NOM: prénom: la date:

Travail en classe:

Devoirs:

**EQ*:*** *Comment est-ce que je peux utiliser les pronoms objets pour discuter le shopping et les achats ?*  (How can I use object pronouns to talk about shopping and purchases?)

**Differentiation & Personalization:** Students are using drawings to assist in the production of language. Students personalize the drawings by embellishing and adding details pertinent to their own lives. Students will elaborate by including answers to questions: Qui? Qu’est-ce que ? Pourquoi? Où? À quelle heure? Comment?

Drawings include student as well as male and female family members and friends. Students are expected to talk about where they and their friends and family went shopping and what they bought. This may include other activities, such as eating at a restaurant. This activity is designed to allow students to use object pronouns.

***Qui ? Qu’est-ce que ? Pourquoi ? Où ? Quand ? Comment ? Combien de ?***

***À la supérette***

***À la pharmacie***

***À la papeterie***

***À la poste***

***Au restaurant***

***À la discothèque***

***Au café***

**Picture sequence instructions:**

* Pictures and picture sequences provide visual cues to help in conversations and description exercises with a partner or in small groups. They may be used for spoken or written activities. They are not assessments of artistic ability! Therefore, only draw what pertains to what you hear or what you know how to say or write.
* Picture sequences are another way to help us make associations with the language and make our discussions meaningful. Have fun and let’s challenge ourselves to create drawings that assist us in producing as much language as possible and to the best of our ability!
* Unless directed the Madame LeClair-Ash, no writing (in French or English) is permitted on the picture sequence, front or back.
* On-level students speak for \_\_\_2\_\_ minutes. / Honors students speak for \_\_\_\_3\_\_\_\_ minutes.
* Due date: Monday, May 1

 Bon Courage!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student) used his/her picture sequence to talk about chores and responsibilities at home and at school. No written words were used for this spoken activity. Parent and student should keep track of the total number of minutes/seconds that the student spoke and record it next to the parent signature and date.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_: \_\_\_\_\_\_

 Parent signature Date min. : sec.