

ÉCHOS PRO 1—LINKS TO ONTARIO CATHOLIC GRADUATE EXPECTATIONS

TG = Teacher’s Guide

SR = Student Resource

	Ma classe et moi	Ça, c’est ma journée!	Suivez-moi!	Les animaux et nous	Allons au festival!
Conceptual Organizer	Equity, Diversity, and Inclusiveness	Healthy Choices and Active Living	Problem-Solving	Environmental Education	Cultural Awareness
Performance Task Summary	Getting to know classmates: Introduce oneself and get to know classmates.	Describing a typical day: Recount one’s day.	Giving and receiving directions: Provide directions in a school setting.	Learning about the relationship between animals and humans: Describe an animal you respect.	Exploring Canadian festivals: Invite classmates to a festival or celebration.
2. An Effective Communicator (I have a voice.)	<p>Strategies</p> <p><i>Je regarde bien.</i> <i>J’écoute bien.</i> <i>J’utilise des gestes.</i></p> <p>SR pp. 6–7, Demonstrate how to greet a new student.</p> <p>SR p. 16, <i>Bienvenue à mon école</i></p> <p>SR pp. 26–27, Extensions: Using words that encourage students.</p> <p>Song p. 20–21, <i>Bonjour!</i></p> <p><i>Salut!</i> (saying hello in several languages)</p> <p>TG p. 10, Provides suggestions for handling sensitive issues such as students who are newly arrived</p>	<p>Strategies</p> <p><i>Je pose des questions, Fiche de stratégie 5</i></p> <p>SR pp. 14–15, <i>Dans mon sac à lunch</i></p> <p>SR pp. 26–27, Recipes</p> <p>TG p. 10, Provides suggestions for handling three potentially sensitive issues. (socio-economic, different pastimes or music, new to the country)</p> <p>TG p. 23 Lesson 1, Wrap-Up (sharing activity)</p> <p>TG p. 31 Lesson 4, <i>Je pose des questions</i> during picture walk.</p> <p>TG p. 42 Lesson 7, <i>Fiche</i></p>	<p>SR pp. 16–17 and Video</p> <p><i>Suivez-moi!</i></p> <p>TG p. 23 Lesson 1, Shared Listening: lots of positive reinforcement in dialogue</p> <p>TG p. 50 Lesson 8, Wrap-Up: Sharing images.</p> <p>TG p. 60 Lesson 11, Wrap-Up: Sharing results.</p> <p>TG p. 63 Lesson 12, Shared Reading 1: Sharing links to personal experience.</p>	<p>Strategies</p> <p><i>Je demande de l’aide</i> (how to ask politely)</p> <p>TG p. 10, Handling Sensitive issues such as children’s fear or inexperience with animals</p> <p>TG p. 22 Lesson 1, Work in pairs.</p> <p>TG p. 97 Lesson 22, <i>Les animaux et les autochtones</i></p> <p>TG p. 100 Lesson 22, PD corner: Canada’s mosaic</p>	<p>Strategies</p> <p><i>Je contrôle ma voix.</i> <i>Je consulte mes ressources.</i> <i>Je fais un brouillon.</i></p> <p>SR pp. 6–7, <i>Célébrez l’été.</i></p> <p>SR pp. 18–19, <i>Célébrez le printemps.</i></p> <p>Multicultural festivals</p> <p>TG p. 10, Handling four sensitive issues.</p> <p>TG p. 26 Lesson 3, Warm-Up: Work in pairs.</p> <p>TG p. 26 Lesson 3, After listening: Cooperative learning <i>Fiche de stratégie 10 : Je contrôle</i></p>
About Échos Pro 1:	<ul style="list-style-type: none"> Intercultural Understanding is an explicit component (explained on pp. 15–16, all TGs). Suggestions to support Cultural Awareness are provided in margin throughout the TGs. Learning Outcomes are written as “Can Do” statements. The <i>Parle-moi de...</i> section of each student resource and teaching guide promotes effective conversation. <i>Fiche d’évaluation 3 : Je réfléchis sur les cultures</i> aligns with several OCSGEs—I have a voice. (I respect 				

<p>all people and their languages.); I have ideas. (I know we are all equal and special.); I care. (I care about and respect my ‘family’ at school, at Church, in the community, and the World.)</p>	<p>to the class or school and students who show reluctance to talk about the languages they speak. TG p. 20 Lesson 1, PD Corner margin reminds teacher to demonstrate welcoming behaviour. TG p. 56 and p. 63 Lessons 12 and 14, Greetings in several languages. TG p. 56 and p. 63 Lessons 12 and 14, Encourage use of greetings in many languages. Video—<i>Ma classe et moi</i></p>	<p><i>d'évaluation 3 : Je réfléchis sur les cultures.</i> TG p.50 and p. 58 Lessons 9 and 12, Find someone technique TG p. 58 Lesson 12, <i>Fiche d'activité 8 : Un sondage sur le fromage</i> TG p. 77 Lesson 18, <i>Fiche d'activité 14 : J'écoute les présentations.</i> TG p. 85 Lesson 20, Discussing recipes</p>	<p>SR—Strategies <i>Fiche de stratégie 7 : Je fais des prédictions.</i> TG p. 10, Provides 5 suggestions for differentiating the performance task. TG p. 6, Healthy choices and active living TG p. 10, Provides three considerations for handling sensitive issues. TG pp. 56, 65, 66, 72, 73, 89, How to support and challenge students. TG p. 42 Lesson 7, <i>Je pose des questions.</i> TG p. 46 and p. 68 Lessons 8 and 15, <i>Fiche d'activité 17 : J'analyse un texte</i> TG 53, Lesson 10, Identify similarities in video. TG p. 64, Lesson 14, <i>Fiche</i></p>	<p>TG p. 10, Provides 5 suggestions for differentiating the performance task. TG p. 6, Healthy choices and active living TG p. 10, Provides three considerations for handling sensitive issues. TG pp. 56, 65, 66, 72, 73, 89, How to support and challenge students. TG p. 42 Lesson 7, <i>Je pose des questions.</i> TG p. 46 and p. 68 Lessons 8 and 15, <i>Fiche d'activité 17 : J'analyse un texte</i> TG 53, Lesson 10, Identify similarities in video. TG p. 64, Lesson 14, <i>Fiche</i></p>	<p><i>ma voix.</i> TG p. 27 Lesson 3, Response to Text 3: Learn a chant. TG p. 33 Lesson 5, Read in pairs. TG p. 78 Lesson 16, Prepare and present an expressive chant. TG p. 82 Lesson 19, <i>Fiche d'évaluation 2 : Je réfléchis sur le module.</i> TG p. 89 Lesson 19, Learn to write an email message.</p>
<p>3. A Reflective, Creative, and Holistic Thinker (I have ideas.)</p> <ul style="list-style-type: none"> • Recommendations for supporting DI and ELLs are found in margin throughout the TGs. • <i>Fiches d'évaluation 1 et 2, Je réfléchis sur le projet et sur le module</i>, align with each person's responsibility for recognizing and using the gifts that God gave us, including our ability to reflect on our actions and grow from them. 	<p>TG p. 6, Explains the goal of equity/diversity/inclusiveness in this module. TG p. 10, Provides 5 suggestions for differentiating the performance task. TG pp. 41, 53–54, 63, 85 How to support and challenge students. TG p. 36 Lesson 6, Before Reading: talk about favourite subjects. TG p.44 Lesson 9, Before Reading: talk about a favourite colour.</p>	<p>TG p. 10, four ways to differentiate the performance task. TG pp. 72, 75, 80, 83, 100, How to support and challenge students. TG p. 35 Lesson 5, <i>Fiche d'activité 9 : J'analyse un texte.</i> TG p. 37 Lesson 5, Wrap-Up: Express a preference. TG p. 43 Lesson 7, Reading <i>des annonces.</i> TG p. 57 Lesson 11, Make predictions before video. TG p. 60 Lesson 11, Wrap-Up (preferences) TG p. 84 Lesson 21, Warm-Up (synthesize information)</p>	<p>TG p. 10, Eight ways to differentiate performance task. TG pp. 57, 61, 63, 70, 73, 89, 94, Recommendations for how to support and challenge students. TG p. 31 Lesson 4, PD Corner—Become problem solvers by seeking help from classmate. TG p. 32 Lesson 4, Complete a graphic organizer. TG p. 33 Lesson 5, Shared Reading 2: Link to personal experience. TG p. 34 Lesson 5, After reading, select a favourite</p>	<p>TG p. 10, Eight ways to differentiate performance task. TG pp. 57, 61, 63, 70, 73, 89, 94, Recommendations for how to support and challenge students. TG p. 31 Lesson 4, PD Corner—Become problem solvers by seeking help from classmate. TG p. 32 Lesson 4, Complete a graphic organizer. TG p. 33 Lesson 5, Shared Reading 2: Link to personal experience. TG p. 34 Lesson 5, After reading, select a favourite</p>	

