

**University of South Florida, Saint Petersburg
College of Arts and Sciences-World Language Education**

**Conversation II
SPRING 2007**

Course: WLE - FRE 2240- Conversation II
Time: W 02:00pm-04:50pm
Room: Davis Hall 232

Professor:	Dr. Martine Fernandes
Office:	Davis 255
Phone:	(727) 873-4962
E-mail:	martinef@stpt.usf.edu

Website : <http://www.stpt.usf.edu/coas/languages2/french.htm>

Office Hours: M 1:00-2:00pm, W 1:00-2:00pm and by appointment

Required Course Materials

- **Main Textbook:** *Cinema for French Conversation: Le Cinéma en Cours de Français*, Second Edition (Paperback) by Anne-Christine Rice. ISBN: 1585100722
- **Textbook for Grammar Review:** *Grammaire Française* by Jacqueline Ollivier, Martin Beaudoin 3rd Edition, 2004, ISBN: 1413006078 (textbook used also in French 2200, 2201, 2241)
- **Student Workbook to Accompany** *Grammaire Française*: ISBN: 1413028667

Facultative Materials

- *501 French Verbs*, Christopher Kendris and Theodore N. Kendris
- Larousse Concise French/English English/French Dictionary

Course Objectives

French 2240 is an advanced course conversation. You should have previous experience in French and French conversation to enroll in this course (French 2241). French cinema provides the basis for discussion in this course. The students will discuss different cultural themes related to France and the French, and be exposed to the French language of diverse regions and historical periods. A review of basic grammar will be provided as well. The course, taught entirely in French, is designed to:

- increase your fluency in spoken French;
- increase your vocabulary, grammar, and listening comprehension in French;
- increase your understanding of French history and culture through popular films
- practice structuring both oral and written arguments.

To further practice your French language and improve your knowledge of French culture, this course integrates a service-learning component. You will participate in the implementation of a FLEX Program in the YWCA/USF Village. Please see attached for further details.

Course Policies

Participation: *ATTENDANCE IS REQUIRED*. Class participation is essential to your success in this course. The more you participate, the better your French will be. **More than two unexcused absences will result in your general grade being lowered. You are responsible for all missed work and for any assignments announced during your absence.**

Assignments:

- **Discussions (Group and Individual):** Discussions will be prepared at home or in the classroom.
- **Compositions:** You will have a total of 5 compositions, one on each film, based on the films' discussions. Topics will be assigned. Compositions should be typed with double spaces, 1" margins top, bottom, left and right. Write your name and the composition topic.
- **Quizzes:** Short written quizzes will be based on the movies and will test vocabulary, grammar, and listening comprehension.
- **Grammar Workbook Exercises:** Workbook exercises will be completed at home. Some exercises will be reviewed in class, some will be collected and graded.

Grading Policy: Your final grade will be calculated according to the following percentages:

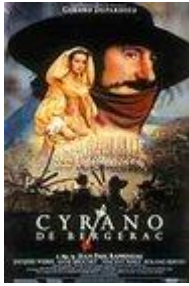
<u>Classroom Component</u>	60%
Participation:	30% (10% presence; 20% discussions and civic engagement)
Quizzes:	10%
Essays:	20%
<u>Service Learning Component:</u>	40%
Journal Entries:	10%
Final Exam: Oral Exam: 1 YWCA lesson	30% (including lesson plan and materials)

Class Notes/Taping: Class notes or the taping of lectures is permitted but not for purposes of sale.

Academic Dishonesty Policy (<http://www.ugs.usf.edu/catalogs/0506/stpgsrrp.htm#acadis>):

“any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. (...) Penalties for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University.”

Movies to watch outside the classroom (they will be **on reserve in the library**, but you can also rent them anywhere):



Cyrano de Bergerac (1990) de Jean-Paul Rappeneau, basé sur la célèbre pièce de théâtre d' Edmond Rostand (1869-1918), couronné par 10 césars. Un film de cape et d'épée qui se passe au dix-septième siècle.



