

SUGGESTED SCHEDULE

There are seventeen chapters in *French for Children Primer B*, thirteen of which are content chapters and four are review. Doing one chapter per week (content and review chapters) will allow you to finish the course in approximately half of an academic year. Alternatively, if you complete one content chapter every two weeks, taking just one week per review chapter, the course will take a full year—thirty weeks.

WEEKLY SCHEDULE

The following is a basic weekly schedule, to be modified as necessary by the teacher. Note that days two and five call for longer sessions.

Day One (approx. 30 mins.)

Listen to the audio file of the opening dialogue and have students follow along in the text. Take a few minutes (not too long) to ask students what they've understood from the dialogue and what they think is going on. Total comprehension at this stage is not essential; students should be encouraged to guess at the details of the plot or simply the meaning of new vocabulary items based on context. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files (and/or teachers' pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but the video should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read the French and develop good French pronunciation more than to stage a drama, since students may not understand every word of the dialogue.)

Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Watch the video (either picking up where you left off from day one or viewing it in its entirety). The videos are approximately forty-five minutes to an hour in

length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.

Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle these and other key sentences with a colored pencil for future reference). Ask comprehension questions, such as “What two words do you need to turn a positive sentence into a negative one in French?” or “What is an irregular verb?” After this, begin the worksheet, or assign it as homework.

Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should either be started or completed. Check students’ work and go over any corrections with the students. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the video again to ensure comprehension of key grammatical topics for that chapter.

Day Five (approx. 50 mins.)

Students should take the quiz without looking back at the rest of the chapter. When the quiz has been completed, go over the answers together and review any trouble spots. Finally, go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help in understanding the dialogue. Translate the dialogue together.

BIWEEKLY SCHEDULE

The following is a basic biweekly schedule spread over seven class meetings, to be modified as necessary by the teacher.

Day One (approx. 30 mins.)

Listen to the opening dialogue and follow along in the text. Take a few minutes (not too long) to ask students what they’ve understood from the dialogue, and what they think is going on. Total comprehension at this stage is not essential; students should be encouraged to guess at the details of the plot or simply the meaning of new vocabulary items based on context. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files

(and/or teachers' pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but it should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read and develop good French pronunciation more than to stage a drama, since students may not understand every word of the dialogue.)

Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Have students watch the video (either picking up where you left off from day one, or else in its entirety). The videos are between forty-five minutes and an hour in length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.

Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle or highlight these and other key sentences for future reference). Ask comprehension questions, such as “What two words do you need to turn a positive sentence into a negative one in French?” or “What is an irregular verb?” Go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help in the understanding of the dialogue (a full translation is not necessary at this time—target in particular those sections of the dialogue that employ grammatical notions discussed in the Grammar section). If time remains, have students begin the worksheet.

Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should be started. Students may consult the chapter to complete this section. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view parts of the video again to ensure comprehension of key grammatical topics for that chapter.

Day Five (approx. 30 mins.)

The worksheet should be completed and reviewed. Trouble spots should be addressed. Students should prepare for taking the quiz by playing vocabulary games (e.g., flash cards, bingo, charades, etc.).

Day Six (approx. 30 mins.)

Have students take the quiz, noting that they are not to look back at the previous sections of the chapter.

Day Seven (approx. 30 mins.)

Review the quiz. Then, return a final time to the opening dialogue, having students listen to the audio file and follow along in the text. Translate the dialogue together. Discuss what is happening and identify vocabulary/grammatical points that help you understand the dialogue. Students may be encouraged to read aloud and to do their best to “act the part” if they feel so inclined.