<p>4. A Self-directed, Responsible, Lifelong Learner (I am a learner for life.)</p> <p>About Échos Pro 1: <i>Fiches d'évaluation 1 et 2, Je réfléchis sur le projet et sur le module</i>, align with each person's responsibility for recognizing and using the gifts that God gave us, including our ability to reflect on our actions and grow from them.</p>		<p><i>d'activité 10 : Je donne mon opinion.</i></p>			<p>festival. TG p. 41 Lesson 7, Shared Reading 2: Link to personal experience. TG p. 43 Lesson 7, After reading, prepare a flyer. TG p. 65 Lesson 12, After listening, link to personal experience. TG p. 69 Lesson 13, Invite students to add ideas. TG p. 70 Lesson 13, Anticipate: talk about music. TG p. 75 Lesson 15, Warm-Up: Share favourite festival.</p>
<p>Strategies <i>Fiche de stratégie : Mes stratégies de production.</i> SR pp. 24–25, <i>Je peux</i> TG p. 37 Lesson 7, Anticipate: <i>Je regarde bien.</i> TG p. 53 Lesson 11, Compare one's cultural knowledge and experience to new learning (Venn Diagram). TG p. 76 Lesson 19, Set a goal based on self-assessment. TG p. 79 Lesson 20, Learn the meaning of <i>je peux</i>. TG pp. 83–91 Lessons 21 and 22, Enrichment text allows students to build on strengths</p>	<p>Strategies <i>Fiche de stratégie 3 : J'utilise des modèles.</i> SR pp. 22–23, <i>Mon projet : J'utilise des modèles.</i> SR pp. 24–25 <i>Je peux</i> statements TG p. 46 and p. 68 Lessons 8 and 15, <i>Fiche d'activité 17 : J'analyse un texte.</i> TG p. 58 Lesson 12, Making meaning, linking to personal experiences. TG p. 76 Lesson 17, Prepare written and visual texts. TG p. 77 Lesson 18, Organizing work: <i>Fiche</i></p>	<p>Strategies <i>Fiche de stratégie 11 : J'utilise des ressources, Fiche de stratégie 3 : Mes stratégies de production,</i> SR p. 23, Anchor chart of <i>J'utilise des ressources.</i> SR pp. 24–25, Demonstration of <i>Je peux</i> statements. TG p. 49 and p. 87 Lessons 8 and 20, <i>J'utilise des ressources.</i> TG p. 50 Lesson 8, Wrap-Up: Comparing and sharing images. TG p. 81 Lesson 18,</p>	<p>Strategies <i>Fiche de stratégie 11 : J'utilise des ressources, Fiche de stratégie 3 : Mes stratégies de production,</i> SR p. 23, Anchor chart of <i>J'utilise des ressources.</i> SR pp. 24–25, Demonstration of <i>Je peux</i> statements. TG p. 49 and p. 87 Lessons 8 and 20, <i>J'utilise des ressources.</i> TG p. 50 Lesson 8, Wrap-Up: Comparing and sharing images. TG p. 81 Lesson 18,</p>	<p>SR pp. 22–23, <i>Mon projet</i> SR pp. 24–25, <i>Je peux</i> statements TG p. 82 Lesson 17, Response to Text 3 (represent animal descriptions creatively) TG p. 86 Lesson 18, Prepare a written task. TG p. 88 Lesson 19, Use success criteria to work on project. TG p. 92 Lesson 20, Wrap-Up (<i>Mon objectif</i>)</p>	<p>Strategies <i>Fiche de stratégie 11 : Je consulte mes ressources,</i> SR pp. 24–25, <i>Je peux</i> statements TG p. 31 and p. 39, Lessons 4 and 6, Shared Reading 1: Consult resources. TG p. 66 Lesson 12, Create a poster. TG p. 80 Lesson 17, Self-assessment TG p. 82 Lesson 18, Confirm learning. TG p. 83 Lesson 18, Set a goal.</p>

