choisit de regarder le DVD ou est-ce que tout le monde doit regarder le DVD ? Si on doit faire ça, c'est les devoirs/homework/devoirs. On met le DVD dans le casier et on regarde le DVD pour les devoirs à la maison. La classe doit regarder le DVD à la maison, alors on écrit ça dans un agenda. Ça, c'est un agenda. Tout le monde fait l'action et dit : agenda, agenda. Aujourd'hui on doit regarder le DVD pour la classe de français à la maison. Les devoirs pour la classe de français : regarde le DVD. Alors, je prends l'agenda et j'ouvre l'agenda. Aujourd'hui, c'est (day) et ça c'est aujourd'hui, ici.**

Speak with lots

of expression! Do these reviews quickly! You should make sure that you reach Activity 12 (introduction of the play) by the end of the second hour of instruction!

If you can't

review all the words in ten minutes, then pick and choose what your students need to review most! Then design additional reviews for your students, based on the templates provided here. Your padding of whole-class activities is essential! See pages 37 and 38 for padding suggestions.

Be creative

with *Jeunesse en action!* Use the activities outlined in this book and then, taking those as a template, try to be as creative as you can with the students so that they become partners in the learning process. For example, help the class to make up their own sentences using gestures for the whole class to say!

Point to the page on which they will write the French homework in their agenda for today. Students must speak as you gesture, so that, as always, they are practising in context, how to say these words.

- **Maintenant, j'écris : Regarde le DVD et les actions Section A, dans mon agenda ici.**

How to reinforce and provide variations on this homework during the next few classes

On the day that you introduce the DVD, show the actions, as above, without subtitles and then hand out the DVDs. On the next day, re-view what you did and then show the other ways of watching the DVD which require knowledge of the words. For example, show the play with no sound and turn around and gesture the words as you hear them. Look at the French-English word list if you don't understand a word.

To instruct students with respect to the availability of subtitles, gesture for the class to say:

- **La classe peut/can/peut regarder Wendy seulement ou la classe peut regarder Wendy aussi et les mots. Si je veux regarder les mots, je fais ça.**

Show the students how to view the video with the subtitles on. Gesture for the class to say:

- **Maintenant la classe peut regarder les actions avec les mots !**

Important! Pad your activities with five to ten minutes of quick word/gesture review of all the words introduced so far. For example, gesture for the students to say: **Tout le monde dit les mots et fait les actions.** Then say the words that you have introduced up to and including Activity 7. This list is found in the Appendix in this book. A quick five- to ten-minute refresher after every two activities will help to reinforce and further embed the words and their gestures.



Scroll down for suggested answers



Activity Exploration: AIM and Inductive Grammar

Suggested answers

1. a) The grammar concept introduced here several times is the infinitive.
 - b) If students say this, I would just repeat the word with the action and have them say it a few times with me.
 - c) This concept is introduced early because it occurs very frequently in normal speech. I am trying to teach my students to communicate with each other and it's pretty hard to speak without using the infinitive!

2. a) This is the first stage.
 - b) The students aren't being told about rules. They are simply saying the verbs correctly in context. This will help them learn what "sounds right". If I want students to fully internalize grammar concepts and not just demonstrate understanding with an assignment, students need many opportunities to hear and say things in context. This is what is happening in this lesson.

Karen Oraas