Jean de Florette/Manon des Sources (1986) de Claude Berri, basés sur le roman de Marcel Pagnol *L'eau des collines*, couronnés de nombreuses récompenses. Le film se déroule au début du vingtième siècle en Provence



Au revoir les enfants (1987) de Louis Malle, un film sur l'occupation allemande en France pendant la seconde guerre mondiale, sur la collaboration et la résistance et sur la déportation des Juifs français.



Le fabuleux destin d'Amélie Poulain (1997) de Jean-Pierre Jeunet, un film sur une jeune fille de Montmartre qui décide de faire le bien autour d'elle.



Le dîner de cons (1998) de Francis Veber, une comédie sur un groupe d'amis qui organisent des dîners très spéciaux.

**PROGRAMME
FRENCH 2241- SPRING 2007**

Semaine 1 : **mercredi 10 janvier** Introduction/ *Cyrano de Bergerac*
Vocabulaire du cinéma (ix)
Comment exprimer votre opinion (xi)

DEVOIRS :

1. Lire le syllabus et la description du « service-learning component »
2. Préparez les repères culturels (p. 65) : faites des recherches et répondez aux questions.

Semaine 2 : **mercredi 17** **YWCA visit + Training Session**

Semaine 3 : **mercredi 24** *Cyrano de Bergerac*
pp. 165 : Repères culturels
pp. 166-167 : Conversation en classe
p. 171 : Analyses d'une photo/ de citations

Semaine 4 : **mercredi 31** *Cyrano de Bergerac*
pp. 170 : Réflexions-Essais
pp. 173 : Lectures

DEVOIRS : Préparez les repères culturels (p. 13/p.27) pour *Jean de Florette/Manon des Sources* : faites des recherches et répondez aux questions.

Semaine 5: **mercredi 7 février** *Jean de Florette/Manon des Sources*
p.13 et p.27 : Repères culturels
pp.14-15 et pp.27-28 : Conversation en classe

RENDRE : Composition 1 sur *Cyrano de Bergerac*

Semaine 6 : **mercredi 14** *Jean de Florette/Manon des Sources*
p.17 et p. 32: Réflexions-Essais
p. 18 et pp.32-33: Analyses d'une photo/de citations

Semaine 7 : **mercredi 21** *Jean de Florette/Manon des Sources*
pp.19-24 et pp.34-37 : critiques et lectures

DEVOIRS : Préparez les repères culturels (p. 13/p.27) pour *Au revoir les enfants*: faites des recherches et répondez aux questions.

Semaine 8 : **mercredi 28** *Au revoir les enfants*
p.131: Repères culturels
p 131: Conversation en classe

Quiz 1

Semaine 9 :	mercredi 7 mars	<i>Au revoir les enfants</i> Pp.135-136 : Réflexion-Essais pp.136-137: Analyses d'une photo/de citations RENDRE : Composition 2 sur <i>Jean de Florette/Manon des Sources</i>
Semaine 10 :	mercredi 14	Vacances de printemps
Semaine 11 :	mercredi 21	<i>Au revoir les enfants</i> Pp.137-143 : Critiques et lectures
Semaine 12 :	mercredi 28	<i>Le Fabuleux Destin d'Amélie Poulain</i> p.85 : Repères culturels p.86 : Conversation en classe RENDRE : Composition 3 sur <i>Au revoir les enfants</i>
Semaine 13 :	mercredi 4 avril	<i>Le Fabuleux Destin d'Amélie Poulain</i> p. 89 : Réflexions-Essais p.91: Analyses d'une photo/de citations
Semaine 14 :	mercredi 11	<i>Le Fabuleux Destin d'Amélie Poulain</i> Pp.92-96: Critiques et lectures
Semaine 15 :	mercredi 18	<i>Le Dîner de cons</i> p.281: Repères culturels p.281: Conversation en classe Quiz 2
Semaine 16 :	mercredi 25	<i>Le Dîner de cons</i> p.283 : Réflexion-Essais RENDRE : Composition 4 sur <i>Le fabuleux destin d'Amélie Poulain</i>
Semaine d'examen	2 mai	Fête française au YWCA avec le Club de Français