<p>and weaknesses.</p>	<p>Strategies <i>J'écoute bien</i>—as mentioned in Lesson 5, the goal is to provide students with the cooperative language to be successful in class. SR p. 8, <i>Je coopère</i> anchor chart Wrap-Up: <i>Je coopère</i> (chant) Photos on page 23 SR pp. 26–27, Use of language to encourage students—<i>Courage! Excellent! Tu es capable! Super!</i> TG pp. 7–9, Learning Outcomes and Assessment Plan (teachers encouraged to use simple French to communicate with students, using “can do” statements.) TG p. 14, Identifies where strategies <i>J'écoute bien</i> and <i>Je regarde bien</i> are found as well as Cooperative Learning Grouping Techniques. TG p. 33 Lesson 5, Cooperative learning</p>	<p><i>d'activité 13 : Mon projet</i> TG p. 81 Lesson 19, Representing accomplishments: <i>Fiche d'activité 15 : Dans ce module...</i></p>	<p>Dancing a routine. TG p. 85 Lesson 19, Choose performance task format. TG p. 89 Lesson 21, Self-assessment TG p. 93 Lesson 22, <i>Je peux</i> activity Dance video, <i>Suivez-moi!</i></p>	<p>SR p. 8, <i>Je coopère</i> anchor chart TG p. 15, Cooperative Learning—three grouping techniques TG p. 28 Lesson 3, Cooperative learning strategy <i>Fiche de stratégie 8 : Je demande de l'aide</i>, TG p. 43 Lesson 7, Play a game about animal qualities. TG p. 51 Lesson 9, Chain activity TG p. 55 Lesson 10, Talk about animal names. TG p. 69 Lesson 14, Inside/Outside Circle TG p. 69 Lesson 14, Warm-Up: Guessing game lists. TG p. 81 Lesson 17, Sentence chain TG p. 88 Lesson 19, Warm-Up: Read exit cards aloud. TG p. 89 Lesson 19, Wrap-Up: <i>Fiche d'activité 15 : J'écoute les présentations</i>. TG p. 90 Lesson 20,</p>	<p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 22–23, <i>Mon projet un brouillon</i> TG p. 14 Cooperative Learning—four grouping techniques TG p. 24 Lesson 2, Warm-Up: Create a human graph. TG p. 29 Lesson 4, Warm-Up: Cooperative chant TG p. 30 Lesson 4, Verify comprehension. TG p. 33 Lesson 5—Inside/Outside Circle TG p. 37 Lesson 6, Create a language chain. TG p. 38 Lesson 6, Personalize. TG p. 50 Lesson 9, Appointment clock TG p. 55 Lesson 10, Response to Text 1: Draw and describe.</p>
<p>5. A Collaborative Contributor (I am a team player.)</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Program Overview, pp. 51–55 (Cooperative Learning and Grouping Techniques). • Suggestions for cooperative learning in margin throughout the TGs. 	<p>Strategies <i>Je participe activement</i> SR p. 8, <i>Je coopère</i> anchor chart TG p. 15, Cooperative Learning: Grouping Techniques. TG p. 22 and p. 91 Lessons 1 and 21, Warm-Up: Preference chain TG p. 33 Lesson 5, Warm-Up: Chant and Wrap-Up: Read-Aloud. TG p. 54 Lesson 11, <i>Fiche d'activité 7 : Un sondage sur le fromage présentations</i> TG p. 64 Lesson 14, Choral reading TG p. 77 Lesson 18, <i>Fiche d'activité 14 : J'écoute les présentations</i></p>	<p>SR p. 8, Anchor chart of <i>Je coopère</i> strategies TG p. 15, Cooperative Learning: three Grouping Techniques TG p. 22 Lesson 1, Oral language chain TG p. 33 Lesson 4, Before Reading activity done in pairs TG p. 39 Lesson 6, Response to Text 2: “Give directions to a partner.” TG p. 52 Lesson 9, Cooperative game TG p. 58 Lesson 11, Warm-Up: Race to cheese. TG p. 62 Lesson 12, Before reading discussion, Shared Reading: sharing links to personal experience. TG p. 68 Lesson 14, Play a game. TG p. 71 Lesson 15, Cooperative chant TG p. 81 Lesson 18, After Listening, complete <i>Fiche</i></p>	<p>SR p. 8, <i>Je coopère</i> anchor chart TG p. 15, Cooperative Learning—three grouping techniques TG p. 28 Lesson 3, Cooperative learning strategy <i>Fiche de stratégie 8 : Je demande de l'aide</i>, TG p. 43 Lesson 7, Play a game about animal qualities. TG p. 51 Lesson 9, Chain activity TG p. 55 Lesson 10, Talk about animal names. TG p. 69 Lesson 14, Inside/Outside Circle TG p. 69 Lesson 14, Warm-Up: Guessing game lists. TG p. 81 Lesson 17, Sentence chain TG p. 88 Lesson 19, Warm-Up: Read exit cards aloud. TG p. 89 Lesson 19, Wrap-Up: <i>Fiche d'activité 15 : J'écoute les présentations</i>. TG p. 90 Lesson 20,</p>	<p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 22–23, <i>Mon projet un brouillon</i> TG p. 14 Cooperative Learning—four grouping techniques TG p. 24 Lesson 2, Warm-Up: Create a human graph. TG p. 29 Lesson 4, Warm-Up: Cooperative chant TG p. 30 Lesson 4, Verify comprehension. TG p. 33 Lesson 5—Inside/Outside Circle TG p. 37 Lesson 6, Create a language chain. TG p. 38 Lesson 6, Personalize. TG p. 50 Lesson 9, Appointment clock TG p. 55 Lesson 10, Response to Text 1: Draw and describe.</p>	<p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 22–23, <i>Mon projet un brouillon</i> TG p. 14 Cooperative Learning—four grouping techniques TG p. 24 Lesson 2, Warm-Up: Create a human graph. TG p. 29 Lesson 4, Warm-Up: Cooperative chant TG p. 30 Lesson 4, Verify comprehension. TG p. 33 Lesson 5—Inside/Outside Circle TG p. 37 Lesson 6, Create a language chain. TG p. 38 Lesson 6, Personalize. TG p. 50 Lesson 9, Appointment clock TG p. 55 Lesson 10, Response to Text 1: Draw and describe.</p>

	<p>TG pp. 23, 30, 33, 38, 44, 47, 56, 62, 63, 75, 88, 91, Cooperative learning suggestions in margin</p> <p>TG p. 75 Lesson 19, <i>Fiche d'activité 10 : Ma visite guidée</i> (Cooperative Learning Activity)</p> <p>Video <i>Ma classe et moi</i> (Grade 4 students speaking several languages; classmates all working and playing cooperatively using polite language.)</p>		<p><i>d'activité 11</i> with partner strategy chart.</p> <p>TG p. 89 Lesson 21, Cooperative</p>	<p>Matching</p> <p>TG p. 91 Lesson 20, Share projects technique</p>	<p>TG p. 76 Lesson 15, Group project—prepare a written text.</p> <p>TG p. 79 Lesson 17, Listen to chants.</p> <p>TG p. 80 Lesson 17, Read classmates' posters and webpages.</p> <p>TG p. 91 Lesson 20, Share snack food preferences.</p>
<p>6. A Caring Family Member (I care.)</p> <p>About Échos Pro 1: Learning Checks for teachers are found throughout the TGs.</p>	<p>TG: Several PD corners suggest ways to create a safe and positive learning environment, e.g., pp. 23, 24, 28, 31.</p>	<p>TG p. 6, Healthy Choices and Active Living</p> <p>TG p. 91 Lesson 21, Writing invitations</p>	<p>TG p. 65 Lesson 13, Dancing a routine.</p>	<p>SR pp. 18–19, <i>Les animaux et l'écosystème</i></p> <p>SR pp. 26–29, <i>Les animaux et les autochtones</i></p> <p>TG p. 25 Lesson 2, <i>Fiches d'activité 2a, 2b : Vive la diversité</i></p> <p>TG p. 31 Lesson 4, Before Reading, talk about animal qualities.</p> <p>TG p. 39 Lesson 6, Response to Text 2: Animals are helpful to people.</p> <p>TG p. 38 Lesson 8, Wrap-Up: Animals that are pets and friends.</p> <p>TG p. 50 Lesson 9, Response to Text 1: <i>Fiche d'activité 7 : De nouveaux amis</i></p> <p>TG p. 54 Lesson 10, <i>Fiche d'activité 8 : Des qualités</i></p>	<p>SR pp. 26–27, <i>Encore des festivals</i></p> <p>TG p. 45 Lesson 8, Before reading: talk about maple syrup.</p> <p>TG p. 56 Lesson 10, Response to Text 2: Write about a school event.</p>

