

# *Jeunesse en action !*

## Sequence and content of activities and grammar concepts



## Flow of activities — When is each activity introduced in this program?

As each student is different, the time it takes to master a certain concept depends on many factors, including the student's:

- ✦ willingness to participate in whole-class activities (speaking as the teacher is gesturing);
- ✦ learning style/multiple intelligences;
- ✦ linguistic aptitude;
- ✦ level of focus and attention;
- ✦ willingness and confidence to apply what s/he is learning and use the language in spontaneous interactions;
- ✦ age/cognitive level of development, which affects the ability to apply grammatical concepts;
- ✦ ability to think creatively (to write stories)
- ✦ ability to write and read;
- ✦ ability to work cooperatively with others;
- ✦ willingness to take risks;
- ✦ dramatic, dance, musical skills;
- and much more.



It is impossible to predict when a student will master a concept. Any one of the many concepts taught in this program may be mastered by different students at different times, affected by the above-mentioned factors. Some students will master one concept, such as answering questions orally, before they master the ability to respond to the question in writing. This especially occurs with students who are young or who have special needs in the area of reading and writing. In fact, some students actually master what we would consider "higher-level" concepts faster than "basic" concepts. For example, some students internalize the meaning of the gestures and learn to apply them as they speak spontaneously in the language, yet have difficulty remembering the gestures! On the other hand, some students learn the gestures, yet take much longer to learn to apply their knowledge of these words learned in spontaneous communication.

For this reason, the testing of the gestures is not recommended, as they are the tools to language acquisition, not proof of language acquisition itself. It is the application of the knowledge (i.e. strong oral and written fluency) that should be our constant goal for the students. As you progress through the kits, it is essential to try to ensure that most average to above average students at the grade three level and up have learned and can apply in structured and spontaneous situations most of what you have taught in any given kits. What we hope is that students will master many more concepts faster than they would in a program that does not have the multi-modal strategies and accelerative nature of *Jeunesse en action* !

Unit of introduction of *Jeunesse en action* ! activities

	Salut, mon ami !	Veux-tu danser ?	C'est Réjean qui arrive !	Un garçon populaire
	KIT 1	KIT 2	KIT 3	KIT 4
<b>GENERAL WHOLE-CLASS ACTIVITIES</b>				
Teacher-Led Self-Expression	●	●	●	●
Singing a song based on the play	●	●	●	●
Learning a dance based on the play	●	●	●	●
Students lead the dance rehearsal	●	●	●	●
Entry routines one to five	●	●	●	●
Entry routines six to twelve	●	●	●	●
Entry routine rap	●	●	●	●
Leaving routine rap		●	●	●
<b>Les cartes</b> system and counting cards	●	●	●	●
Groups for points system	●	●	●	●
<b>Les euros</b> system for error correction			●	●
<i>Frappe les mots</i> , in Kit #1	●			
<i>Les règles en rap</i>	●	●	●	●
<i>Café-Théâtre</i>	●	●	●	●
Play/dance presentation (in-class and to other classes)	●	●	●	●
Modelling of partner/group activities - language manipulation and grammar, error analysis, creative writing, oral storytelling	●	●	●	●
Formal analysis of what makes a good story			●	●
<i>Questions et réponses</i> game	●	●	●	●
<b>GESTURE TEACHING</b>				
Gesture/word association teaching	●	●	●	●
Gesture/word association review basic, teacher-led	●	●	●	●
Word association review advanced brainstorming ( <i>Les mots qui vont ensemble</i> )		●	●	●
<b>IPG ACTIVITIES- LANGUAGE-MANIPULATION ACTIVITIES – modelled teacher-led first, then in partners</b>				
<i>Choisis le bon mot</i> (basic, in the present)	●	●	●	●
<i>Choisis le bon mot</i> (advanced, in the present)		●	●	●
<i>Choisis le bon mot</i> (advanced, in the past)			●	●
<i>Choisis le bon mot</i> (advanced, grammar focus)	●	●	●	●
<i>Mets les mots en ordre</i>	●	●	●	●
<i>Mets les phrases en ordre</i> (basic)	●	●	●	●
<i>Mets les phrases en ordre</i> (advanced – in the past tense)			●	●

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<i>Les phrases folles</i>		●	●	●
<i>Mes phrases folles</i>		●	●	●
<i>Les phrases qui riment</i>		●	●	●
<i>Décris la photo</i>		●	●	●
<i>Je décris la photo et tu dessines !</i>			●	●
<i>Les questions totales</i> (present tense)	●	●	●	●
<i>Les questions partielles</i> (present tense)	●	●	●	●
<i>Les questions totales</i> (past tense)			●	●
<i>Les questions partielles</i> (past tense)			●	●
Students create <b>questions totales</b> and <b>partielles</b> in the present/past tense				●
<i>Les marionnettes</i>	●	●	●	●
<i>La lecture en interACTION</i> literacy add-on	●	●	●	●
<b>STORYTELLING/ CREATIVE WRITING ACTIVITIES (modelled whole-class, then in partners)</b>				
Oral story retelling	●	●	●	●
Written/oral story retelling (basic, in the present)	●	●	●	●
Written/oral story retelling (advanced, in the past)			●	●
Written/oral story extension (basic, in the present)		●	●	●
Written/oral story extension (advanced – incorporating required words)			●	●
In creative writing, students must include and prove their use of certain aspects of grammar or vocabulary, by identifying (underlining, circling, etc.)			●	●
Written/oral story retelling in rhyme			●	●
Writing an entry routine rap		●	●	●
Writing a leaving routine rap			●	●
<i>Monsieur/Madame/(your name) dit</i> game	●	●	●	●
Book publishing		●	●	●
Creative Improvisational Storytelling in partners (basic)		●	●	●
Creative Improvisational Storytelling performance requirement (advanced)			●	●
<i>Les gens en action !</i>			●	●
<i>Le journal</i> (writing in the past)			●	●
Brainstorming/writing favourite fairy tales in the past in narrative in prose, as a play, or in poetry				●
<i>La vie en action !</i>			●	●