PROGRAMME DE GRAMMAIRE

S	Date	Film	Grammaire	À rendre
1	01/10		Introduction	
2	01/17	Cyrano	YWCA Visit	
3	01/24	Cyrano	pp.1-23 Le présent Ex: I, IV, VI/VII p.15, IX, XVII p. 21	Ex. VII p.63
4	01/31	Cyrano	pp.33-62 Le nom, l'adjectif Ex. I, II, III, IV/II, III p. 58/III, IV p.41	
5	02/07	Florette	pp. 64-86 Le passé composé, imparfait, plus-que-parfait Ex. I, II, III, VI p. 77/XII, XIV p. 79/ V, VI, VII p.83-84,	Ex. XV p. 69 Ex. XL p. 82
6	02/14	Florette	pp.87-119 Les déterminants Ex. I, VI, VII, XIII, XV/ I p. 112, IV p. 113	Ex. IV p. 34 Ex. VI p. 37
7	02/21	Florette	pp.120-143 Le futur, le conditionnel Ex. I, II, VIII, XI, XIII / I p.139	Ex. XXIV p. 74 Ex. XX p. 118
8	02/28	Au revoir	pp. 144-167 Le subjonctif Ex. I, II, XII, XIV	Ex. II p. 101 Ex. V p. 105
9	03/07	Au revoir	pp. 190- La négation Ex. I, II, VII, IX, XV	
10	03/14		Vacances de printemps	
11	03/21	Au revoir	pp. 233- 245 L'interrogation Ex. I, II, III, IV, VII, X, XII, XVI	Ex. I p. 129 I, II, III, IV
12	03/28	Amélie	pp. 257- 281 Les pronoms Ex. III, V, VII, IX, X, XI/ III p.282	Ex. XI p. 41 Ex. IV p. 181 Ex. VIII p. 183
13	04/04	Amélie	pp. 285-302 Les pronoms relatifs Ex. III, IV, V, VII, XIII	Ex. VI p. 40
14	04/11	Amélie	pp. 303-314 Les pronoms possessifs/démonstratifs Ex. I/ I, IV, VII p. 311...	Ex. V p. 35
15	04/18	Le dîner	pp. 380-400 Les prépositions/Les conjonctions Ex. I, III, IV/ I, II p. 399	Ex. IV +V p.210-p. 216 Ex. VIII p.

				218
16	04/25	Le dîner	pp. 211-232 Le participe présent, le participe passé, le passif Ex. I, II, IV/ I, II p. 226/ I, III	Ex. XIV p. 68

CIVIC ENGAGEMENT COMPONENT OF THE COURSE

FLEX PROGRAM WITH THE YWCA/USF VILLAGE IN FRENCH IN SPRING 2007

1. What is Flex?

A Flex Program is a Foreign Language Exploration Program. It emphasizes exposure to one or more language and culture with the goal of very limited proficiency in the languages studied. This program develops the awareness of and the love for foreign languages in children. In this Service-Learning Component, you will work with children in the YWCA/USF Village to teach them some basic French (name, colors, days, animals, etc.) and expose them to French culture through a number of activities (naming, reading, playing, singing). You will be part of the YWCA effort to implement foreign languages and cultures in the school curriculum and will be collaborating with the teachers (who will include cultural projects related to French and Francophone cultures into the curriculum, such as decorating classrooms, building an Eiffel Tower, coloring a map, painting flags, eating croissants, cheese, baguette, and crêpes, etc.). We chose French first to offer a unique and distinctive program that is not currently available in any other area preschool.