<p>7. A Responsible Citizen (I have responsibilities.)</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> The suggestions for ELLs and the Intercultural Understanding components throughout the TGs demonstrate caring and respect for the community. The use of French as the routine language of the class by both students and teachers is recommended (Program Overview, pp. 49–50). 		<p>SR p. 13, Fadia shares her lunch. SR p. 15, <i>Merci! Merci!</i> <i>Merci!</i> When someone finds Patrick’s lost school bag. The video <i>Ma classe et moi</i> demonstrates care and respect for God’s creation.</p>	<p>Strategies <i>Fiches de stratégies 3 and 4 : Je participe activement</i> TG p. 6, Healthy Choices and Active Living TG p. 27 and p. 75 Lessons 3 and 17, <i>Je participe activement.</i> TG p. 64 Lesson 13, Viewing Swing’s website. TG p. 68 Lesson 15, Echo reading: Shared Reading 1 TG p. 71 Lesson 16, Shared and Guided Practice</p>	<p>Strategies <i>Fiche de stratégie 3 : J’aide mes amis</i> p. 56 Lesson 10, Echo reading SR p. 9, Anchor chart for <i>J’aide mes amis.</i> SR pp. 26–27, <i>Des écoles pour Haïti</i> TG p. 30 Lesson 3, Participate in an obstacle course. TG p. 88 Lesson 20, Sing a song.</p>	<p>TG p. 64 Lesson 13, Important contributors to ecosystem, <i>Fiche d’activité 5 : Les animaux et nous</i> TG p. 70 Lesson 14, Shared Reading: animals’ roles in ecosystem. <i>Fiches d’activité 10a–d : Les animaux sont importants</i> TG p. 78 Lesson 16, Discuss connections between animals and people. TG p. 79 Lesson 16, Response to Text 1: <i>Fiche d’activité 11 : La grande famille</i> TG p. 85 Lesson 18, Warm-Up: Classify animals. TG p. 97 Lesson 22, <i>Fiches d’activité 17a, b : Les animaux et les autochtones</i></p>	<p>SR pp. 14–15, <i>Le sirop d’érable</i> TG p. 55 Lesson 10, Shared Reading 3: Choral reading TG p. 59 Lesson 11, Warm-Up: Role-play a lost and found situation.</p>
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				<p>respecting your dog. Song <i>Les animaux sont nos amis... C'est la grande famille des humains et des animaux... pour un monde super et beau!</i></p>	
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ÉCHOS PRO 1—LINKS TO CATHOLIC SOCIAL TEACHINGS

Conceptual Organizer	Ma classe et moi	Ça, c'est ma journée!	Suivez-moi!	Les animaux et nous	Allons au festival!
<p>Performance Task Summary</p>	<p>Equity, Diversity, and Inclusiveness Getting to know classmates: Introduce oneself and get to know classmates.</p>	<p>Healthy choices and Active Living Describing a typical day: Recount one's day.</p>	<p>Problem-Solving Giving and receiving Directions: provide directions in a school setting.</p>	<p>Environmental Education Learning about the relationship between animals and humans: Describe an animal you respect.</p>	<p>Cultural Awareness Exploring Canadian festivals: Invite classmates to a festival or celebration.</p>
<p>1. Human Dignity</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> Intercultural Understanding is an explicit component (explained on pp. 15–16, all TGs). Suggestions to support Cultural Awareness are provided in margin throughout the TGs. Suggestions to support English Language Learners (ELLs) are provided in margin in every TG. Learning Outcomes are written as “Can Do” statements. The <i>Parle-moi de...</i> section of each student resource and teaching guide promotes effective conversation. <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i>, aligns with several OCSGEs—I have a voice (I respect all people and their languages.); I 	<p>Stratégies <i>Fiche de stratégie 1 : J'écoute bien,</i> <i>Fiche de stratégie 3 : J'utilise des gestes.</i> TG p. 10, Provides suggestions for handling sensitive issues such as students who are newly arrived to the class or school and students who show reluctance to talk about the languages they speak. TG p. 62 Lesson 14, <i>Fiche d'activité 8 : Je pose des questions.</i> TG p. 56–63 Lessons 12–14, Encourage use of greetings in many languages.</p>	<p>Stratégies <i>Fiche de stratégie 5 : Je pose des questions,</i> SR pp. 14–15, <i>Dans mon sac à lunch</i> SR pp. 26–27, Recipes TG p. 10, Provides suggestions for handling three potentially sensitive issues. (socio-economic, different pastimes or music, new to the country) TG pp. 20, 29, 53, 60, 68, Support Intercultural Understanding provided in margin. TG p. 23 Lesson 1, Wrap-Up (sharing activity) TG pp. 30–45, Lessons 4–8, <i>Je pose des questions</i> during picture walk.</p>	<p>SR pp. 16–17, Quebec, Nova Scotia, British Columbia TG p. 23 Lesson 1, Shared Listening: lots of positive reinforcement in dialogue TG p. 50 Lesson 8, Wrap-Up: Sharing images. TG p. 60 Lesson 11, Wrap-Up: Sharing results. TG p. 63 Lesson 12, Shared Reading 1: Sharing links to personal experience. Video <i>Suivez-moi!</i></p>	<p>Stratégies <i>Je demande de l'aide</i> (How to ask politely.) TG p. 22 Lesson 1, Work in pairs. TG p. 98 Lesson 22, <i>Les animaux et les autochtones</i> TG p. 100 Lesson 22, PD corner—Canada's mosaic</p>	<p>Stratégies <i>Je contrôle ma voix</i> TG p. 26 Lesson 3, Warm-Up: Work in pairs. TG p. 26 Lesson 3, After listening: Cooperative learning <i>Fiche de stratégie 10 : Je contrôle ma voix.</i> TG p. 27 Lesson 3, Response to Text 3: Learn a chant. TG p. 33 Lesson 5, Read in pairs. TG p. 59 Lesson 11, Talk about Internet conversations. TG p. 78 Lesson 16, Prepare and present an expressive chant. TG p. 89 Lesson 19,</p>

<p>have ideas (I know we are all equal and special.); I care (I care about and respect my ‘family’ at school, at Church, in the community and the World.)</p> <ul style="list-style-type: none"> • <i>Fiches d’évaluation 1 and 2, Je réfléchis sur le projet et sur le module</i>, align with each person’s responsibility for recognizing and using the gifts that God gave us, including our ability to reflect on our actions and grow from them. 		<p>TG pp. 50 and p. 58, Lessons 9 and 12 – Find someone technique TG p. 50 Lesson 12 – Fiche d’activité 8 TG p. 58, Lesson 12, St-Albert and the Franco-Ontarian flag TG p. 77 Lesson 18, <i>J’écoute les présentations</i> Fiche d’activité 14 TG p. 84 Lesson 19, Wrap-Up: <i>Parle-moi de...</i> TG p. 85 Lesson 20, Discussing recipes</p>			<p>Learn to write an email message.</p>
2. Rights and Responsibilities					
<p>3. Option for the Poor and Vulnerable About Échos Pro 1: Recommendations for supporting DI and ELLs in margin throughout each TG.</p>	<p>TG pp. 23, 24, 28, 31: several PD corners suggest ways to create a safe and positive learning environment.</p>	<p>Strategies <i>Je participe activement</i> <i>Fiches de stratégies 3 and 4, Mes stratégies de production</i> TG p. 6, Healthy Choices and Active Living TG p. 27 and p. 75 Lessons 3 and 17, <i>Je participe activement.</i> TG p. 63 Lesson 13, Viewing Swing’s website. TG p. 68 Lesson 15, Shared Reading: Echo reading teaching</p>	<p>TG p. 55 Lesson 10, Echo reading TG p. 87 Lesson 20, Sing a song.</p>	<p>TG p. 36, Lesson 5, The shared reading activities involve participating and doing your best.</p>	<p>TG p. 55 Lesson 10, Shared Reading 3: Choral reading</p>
3. Option for the Poor and Vulnerable					
<p>About Échos Pro 1: Recommendations for supporting DI and ELLs in margin throughout each TG.</p>	<p>TG p. 36 Lesson 6, Before Reading TG p. 40 Lesson 7, Wrap-Up TG p. 44 Lesson 9 Before Reading</p>	<p>TG p. 10, Provides suggestions for handling three potentially sensitive issues. (socio-economic, different pastimes or music,</p>	<p>Strategies <i>Fiche de stratégie 3 : J’aide mes amis</i> SR p. 9, Anchor chart for <i>J’aide mes amis.</i></p>	<p>TG p. 10, Four ways to differentiate the performance task. TG p. 10, Handling Sensitive issues such as children’s fear</p>	<p>TG p. 10, Eight ways to differentiate performance task. TG p. 10, Handling four sensitive issues.</p>