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<b>OTHER - GAMES/OTHER ACTIVITIES</b>				
Spontaneous communication	●	●	●	●
Introduction of simple repetitive play – several characters with the same role	●	●	●	●
Introduction of less repetitive play – each character is developed		●	●	●
Introduction of play containing the past tense		●	●	●
Small-group play rehearsals	●	●	●	●
Self- and peer-evaluation (basic – checklist)	●	●	●	●
Self- and peer-evaluation (advanced questions)		●	●	●
Portfolio presentation to parents and other family members	●	●	●	●
<i>Une interview avec un personnage</i>			●	●
<b>TARGETED GESTURE WORK WITH REFINEMENTS/VOCABULARY BUILDING/ GRAMMAR FOCUS</b>				
Gender (basic in context)	●	●	●	●
Contractions (basic in context)	●	●	●	●
<i>Les contraires</i> (basic, in context)	●	●	●	●
<i>Les contraires</i> (targeted gesture activity)	●	●	●	●
<i>Complète la phrase et devine le mot</i>		●	●	●
<i>Les contraires</i> partner activity		●	●	●
<i>Les voyelles qui se cognent (la règle en rap #3)</i>	●	●	●	●
Contractions ( <i>la règle en rap #6</i> )		●	●	●
Adjectival agreement ( <i>la règle en rap #2</i> )	●	●	●	●
Double verb constructions (basic, in context only)	●	●	●	●
<b>aller plus infinitive - futur proche</b>	●	●	●	●
Double verb constructions (targeted gesture work)	●	●	●	●
Double verb constructions ( <i>la règle en rap #4</i> )		●	●	●
Verb endings <b>e/s/t/d</b> (basic, in context)	●	●	●	●
Verb endings <b>e/s/t/d</b> ( <i>la règle en rap #1</i> )	●	●	●	●
Plural verbs (basic, in context)	●	●	●	●
Plural verbs (targeted gesture work with <b>-ent</b> )	●	●	●	●
Plural verbs (targeted gesture work with <b>-ont</b> )	●	●	●	●
Plural verbs ( <i>Les verbes qui changent de son</i> )	●	●	●	●
<i>Le négatif</i> (basic, in context)	●	●	●	●
<i>Le négatif</i> (targeted gesture work)	●	●	●	●
<i>Le négatif (la règle en rap #5)</i>		●	●	●
<i>Le passé</i> (basic, in context)	●	●	●	●

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<i>Le passé composé</i> and <i>l'imparfait</i> (targeted gesture work with the form of regular/irregular high-frequency verbs)		●	●	●
Use of resources ( <i>Mon livre de mots</i> , text, dictionary)	●	●	●	●
Formation of adverbs with adjectives <b>-heureux/heureusement</b> ( <i>la règle en rap ?</i> )			●	●
<i>L'imparfait vs le passé composé</i> (function, in context of journal writing)			●	●
<i>L'imparfait vs le passé composé</i> - establishing the (form, <i>la règle en rap #?</i> )				●
<i>L'imparfait vs passé composé</i> - establishing the (function, <i>la règle en rap #?</i> )				●
Verbs that take <b>être au passé</b> (basic, in context)	●	●	●	●
Verbs that take <b>être au passé</b> (advanced, <i>la règle en rap #?</i> )				●
Direct object pronoun (basic, in context)		●	●	●
Direct object pronoun (targeted applications)			●	●
Indirect object pronoun <b>lui</b>		●	●	●
Indirect object pronoun <b>leur</b>			●	●
Object pronouns (advanced <i>la règle en rap ?</i> )				●
Verb conjugation ( <i>la règle en rap ?</i> )			●	●
Reflexive verbs (basic in context)	●	●	●	●
Reflexive verbs (advanced targeted gesture activity)		●	●	●
<i>Corrige les erreurs</i>		●	●	●
<b>Y</b> (basic, in context)		●	●	●
<b>Y</b> (advanced <i>la règle en rap ?</i> )				●
Error-correction system of codes (basic use)	●	●	●	●
Error-correction system (advanced, independent use)		●	●	●
Analysis and brainstorming of common errors in French				●
Questions with inversion	●	●	●	●
<b>En</b>				●
<i>Les synonymes</i>			●	●
Verbs with <b>la liaison au pluriel</b>		●	●	●
Comparative/superlative forms of adjectives		●	●	●
Numbers 1-60	●	●	●	●
Accents	●	●	●	●
Numbers 61-1000		●	●	●
Present tense of irregular verbs in the singular	●	●	●	●

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Present tense of regular and irregular verbs with the subject <b>nous</b> and <b>vous</b>			●	●
Agreement of verb with compound subject (third person) <b>Marie et Pierre vont</b>	●	●	●	●
Agreement of verb with compound subject (first/second person plural) <b>Moi et mon ami marchons.</b>			●	●
Imperative - singular	●	●	●	●
Imperative - plural			●	●
Demonstrative adjective ( <b>ce, cet, cette, ces</b> )	●	●	●	●
Adjectives that precede the noun ( <b>grand, petit, nouveau</b> ) (basic, in context)	●	●	●	●
Adjectives that precede the noun (targeted work - <i>la règle en rap</i> ?)			●	●
Possessive adjective (singular)	●	●	●	●
Possessive adjective (plural)			●	●
Singular/plural/feminine/masculine of some irregular adjectives ( <b>beau/bel/beau/belle</b> )	●	●	●	●
Agreement in number and gender of irregular adjectives		●	●	●