Why FLEX?

We know that children before the age of ten pick up languages easily. The optimum is a long sequence of foreign language learning beginning in the early grades which promotes proficiency, allows pronunciation to be learned effectively, and helps to produce appreciation of other cultures.

Why French FLEX?

- ◆ French is considered the second the most influential language in the world.
- ◆ French is spoken on five continents.
- ◆ French is the second language on the Internet.
- ◆ Children gain authentic French pronunciation easily before the age of ten.
- ◆ Children have higher standardized test scores in reading, math and language arts.
- ◆ Children have higher cognitive development and mental flexibility.
- ◆ Children develop a sense of cultural openness to other people(s).
- ◆ Brain researchers cite the window of opportunity for foreign language learning before ten years of age.
- ◆ Greatest long range results on AP French Test (1995) for those beginning in grades 1-3.

Here's what FLEX can do...

- ◆ It creates interest in other languages and the people who speak them, here and abroad.
- ◆ It helps to create more interest in school work in general.
- ◆ It serves as an intellectual challenge for children.
- ◆ It improves students' command of English through crossover derivations and contrasts.
- ◆ It prepares for successful secondary school foreign language experience, since foreign languages are now nationally recognized as a core subject.
- ◆ It helps students develop a positive self-image as they become successful in day-to-day language communication.
- ◆ It helps students prepare for traveling, working, and living outside the United States.

(adapted from Dr. Gladys Lipton website)

a. Educational Philosophy

There is a French saying that states “On apprend en enseignant” [we learn when we teach]. This real-life experience will enable you to put into practice what you have learned in the classroom, to share your passion for the French language with young children, and to further your knowledge of French culture, since an important amount of French culture is acquired in infancy through children songs, games, and so on that are not taught in the university classroom setting. This service-learning will give you an opportunity to practice your French in a real-life situation and will enable you to use creative ways to teach simple French. By becoming teachers, you will also be able to think about the process of learning, and this self-reflective process will improve your own learning of French.

b. Number of Hours Expected

The YWCA/USF Village has a total of 4 classes that need foreign language exposure: 2 classrooms with two-year old children, 1 classroom with 3 year-old children, and 1 classroom with pre-K children. The foreign language exposure will take place once a week during “circle time” for 10 to 15 minutes. Each week, you will visit your assigned class with one classmate (two per class).

The program will run 13 weeks in the Spring. The second week of classes, we will visit the school together and we will do a training session. Please read the attached pages (at the end of the syllabus) in preparation for this visit. The last week, we will participate in a French party at the school with the USFSP French Club.

The total amount of hours depends on the number of students enrolled in the class, but it will be relatively low, between 1 and 3 hours per semester. This does not include travel time, the time involved in preparing your lesson, and the time involved in keeping a journal related to your work with children. You will sign a contract (attached) before participating in the activity. To participate in this program you will also need to fill out a volunteer packet for the YWCA.

c. Evaluation by the Agency: The YWCA/USF Village will evaluate the student’s contribution by:

- Observation and evaluation forms
- Collect Artifacts by students
- Asking students about their impressions

2. How to contact the YWCA/USF Village

The second week of classes we will visit the YWCA together. You will meet the teachers and the students, be introduced to the center by the director and you will receive a training session.

YWCA/USF Family Village Child Development Center
Director : Jamiller Ellis
429 6th Avenue South, Bldg. #1
St. Petersburg, FL 33701
727-827-0357

If you have any problems or concerns with this course or the service learning activity, please discuss this directly to Dr. Martine Fernandes.

3. Written Component of the Civic Engagement:

Lesson Plans and Materials: You will turn in your lesson plan in advance for me to review and grade. You will be able to discuss in French your lesson plan with me during office hours before you visit the school. This reflective discussion will help you with your journal entry. Any materials you create will be taken into consideration and graded as well. This lesson plan will demonstrate your mastering of the French language and culture and the effectiveness of your teaching style (variety of activities, variety of teaching methods, etc.). If you wish, I will also help you during your sessions by coming and observe you teach your first session. I will provide feedback. You will have access to children's books and materials in my office (personal), in the USFSP library, in the Center for Civic Engagement (especially bought for this service-learning activity), and also online.