		<p><i>Fiche d'activité 4, Survey</i> <i>Fiches d'évaluation 1–3,</i> <i>Je réfléchis sur le projet.</i> <i>Je réfléchis sur le module.</i> <i>Je réfléchis sur les cultures.</i></p>	<p>new to the country) TG p. 52 Lesson 10, Identify similarities in video.</p>	<p>SR pp. 26–27, <i>Des écoles pour Haïti</i> TG p. 30 Lesson 3, Participate in an obstacle course. TG p. 97 Lesson 23, <i>Des écoles pour Haïti</i></p>	<p>or inexperience with animals. TG pp. 72, 75, 80, 83, 100, Suggestions for how to support and challenge students. TG p. 45 Lesson 7, Wrap-Up: Identify animal they would like to protect.</p>	<p>TG pp. 57, 61, 63, 70, 73, 89, 94, Suggestions for how to support and challenge students. TG p. 59 Lesson 11, Warm Up: Role-play a lost and found situation.</p>
<p>4. Stewardship of Creation About Échos Pro 1: Learning Checks for teachers are found throughout each TG.</p>	n/a			<p>SR pp. 6–7, <i>Les animaux à l'aide</i> SR pp. 12–13, <i>Nos amis les animaux</i> SR pp. 16–17, Graphic text—<i>Les amis dans la forêt</i> SR pp. 18–19, <i>Les animaux et l'écosystème</i> SR pp. 26–29, <i>Les animaux et les autochtones</i> TG p. 25 Lesson 2, <i>Fiches d'activité 2a, 2b : Vive la diversité</i> TG p. 31 Lesson 4, Before Reading—talk about animal qualities. TG p. 39 Lesson 6, Response to Text 2: Animals are helpful to people. TG p. 45 Lesson 7, Wrap-Up: Identify animal they would like to protect. TG p. 48 Lesson 8, Wrap-Up: Animals that are pets and friends. TG p. 50 Lesson 9, Response to Text: <i>Fiche d'activité 7 :</i></p>	<p>SR pp. 14–15, <i>Le sirop d'érable... un trésor au Canada</i> SR pp. 26–27, <i>Encore des festivals!</i> TG p. 45 Lesson 8, Talk about maple syrup festival. TG p. 55 Lesson 10, Response to Text 1: Write about a school event. TG p. 45 Lesson 8, Before reading, talk about maple syrup.</p>	

<p>5. Global Solidarity</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component (explained on pp.15–16, all TGs). • Suggestions to support English 		<p>SR pp. 6–7 Demonstrate how to greet a new student. SR pp. 20–21 Song <i>Bonjour! Salut!</i> SR p. 16 <i>Bienvenue à mon école</i> Video—<i>Ma classe et moi</i></p>	<p>SR pp. 14–15, <i>Dans mon sac à lunch</i> SR pp. 26–27, Recipes TG p. 42, Lesson 7, <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures.</i> TG p. 58, Lesson 12, St-</p>	<p>SR pp. 16–17, Quebec, Nova Scotia, British Columbia TG p. 50 Lesson 8, Wrap-Up: Sharing images. TG p. 81 Lesson 18, Dancing a routine. TG pp. 96–100 Lesson 23,</p>	<p><i>De nouveaux amis</i> TG p. 54 Lesson 10, <i>Fiche d'activité 8 : Des qualités</i> TG p. 64 Lesson 13, Important contributors to ecosystem, <i>Fiche d'activité 5 : Les animaux et nous</i> TG p. 70 Lesson 14, Shared Reading: animals' roles in ecosystem. <i>Fiches d'activité 10a–d : Les animaux sont importants</i> TG p. 78 Lesson 16, Discuss connections between animals and people. TG p. 78 Lesson 16, Response to Text: <i>Fiche d'activité 11 : La grande famille</i> TG p. 85 Lesson 18, Warm-Up: Classify animals. TG p. 98 Lesson 22, <i>Fiches d'activité 17a, b : Les animaux et les autochtones</i> Video <i>Les franco-chiens</i> shows the responsibility and importance of loving and respecting your dog.</p>	<p>SR pp. 6–7, <i>Célébrez l'été</i> SR pp. 18–19, <i>Célébrez le printemps</i>—multicultural festivals</p>
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<p>Language Learners (ELLs) are provided in margin throughout the TGs.</p>	<p>TG p. 53 Lesson 11, Compare one’s cultural knowledge and experience to new learning (Venn Diagram). TG p. 21 Lesson 1, PD Corner margin reminds teacher to demonstrate welcoming behaviour.</p>	<p>Albert and the Franco-Ontarian flag TG p. 84 Lesson 19, Wrap-Up, <i>Parle-moi de...</i> TG p. 85 Lesson 20, Discussing recipes.</p>	<p>Students learn to read an informative text about recovery efforts in Haiti after the 2010 earthquake Dance video <i>Suivez-moi!</i></p>		
<p>6. Promotion of Peace</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Cooperative learning suggestions in margin throughout TGs. • Cooperative Learning and Grouping Techniques, Program Overview pp. 51–55. 	<p>SR p. 13, Fadia shares her lunch. SR pp. 26–27, Use of language to encourage students. <i>Courage! Excellent! Tu es capable! Super!</i> TG pp. 23, 24, 28, 31, Several PD corners suggest ways to create a safe and positive learning environment. TG p. 14, Identifies where strategies <i>J’écoute bien</i> and <i>Je regarde bien</i> are found as well as Cooperative Learning Grouping Techniques. TG p. 33 Lesson 5, After Reading Cooperating learning <i>Fiche de stratégie 1 : J’écoute bien</i> TG p. 34 Lesson 5, Learn a chant. TG p. 37 Lesson 6, Anticipate: Look at the images. TG p. 47 Lesson 10, Warm-Up: Find a coloured backpack TG p. 75 Lesson 19, <i>Fiche d’activité 10 : Ma visite guidée</i></p>	<p>TG p. 15, Cooperative Learning: Grouping Techniques TG p. 22 and p. 91, Lessons 1 and 21, Warm-Up: Preference chain TG p. 33 Lesson 5, Warm-Up: Chant and Wrap-Up: Read-Aloud TG p. 64 Lesson 14, Choral reading TG p. 54 Lesson 11, <i>Fiche d’activité 7 : Un sondage sur le fromage</i> TG p. 77 Lesson 18, <i>Fiche d’activité 14 : J’écoute des présentations.</i> TG p. 84 Lesson 19, Wrap-Up: <i>Parle-moi de...</i></p>	<p>Strategies <i>J’aide mes amis</i> TG p. 15, Cooperative Learning: Three Grouping Techniques TG p. 22 Lesson 1, Oral language chain TG p. 33 Lesson 4, Before Reading activity done in pairs TG p. 39 Lesson 6, Response to Text: Give directions to a partner. TG p. 71 Lesson 15, Cooperative chant TG p. 89 Lesson 21, Cooperative strategy chart</p>	<p>Strategies <i>Je demande de l’aide</i> TG p. 15, Three Grouping techniques TG p. 38 Lesson 3, Cooperative learning strategy <i>Fiche de stratégie 8 : Je demande de l’aide</i> TG p. 43 Lesson 7, Game (fair play) TG p. 49 Lesson 9, Chain activity TG p. 69 Lesson 14, Inside/Outside Circle TG p. 81 Lesson 17, Sentence chain TG p. 90 Lesson 20, Matching Lists technique Song <i>Les animaux sont nos amis. C’est la grande famille des humains et des animaux... pour un monde super et beau!</i></p>	<p>Strategies <i>Je contrôle ma voix</i> <i>Mon groupe fait un brouillon</i> TG p. 14, Cooperative Learning—four grouping techniques TG p. 24 Lesson 2, Warm-Up: Create a human graph. TG p. 29 Lesson 4, Warm-Up: Cooperative chant TG p. 33 Lesson 5, Inside/Outside Circle TG p. 37 Lesson 6, Language chain TG p. 37 Lesson 6, Personalize. TG p. 50 Lesson 9, Appointment clock TG p. 55 Lesson 10, Response to Text 1: Draw and describe. TG p. 75 Lesson 15, Group project—prepare a written text.</p>

