

Comme un poisson dans l'eau

Objective: We have created a colourful and dynamic kindergarten learning centre focused on engaging the students' budding literacy skills in French, while simultaneously introducing them to the theme of ocean life. We have incorporated the principles of Reggio Emilia pedagogy by providing children with opportunities to direct their own learning and to express themselves in various manners; we are also encouraging them to explore natural materials with their five senses and to experience the aesthetic properties of light and reflection in aqueous environments. We hope that students will gain a wholehearted, multifaceted appreciation of the oceanic world, as well as a foundational French vocabulary pertaining to this theme. As a second language center, students will have access to a help center, where dual language instructions are provided through audio.

Competency 1: To perform sensorimotor actions effectively in different contexts

Competency 2: To affirm his/her personality

Competency 3: To interact harmoniously with others

Competency 4: To communicate using the resources of language

Competency 5: To construct his/her understanding of the world

Competency 6: To complete an activity or project

“La Chanson de la mer” : This activity incorporates technology, movement, music and French literacy skill enhancement. Students will watch and listen to a music video and attempt to mimic the movements and words. They will be provided with a reflective surface in order to self-correct their movements and adjust accordingly. They will be invited to record words and draw images that stimulate their imaginations in their ocean journals.

“Ça flotte ou ça coule?”: Students will test out different natural objects in freshwater and saltwater, to see if the objects float or sink. They will have a handout, which they will add to each time they try a new object. To differentiate, they can either write or draw the names of the objects they are using. They will first make predictions, and then write down the answers after completing the experiment. There will also be a word wall related to this activity for the students to build their vocabulary.

“Les recettes de couleurs” : On the word wall, there are the names of colors and color recipes written in French. First, students will pick a piece of paper from the bag called "Couleurs", and they will try to reproduce the color by placing drops of food coloring in a transparent cup of water by following a recipe. After, students will pick a piece of paper from a bag called "Créatures de la mer", and they will paint or draw that creature in their ocean exploration book, using water paint or colored crayons of the color they previously chose. Students will also write the name of the color under the sea creature. Every time students return to the learning center, they will pick a new color and sea creature to work with and follow the same steps.

“Créature mystère” : Plastic sea creatures will be hidden in containers of sand or rocks, which students have to shake to discover what sea creature is inside. Next, they must tell a story to a friend that is inspired by that creature. They may refer to the French verbs on the word wall, which are all related to the sea. The creatures in the containers will be changed from time to time, in order for children to repeat the activity. If possible, students may record their story as a form of documentation. They will also be invited to write some of the verbs they used in their ocean exploration book and can draw their creature.

“J’observe...” : Students will have to choose an object from a tray of natural ocean objects and observe it. In order to help their sensory development, students will look, touch, smell and listen to the object. They will draw their ocean object on their worksheet, as well as write down all of the observations if they wish to do so. Every time students will visit the center, they will choose a new object and make new observations about it.

“La lecture sous-marine”: Students will have a wide variety of books about the ocean and the sea to choose from. Once they have chosen their book, they must find 10 new words and record them on their worksheet, or they may add them to the poster. Students are encouraged to write the word and include a drawing. If students are not able to read on their own, a voice recording of each book will also be made available to them so that they can follow along in the book while they listen to the recording.

Ways of differentiating:

Overall: Students have access to a help center, with French and English instructions. They also have access to age-appropriate image dictionaries. There is a lot of language support. There will also be auditory stimulus for those who are aided by background noises. Ocean sounds will be playing continuously.

Chanson de la mer: Students can choose to dance along if they want to. In their ocean exploration books, students can draw or write words inspired by the song.

Ca flotte ou ca coule: Students can draw or write the objects they tested out.

Les recettes des couleurs: Students have access to paint or colouring crayons to draw their creature.

Creature mystere: Students may choose to record their story if they do not wish to tell it to someone else.

J'observe: Students who need to touch things to learn will be accommodated in this activity.

La lecture sous-marine: Students can follow along with an audio recording.

Technology

- Audio instructions in French and English
- Audio books
- iPad background noises
- Music video to dance along to for Chanson de la mer
- Possibility of recording an oral story for "Créature Mystère"