A Service learning Journal: You will keep a journal in French about your Service Learning Experience. I will give you specific questions. Journal entries are meant to be reflective and based on your personal experience at the YWCA. I will grade not only the content but also the form (correction of grammar and spelling). Like regular compositions, journal entries should be typed with double spaces, 1" margins top, bottom, left and right, include your name and the date of your entry, the question asked.

Entry 1 due: January 24, 2007

Entry 2: February 7, 2007

Entry 3: March 7, 2007

Entry 4: March 25, 2007

Entry 5: May 2, 2007.

Teaching Portfolio: You will keep a teaching portfolio (a separate folder) to document your work (lesson plans)/research and activities done in the YWCA classroom. This will help assess the program and your contribution to the program. The journal entries should also be kept in your teaching portfolio. The teaching portfolio is due **Wednesday May 2.**

Grading Procedure (see above):

1. Journal Entries
2. Oral Exam: I will come once to observe you teach at the YWCA/USF Village. This will count as your final oral exam. Your lesson plan and any teaching material you develop will be taken into account in your final exam grade.

Evaluation Data for Student Impact:

- YWCA Classroom Observation
- Journal Entries
- Overall class performance

Evaluation Data for Community Impact:

- Cultural Artifacts done by children: pictures, portfolio
- Language progress of children: Coordinator observations, teachers' observations.
- Satisfaction Surveys (Teachers, Children, Parents)
- Documentation of publicity: YWCA flyers, website, French party.

I will make this evaluation data available to the Center for Civic Engagement upon completion of the course.

Alternative Contract

If the student chooses not to participate in this service-learning component, they may submit in writing 13 lesson plans for elementary French based on the YWCA curriculum (see attached) and must take an oral exam (including all movies) to satisfy their course requirement.

References:

Lipton, G. (1988). *Practical Handbook to Elementary Foreign Language Programs, Including FLES, FLEX, and Immersion Programs*. Chicago, IL: National Textbook.

FRENCH 2240 (SERVICE-LEARNING COMPONENT): IDÉES POUR LES SESSIONS

S	Thèmes	Leçons	Lecture	Chanson	Projet/Jeux	Sites Web
1	Hiver: Neige, Glace, Chapeaux et Gants Animaux du cirque, Animaux du zoo Nouvel An Chinois Couleurs : Bleu Clair et Blanc	Bonjour/ Au revoir Je m'appelle.../ Comment tu t'appelles ? (Merci/ S'il te plaît) Comment ça va ? Ça va ? Bien, Très bien.		Je m'appelle	Ecrire son nom en pointill é	
2	Hiver: Neige, Glace, Chapeaux et Gants Animaux du cirque, Animaux du zoo Nouvel An Chinois Couleurs : Bleu Clair et Blanc	Oui/Non. C'est X/ C'est une girafe/ un lion/ un tigre... (livre ou figurine) [les sons] C'est bleu, blanc, rouge (drapeau français)/ De quelle couleur est...	Livre avec des animaux du cirque/zoo Livre de couleurs/chi ffres Créer un zoo (animaux autocollants)	Sons des animaux La famille tortue Les couleurs : J'ai trouve dans mes cheveux	Coloria ge d'anim aux (nom en pointill é)	http://www.bebetes.net http://www.cs-renelevesque.qc.ca/primaire/animal-animaux/ http://www.momes.net/dictionnaire/minidossiers/couleurs.html http://www.momes.net/comptines/couleur/jai-trouve-dans-mes-cheveux.html http://www.jedessine.com/COLORIAGE/france.html
3	Hiver: Neige, Glace, Chapeaux et Gants Animaux du cirque, Animaux du zoo Nouvel An Chinois Couleurs : Bleu Clair et Blanc	C'est bleu, blanc, rouge (drapeau français)/ De quelle couleur est...		Les couleurs : J'ai trouve dans mes cheveux	Drapea u françai s/Franc e	
4	Saint Valentin ; Coeurs Couleurs ; Rose-Rouge Les Dents	J'aime../J'aime pas... Le chocolat.. La glace... (goûts alimentaires)	Les fruits/les légumes [Les fruits rouges/rose s ; le raisin, la fraise, la pomme, la cerise...etc.]	Pêche, pomme, poire, abricot Pomme de Reinette	Je vais au marché Coloria ge : Fruits rouges/ roses	http://www.fete-enfants.com/saint-valentin-enfants/saint-valentin.htm http://www.teteamodeler.com/dossier/alimentation1.asp http://www.prescolaire.com/prescolaire/articles.php?lng=fr&pg=67 http://www3.sympatico.ca/francois.emond/chan2.htm#pomme