<p>7. Community and the Common Good</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> The suggestions for ELLs and the Intercultural Understanding components throughout the module demonstrate caring and respect for the community. Learning Checks for teachers are found throughout the TGs. Cooperative Learning and Grouping Techniques, Program Overview pp. 51–55 	<p>TG p. 88 Lesson 22, Cooperating Learning margin Video <i>Ma classe et moi</i></p> <p>SR pp. 26–27, Use of language to encourage students. <i>Courage! Excellent! Tu es capable! Super!</i></p> <p>TG p. 14, Identifies where strategies <i>J'écoute bien</i> and <i>Je regarde bien</i> are found as well as Cooperative Learning Grouping Techniques.</p> <p>TG p. 33 Lesson 5, After Reading Cooperating learning <i>Fiche de stratégie 1 : J'écoute bien</i></p> <p>TG p. 34 Lesson 5, Learn a chant.</p> <p>TG p. 37 Lesson 6, Anticipate: Look at the images.</p> <p>TG p. 47 Lesson 10, Warm-Up: Find a coloured backpack.</p> <p>TG p. 75 Lesson 19, <i>Fiche d'activité 10 : Ma visite guidée</i></p> <p>TG p. 88 Lesson 22, Cooperating Learning margin The video <i>Ma classe et moi</i> demonstrates care and respect for God's creation.</p>	<p>TG p. 15, Cooperative Learning : Grouping Techniques</p> <p>TG p. 22 and p. 91, Lessons 1 and 21, Warm-Up: Preference chain</p> <p>TG p. 33 Lesson 5, Warm-Up: Chant and Wrap-Up: Read-Aloud</p> <p>TG p. 64 Lesson 14, Choral reading</p> <p>TG p. 77 Lesson 18, <i>Fiche d'activité 14 : J'écoute des présentations</i></p> <p>TG p. 91 Lesson 21, Writing invitations</p>		<p>SR pp. 18–19, <i>Les animaux et l'écosystème</i></p> <p>TG p. 54 Lesson 10, Talk about animal names.</p> <p>TG p. 88 Lesson 19, Warm-Up: Read exit cards aloud.</p> <p>TG p. 88 Lesson 19, Wrap-Up: <i>Fiche d'activité 15 : J'écoute les présentations</i></p> <p>TG p. 90 Lesson 20, Share projects.</p> <p>TG p. 79 Lesson 16, Response to Text: <i>Fiche d'activité 11 : La grande famille</i></p>	<p>TG p. 79 Lesson 17, Listen to chants.</p> <p>TG 91 Lesson 20, Share snack food preferences.</p> <p>SR pp.26–27, <i>Encore des festivals!</i></p> <p>TG p. 45 Lesson 8, Talk about maple syrup festival.</p> <p>TG p. 55 Lesson 10, Response to Text 1: Write about a school event.</p> <p>TG p. 80 Lesson 17, Read classmates' posters and webpages.</p>
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ÉCHOS PRO 1—LINKS TO THEOLOGICAL AND CARDINAL VIRTUES

	Ma classe et moi	Ça, c'est ma journée!	Suivez-moi !	Les animaux et nous	Allons au festival!
Conceptual Organizer	Equity, Diversity, and Inclusiveness	Healthy choices and Active Living	Problem-Solving	Environmental Education	Cultural Awareness
Performance Task Summary	Getting to know classmates: Introduce oneself and get to know classmates.	Describing a typical day: Recount one's day.	Giving and receiving directions: Provide directions in a school setting.	Learning about the relationship between animals and humans: Describe an animal you respect.	Exploring Canadian festivals: Invite classmates to a festival or celebration.
2. Hope (T)	TG p. 53 Lesson 1, Compare one's cultural knowledge and experience to new learning (Venn Diagram). TG p. 76 Lessons 17, Set a goal based on self-assessment. TG p. 79 Lesson 20, Learn the meaning of <i>je peux</i> .	Stratégies <i>Fiche de stratégie 3</i> : <i>J'utilise des modèles</i> , SR pp. 22–23, <i>Mon projet</i> : <i>J'utilise des modèles</i> SR pp. 24–25, <i>Je peux</i> statements TG p. 46 and p. 68 Lessons 8 and 1, <i>Fiche d'activité 17</i> : <i>J'analyse un texte</i> . TG p. 59 Lesson 12, Making meaning, linking to personal experiences, prediction. TG p. 75 Lesson 17, Prepare written and visual texts. TG p. 77 Lesson 18, Organizing work: <i>Fiche d'activité 13</i> : <i>Mon projet</i> TG p. 77 Lesson 18, Self-assess: <i>Fiche d'évaluation 1</i> : <i>Je réfléchis sur le projet</i> .	Stratégies <i>Fiche de stratégie 1</i> : <i>J'utilise des ressources</i> <i>Fiche de stratégie 3</i> : <i>Mes stratégies de production</i> , SR p. 23, Anchor chart of <i>J'utilise des ressources</i> . SR p. 24–25, Demonstration of <i>Je peux</i> statements TG p. 48 and p. 87 Lessons 8 and 20, <i>J'utilise des ressources</i> . TG p. 84 Lesson 20, Choose performance task. TG p. 89 Lesson 21, Self-assessment TG p. 93 Lesson 22, <i>Je peux</i> activity	Stratégies <i>Fiche de stratégie 8</i> : <i>Je demande de l'aide</i> . <i>Fiche de stratégie 3</i> : <i>Je vois une image dans ma tête</i> . <i>Je répète mon texte</i> . SR pp. 22–23, <i>Mon projet</i> SR pp. 24–25, <i>Je peux</i> statements TG p. 82 Lesson 17, Response to Text 3 (represent animal descriptions creatively) TG p. 86 Lesson 18, Prepare a written task. TG p. 88 Lesson 19, Use of success criteria to work on project. TG p. Lesson 20, Wrap-Up: Self-assess.	SR pp. 24–25, <i>Je peux</i> statements TG p. 80 Lesson 17, Self-assess TG p. 82 Lesson 18, Confirm learning. TG p. 83 Lesson 18, Reflect on the module, <i>Quel est mon objectif?</i>

About Échos Pro 1:

- Enrichment text allows students to build on strengths and weaknesses.
- The *Fiche de stratégie 3 (Stratégies de production)*—this activity will provide the support and guidance that might be needed to complete a task, providing students with the hope and confidence that they are successful individuals.

