

## French Immersion (FI) Curriculum Connections for grade 4 - 6

### LISTENING

A.1.1 - using listening comprehension strategies

A1.3 - listening for meaning

A2.1 - using interactive listening strategies

A2.2 - interacting with understanding to what others say while participating in interactions about familiar, academic and personal topics

### SPEAKING

B1.1 - using oral communication strategies

B1.2 - producing oral communications

B2.2 - interacting in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts on familiar topics

### READING

C1.1 - using reading comprehension strategies

C1.2 - reading for meaning

C1.4 - developing vocabulary by identifying and using a few strategies to expand vocabulary through various texts

C2.1 - understanding the purpose of tax forms

## WRITING

D1.1 - identifying purpose and audience

D1.2 - writing in a variety of forms

D1.5 - creating media texts

D2.1 - generating, developing, and organizing ideas

D2.3 - producing finished work

## NOTE:

These FI curriculum specific expectations can be applied to any grade, depending on your lesson goals. You can incorporate additional curriculum expectations to align with your specific lessons. Be sure to preview the lesson plans, as each class is unique. Choose a resource that best supports your program.

The book, "*Le Battalion Noir*", should be read multiple times—both as a read-aloud and a shared reading—to ensure students fully understand the content. Providing background knowledge beforehand may help students better comprehend the text.

## **Le Battalion Noire de la première guerre mondiale (niveau 4 - 6 FI)**

Questions de compréhension. Réponds aux questions.

1. Pourquoi est-ce que les hommes ne pouvaient pas être sur la ligne de front?

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2. Explique comment leur travail était important?

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3. Crée une affiche comme souvenir d'un Battalion Noir. Inclus d'information important et des images qui montrent leur travail important.

## Le Processus d'Enquête

Qu'est-ce que je veux savoir ....

S	Qu'est-ce que je sais.	
V	Qu'est-ce que je veux savoir.	
C	Comment peux-tu savoir?	
A	Qu'est-ce que j'appris.	
M	Quelle mesure vas-tu prendre?	
Q	As-tu des questions?	