						http://www.teteamodeler.com/vip2/nouveaux/expression/fiche203.asp http://dispourquoipapa.free.fr/comptine/ct0045.htm
5	Saint Valentin ; Coeurs Couleurs ; Rose-Rouge Les Dents	J'aime ma maman/mon papa Je t'aime		Je t'aime gros/je t'aime fort Prout/Prout. J'aime maman/j'aime papa	Je t'aime maman/papa (un coeur)	http://www.envolerie.com/valentin/chanson/aime.html http://www.coindespets.com/comptines/jetaime/jetaime.html http://www.momes.net/comptines/famille/jaime-papa.html
6	Saint Valentin ; Coeurs Couleurs ; Rose-Rouge Les Dents	Se brosser les dents Une brosse à dent Les dents Le dentifrice Blanc	Dents d'animaux (il a de grandes dents/ de petites dents)	Le lundi je me brosse les dents	Coloriage : Dents/dentiste Boite pour les dents de lait avec une souris dessus	http://www.coloriages.biz/coloriage/348/Dentiste http://www.teteamodeler.com/boiteaoutils/creativite/fiche187.asp http://fr.wikipedia.org/wiki/Petite_souris
7	Saint Valentin ; Coeurs Couleurs ; Rose-Rouge Les Dents	L'alphabet/ Les chiffres : 1-10 (12) Tête/épaules Genoux/pieds Jours de la semaine		ABC 1,2, 3 je m'en vais au bois Voilà ma main Bonjour Lundi Lundi matin	Coloriage : lettres et dessin	http://www.momes.net/comptines/temps/bonjour-lundi.html
8	printemps: soleil, nuages, ciel, oiseaux couleurs: pourpre (violet) et vert saint patrick	Le printemps : Le soleil Les oiseaux, le ciel (bleu) L'arbre (vert) Le vert	Livre de couleur : le vert (la grenouille verte, etc.) Fable de la Fontaine : la grenouille et le boeuf	Une souris verte Il pleut, il mouille La famille tortue	Faire une grenouille en carton Labyrinthes grenouilles Un arbre	http://www.fete-enfants.com/saison-printemps-enfants/activites-printemps-enfants.htm http://www.teteamodeler.com/vip2/nouveaux/creativite5/fiche969.asp http://www.momes.net/comptines/crocodiles/il-pleut-il-mouille.htm http://www.pomverte.com/Patrick.htm
9	printemps: soleil, nuages, ciel, oiseaux	Les fleurs Le violet	Livre de fleurs/une violette	Il était une fois une fleur	Une marguerite (à effeuiller)	http://www.mamalisa.com/?p=154&t=fs&c=22 http://www.lirecreer.org/coloriages/fleurs/marguerite.htm