<p>3. Charity (T)</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Learning Checks for teachers are found throughout each TG. • Intercultural understanding explained on pp. 1–16, all TGs. • Considerations for cultural awareness available in margin throughout all TGs. • Suggestions to support English Language Learners (ELLs) are provided in margin throughout all TGs. 	<p>The video <i>Ma classe et moi</i> demonstrates care and respect for God’s creation.</p>	<p>TG p. 77 Lesson 18, Self-assess— setting goals. TG 81 Lesson 19, Representing accomplishments, Fiche d’activité 15 <i>Dans ce module</i></p> <p>Strategies <i>Je pose des questions</i> SR pp. 14–15, <i>Dans mon sac à lunch</i> SR p. 26, Recipes TG p. 10, Provides suggestions for handling three potentially sensitive issues. (socio-economic, different pastimes or music, new to the country) TG p. 23 Lesson 1, Wrap-up: Play a guessing game. TG p. 30 and p. 46 Lessons 4 and 8, <i>Je pose des questions</i> during picture walk. TG p. 42 Lesson 7, <i>Fiche d’évaluation 3 : Je réfléchis sur les cultures</i>. TG p. 50 and p. 58 Lessons 9 and 12, Find someone technique. TG p. 58 Lesson 12, St-Albert and the Franco-ontarian flag and <i>Fiche d’activité 8</i> TG p. 77 Lesson 18, <i>Fiche d’activité 14 : J’écoute les présentations</i></p>		<p>SR p. 9, <i>Je demande de l’aide</i> (How to ask politely) SR pp. 18–19, <i>Les animaux et l’écosystème</i>/between animals and people SR pp. 26–29, <i>Les animaux et les autochtones</i> TG p.22 Lesson 1, Work in pairs. TG p. 25 Lesson 2, <i>Fiches d’activité 2a, 2b : Vive la diversité</i> TG p. 31 Lesson 4, Before Reading, talk about animal qualities. TG p. 39 Lesson 6, Response to Text 2: Animals are helpful to people. TG p. 48 Lesson 8, Wrap-Up—animals that are pets and friends. TG p. 50 Lesson 9, Response to Text 1: <i>Fiche d’activité 7 : De nouveaux amis</i> TG p. 54 Lesson 10, <i>Fiche d’activité 8 : Des qualités</i> TG p. 64 Lesson 13, Important contributors to ecosystem <i>Fiche d’activité 5 : Les animaux et nous</i></p>			<p>TG p. 26 Lesson 3, Warm-Up: Work in pairs. TG p. 26 Lesson 3, After listening: Cooperative learning <i>Fiche de stratégie 10 : Je contrôle ma voix</i>. TG p. 27 Lesson 3, Response to Text 3: Learn a chant. TG p. 33 Lesson 5, Read in pairs. TG p. 78 Lesson 16, Prepare and present an expressive chant.</p>
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		<p>TG p. 82 Lesson 19, Wrap-Up: Describe an image <i>Parle-moi de...</i></p> <p>TG p. 85 Lesson 20, Discussing recipes.</p>		<p>TG p. 70 Lesson 14, Shared Reading: animals' roles in ecosystem.</p> <p><i>Fiches d'activité 10a-d : Les animaux sont importants.</i></p> <p>TG p. 78 Lesson 16, Discuss connections.</p> <p>TG p. 79 Lesson 16, Response to Text 1: <i>Fiche d'activité 11 : La grande famille</i></p> <p>TG p. 85 Lesson 18, Warm-Up: Classify animals.</p> <p>TG p. 98 Lesson 22, <i>Fiches d'activité 17a, b : Les animaux et les autochtones</i></p> <p>TG p. 98 Lesson 22, <i>Les animaux et les autochtones</i></p> <p>TG p. 100 Lesson 22, PD corner—Canada's mosaic</p>	
<p>4. Prudence (C)</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Cooperative Learning strategies are found in margin throughout the TGs. • Program Overview pp. 51–55, Cooperative Learning and Grouping Techniques 	<p>Strategies</p> <p><i>Fiche de stratégie 1 : J'écoute bien.</i></p> <p>Use of language to encourage students—<i>Courage! Excellent! Tu es capable! Super!</i></p> <p>TG p. 14, Identifies where strategies <i>J'écoute bien</i> and <i>Je regarde bien</i> are found as well as Cooperative Learning Grouping Techniques.</p> <p>TG p. 33 Lesson 5, After Reading, explanation of <i>Je fais; je dis</i></p>	<p>TG p. 15, Cooperative Learning: Grouping Techniques</p> <p>TG p. 22 and p. 91 Lessons 1 and 21, Warm-Up: Preference chain</p> <p>TG p. 33 Lesson 5, Warm-Up: Adapt a chant and Wrap-Up: Read Aloud with expression.</p> <p>TG p. 54 Lesson 11, <i>Fiche d'activité 7 : Un sondage sur le fromage</i></p> <p>TG p. 64 Lesson 14, Choral reading</p>	<p>TG p. 15, Cooperative Learning: Three Grouping Techniques</p> <p>TG p. 62 Lesson 12, Before Reading discussion</p> <p>TG p. 63 Lesson 12, Shared Reading: sharing links to personal experience.</p>	<p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 3, Cooperative Learning</p> <p>TG p. 15, Grouping techniques</p> <p>TG p. 28 Lesson 3, Cooperative learning strategy</p> <p><i>Fiche de stratégie 8 : Je demande de l'aide</i></p> <p>TG p. 49 Lesson 9, Chain activity</p> <p>TG p. 69 Lesson 14, Inside/Outside Circle</p> <p>TG p. 81 Lesson 17,</p>	<p>SR p. 8. <i>Je coopère</i> anchor chart</p> <p>TG p. 14, Cooperative Learning—four grouping techniques</p> <p>TG p. 24 Lesson 2, Warm-Up: Create a human graph.</p> <p>TG p. 29 Lesson 4, Warm-Up: Cooperative chant</p> <p>TG p. 33 Lesson 5, Inside/Outside Circle</p> <p>TG p. 50 Lesson 9, Appointment clock</p>