	couleurs: pourpre(violet) et vert saint patrick			Les pots de couleurs	er): je t'aime un peu beauco up, passion ément, à la folie, pas du tout Mélang e de couleur s (Violet)	
10	vacances					
11	printemps: soleil, nuages, ciel, oiseaux couleurs: pourpre(violet) et vert saint patrick	Les oiseaux : un perroquet, un hibou, une mouette, un canari, un pigeon...	Livre/image s d'oiseaux	Alouette Tape tape petites mains..	Masqu es d'oisea ux Appren dre à dessine r	http://www.tomlitoo.com/mimprime/masques_oiseaux/ http://www.abcdespetsits.biz/dessines.html http://www.momes.net/comptines/couleur/les-pots-de-couleurs.html
12	Les papillons Pâques : Lapins et oeufs Voler : cerfs- volants,	Pâques : les oeufs (de toutes les couleurs), le lapin, le chocolat Joyeuses Pâques !	Livre de Pâques	Mon petit lapin s'est sauvé (Coucou) Jeux de doigts : 1 petit lapin (copain)	Boîte de Pâques Cartes de Pâques Joyeus es Pâques (coloria ge) Poussin animé	http://www.fete-enfants.com/paques-enfants/paques-enfants.htm http://www.fete-enfants.com/paques-enfants/paques-enfants-imprimen-fants-boite.pdf http://www.fete-enfants.com/paques-enfants/coloriages-paques/color10.gif http://www.fete-enfants.com/paques-enfants/paques-enfants-chanson http://www.fete-enfants.com/paques-enfants/paques-enfants-imprimcolorier.pdf http://www.momes.net/dictionnaire/minidossiers/bricolage/bricopaques.html http://www.momes.net/comptines/paques/mon-petit-lapin-s-est-sauve.html http://www.ecole-plus.com/droite/comptine.htm
13	Les papillons Pâques : Lapins et oeufs Voler :	Les papillons Les ailes Volent/voler Rose/Jaune Le soleil/La		Vole joli papillon Tape tape Au clair de	Faire un papillo n	http://www.teteamodeler.com/vip2/nouveaux/creativite5/fiche955.asp http://formation.paris.iufm.fr/archiv_05/corbion/

	cerfs-volants, avions, ailes	lune Le jour/la nuit		la lune Bonjour Monsieur le soleil		Sites/comptines/poemes.htm http://www.bdaa.ca/clrf/comptine/29.htm http://www.au-village-des-petits-artistes.com/ete1/comptinesete.html#Bonjour_monsieur_le_soleil
14	Les papillons Pâques : Lapins et oeufs Voler : cerfs-volants, avions, ailes Rose et jaune	Un avion Un cerf-volant Un hélicoptère Jaune/Rose	Livre d'objets volants	Tape, Tape	Faire un avion en papier/ un cerf-volant	http://www.teteamodeler.com/boiteaoutils/decouvrirlemonde/fiche125.asp
15	Fête française			Dansons la capucine On danse la Toumba	Nourriture française Jeux : 1,2, 3 soleil Diplômes à distribuer	http://www.teteamodeler.com/scolarite/motivation/diplome.asp

N'oubliez pas les encouragements : C'est très bien, Très bien, Excellent, Bravo, Oui c'est ça, Tu es très gentil, etc....

Sites intéressants :

<http://www.kidadoweb.com>

COLORIAGES :

<http://www.kidsrcreafy.com> (point-à-point, labryinthes, formes, lettres, nombres)

<http://www.littleexplorers.com/themes/french.shtml>

<http://www.momes.net/coloriages/index.html>

<http://www.coloriage-enfants.com/>

<http://www.teteamodeler.com/dossier/coloriages/coloriages.asp>

COMPTINES:

<http://www.momes.net/comptines/content.html>

<http://www.comptine-enfants.com/>

<http://www.teteamodeler.com/dossier/expression/chansons.asp>

<http://www3.sympatico.ca/francois.emond/chan2.htm#pomme>