<p>5. Justice (C)</p> <p>About Échos Pro 1:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component in every TG (explained on pp. 15–16). • Cultural Awareness suggestions in side margin throughout all TGs. • Suggestions to support English Language Learners (ELLs) are provided in margin in every TG. • Learning Outcomes are written as “Can Do” statements. • The <i>Parle-moi de...</i> section of SR and TG promotes effective conversation. • Considerations for differentiation are found in margin throughout TGs. 	<p>TG p. 34 Lesson 5, Wrap-Up: Learn a chant TG p. 37 Lesson 6, Anticipate : Look at the images TG p. 47 Lesson 10, Warm-Up explained: Find a coloured backpack TG p. 75 Lesson 19, Fiche d’activité 10 <i>Ma visite guidée</i> and Cooperative Learning Activity Video <i>Ma classe et moi</i></p>	<p>TG p. 77 Lesson 18, <i>Fiche d’activité 14 : J’écoute des présentations</i>. TG p. Lesson 19, Wrap-Up: Describe an image <i>Parle-moi de...</i></p>	<p>SR pp. 16–17, Quebec, Nova Scotia, British Columbia TG p. 23 Lesson 1, Shared Listening: lots of positive reinforcement in dialogue TG p. 50 Lesson 8, Wrap-Up: Sharing images TG p. 60 Lesson 11, Wrap-Up: Share results TG p. 63 Lesson 12, Shared Reading 1: Sharing links to personal experience. Video <i>Suivez-moi!</i></p>	<p>Sentence chain TG p. 90 Lesson 20, Matching Lists technique</p>	<p>TG p. 75 Lesson 15, Group project—prepare a written text.</p>
<p>Strategies <i>Fiche de stratégie 3 : J’utilise des gestes</i>. SR pp. 6–7 demonstrates how to greet a new student. SR p. 20, Song <i>Bonjour! Salut!</i> SR p. 16, <i>Bienvenue à mon école</i> TG p. 6, The Overview explains the goal of equity/diversity/inclusiveness in this module. TG p. 10, Provides suggestions for handling sensitive issues such as students who are newly arrived to the class or school and students who show reluctance to talk about the languages they speak. TG pp. 41, 53, 54, 63, 85, How to support and challenge</p>	<p>SR pp. 14–15, <i>Dans mon sac à lunch</i> SR p. 26, Recipes TG p. 10, Provides suggestions for handling three potentially sensitive issues. (socio-economic, different pastimes or music, new to the country) TG p. 23 Lesson 1 Wrap-up: Play a guessing game. TG p. 30 and p. 46 Lessons 4 and 8, <i>Je pose des questions</i> during picture walk. TG p. 42 Lesson 7, <i>Fiche d’évaluation 3 : Je réfléchis sur les cultures</i>. TG p. 50 and p. 58 Lessons 9 and 12, Find someone technique TG p. 58 Lesson 12, St-</p>	<p>Because Module 4 is about animals, and <i>Justice</i> is about how people treat one another, we could make a link by referring to the Teacher’s Guide/activities. Specifically, in Lesson 7, p. 43, where students play a game (fairness and inclusion); several cooperative activities are available—chain activity. TG p. 46 and p. 69 Lessons 8 and 14, inside/outside circle TG p.88 Lesson 19, Listening to presentations.</p>	<p>Strategies <i>Je contrôle ma voix</i> SR pp. 6–7, <i>Célébrez l’été</i>. SR pp. 18–19, <i>Célébrez le printemps</i>—multicultural festivals TG p. 26 Lesson 3, Warm-Up: Work in pairs. TG p. 26 Lesson 3—After listening: Cooperative learning <i>Fiche de stratégie 10 : Je contrôle ma voix</i>. TG p. 27 Lesson 3, Response to Text 3: Learn a chant. TG p. 33 Lesson 5, Read in pairs. TG p. 59 Lesson 11, Talk about Internet conversations.</p>		

	<p>students. TG pp. 55–63 Lessons 12-14, Encourage use of greetings in many languages. TG p. 21 Lesson 1, PD Corner margin reminds teacher to demonstrate welcoming behaviour. Video—<i>Ma classe et moi</i></p>	<p>Albert and the Franco-Ontarian flag and <i>Fiche d'activité 8</i> TG p. 82 Lesson 19, Wrap-Up: Describe an image <i>Parle-moi de...</i></p>			<p>TG p. 78 Lesson 16, Prepare and present an expressive chant. TG p. 89 Lesson 19, Learn to write an email message.</p>
<p>6. Fortitude (C) About Échos Pro 1:</p> <ul style="list-style-type: none"> The use of French as the routine language of the class by both students and teachers is recommended, see Program Overview pp. 49–50. Teachers are also encouraged to use simple French to communicate learning goals to students. 	<p>TG pp. 23–24, 28, 31, Several PD corners suggest ways to create a safe and positive learning environment.</p>	<p>Strategies <i>Fiche de stratégies 3 : Je participe activement.</i> TG p. 6, Healthy Choices and Active Living TG p. 27 Lesson 3, <i>Je participe activement.</i> TG p. 63 Lesson 13, Viewing Swing's website. TG p. 68 Lesson 15, Echo reading: Shared Reading 1 TG p. 71 Lesson 16, Shared and Guided Practice</p>	<p>Strategies <i>J'aide mes amis</i> SR pp. 26–27, <i>Des écoles pour Haïti</i> TG p. 30 Lesson 3, Participate in an obstacle course. TG p. 96 Lesson 23, <i>Des écoles pour Haïti</i></p>	<p>SR pp. 6–7, <i>Les animaux à l'aide</i> SR pp. 12–13, <i>Nos amis les animaux</i> SR pp. 16–17, <i>Les amis dans la forêt</i> TG p. 10, Handling Sensitive issues such as children's fear or inexperience with animals. TG p. 45 Lesson 7, Wrap-Up: Identify animal they would like to protect.</p>	<p>SR pp. 14–15, <i>Le sirop d'érable... un trésor du Canada</i> TG p. 55 Lesson 10, Shared Reading 3: Choral reading TG p. 59 Lesson 11, Warm-Up: Role-play a lost and found situation.</p>
<p>7. Temperance (C) About Échos Pro 1: Learning Checks for teachers are found throughout the TGs.</p>	<p>TG, The suggestions for ELLs and the Intercultural Understanding components throughout the TG demonstrate caring and respect for the community. The video <i>Ma classe et moi</i> demonstrates care and respect for God's creation.</p>	<p>TG p. 15, Cooperative Learning: Grouping Techniques TG p. 22 and p. 91 Lessons 1 and 21, Warm-Up: Preference chain TG p. 33 Lesson 5, Warm-Up: Adapt a chant and Wrap-Up: Read-Aloud with expression. TG p. 54 Lesson 11, <i>Fiche d'activité 7 : Un sondage sur le fromage</i> TG p. 64 Lesson 14, Choral</p>	<p>TG p. 75 Lesson 13, Dancing a routine.</p>	<p>TG p. 48 Lesson 8, Wrap-Up: Animals that are pets and friends. TG p. 54 Lesson 10, <i>Fiche d'activité 8 : Des qualités</i> TG p. 64 Lesson 13, Important contributors to ecosystem <i>Fiche d'activité 5 : Les animaux et nous</i> TG p. 70 Lesson 14, Shared Reading: animals' roles in ecosystem <i>Fiche d'activité 10a : Les animaux sont importants</i></p>	<p>SR pp. 22-23, <i>Mon projet—travail en groupe, faire un brouillon.</i> TG p. 33 Lesson 5, Inside/Outside Circle TG p. 50 Lesson 9, Appointment clock TG p. 75 Lesson 15, Group project – prepare a written text</p>

			<p>reading</p> <p>TG p. 77 Lesson 18, <i>Fiche d'activité 14 : J'écoute des présentations.</i></p> <p>TG p. Lesson 19, Wrap-Up: Describe an image <i>Parle-moi de...</i></p>			<p>TG p. 78 Lesson 16, Discuss connections between animals and people</p>	
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