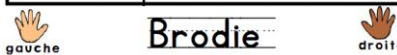


# Writing checklist

Every time your child completes a piece of writing it is essential that they do two things:

## 1) Check their writing

| Les jours et mois de l'année |          |           |         |
|------------------------------|----------|-----------|---------|
| lundi                        | vendredi | septembre | janvier |
| marti                        | samedi   | octobre   | février |
| mercredi                     | dimanche | novembre  | mars    |
| jeudi                        |          | décembre  | avril   |
|                              |          |           | mai     |
|                              |          |           | juin    |
|                              |          |           | juillet |
|                              |          |           | août    |



LOG IN  
information

**Mon écriture**  
 Je peux...  
 utiliser une lettre majuscule. ✓  
 utiliser des espaces. ✓  
 décoder les sons. ✓  
 utiliser la ponctuation. ✓  
 dessiner une image. ✓

**masculin**  
 un  
le  
il

**féminin**  
 une  
la  
elle



| Mon écriture                   |                      |
|--------------------------------|----------------------|
| Je peux...                     | ✓                    |
| utiliser une lettre majuscule. | Le chien saute.      |
| utiliser des espaces.          | Le chien saute.      |
| décoder les sons               | I = III e = eee = le |
| utiliser la ponctuation        | Le chien saute.      |
| dessiner une image             |                      |

These are the steps to checking over writing. Please review these things with your child before they submit their work

## 2) Read their writing

Always have your child read what they wrote to you when they have finished. If they have used a word they don't know how to read, then they should replace it with a word they do know how to read. Please take the time to have them read their work. This also help them with word order, as they will often be able to notice if they have omitted a word by reading it out loud!

# Vocabulaire (word bank)

Here's how we start a sentence:

C'est (It is)

Voici (Here is)

Il y a (There is)

Je vois (I see)

Il s'appelle (his name is)

Elle s'appelle (his name is)

Il a (he has)

Elle a (she has)

Il porte (he wears)

Elle porte (she wears)

| Mots Fréquents                                      |  |                                       |  |
|---|--|---------------------------------------|--|
| a b c d e f g h i j k l m n o p q r s t u v w x y z |  |                                       |  |
| <b>Aa</b><br>à<br>à côté de<br>aussi                | <b>Bb</b><br>bébé<br>beaucoup<br>beau<br>belle             | <b>Ee</b><br>entre<br>et<br>est       | <b>Ff</b><br>est-ce<br>que<br>frère            |
| <b>Cc</b><br>c'est<br>ce sont                       | <b>Dd</b><br>dans<br>des<br>derrière<br>devant             | <b>Ii</b><br>il y a<br>ici            | <b>Jj</b><br>je<br>j'ai<br>jour                |
| <b>Gg</b><br>grand(e)<br>gros(se)                   | <b>Hh</b>  | <b>Mm</b><br>maman<br>mes<br>mains    | <b>Nn</b><br>ne...pas<br>nous                  |
| <b>Kk</b>   | <b>Ll</b><br>la<br>le<br>les<br>long(ue)                   | <b>Oo</b><br>Oh là là<br>ou           | <b>Pp</b><br>papa<br>petit(e)<br>plus<br>porte |
| <b>Qq</b>   | <b>Rr</b><br>regarde                                       | <b>Ss</b><br>s'appelle<br>ses<br>sœur | <b>Tt</b><br>tes<br>très<br>trop               |
| <b>Uu</b><br>un<br>une                              | <b>Vv</b><br>vais<br>vers<br>voici<br>vois<br>vair<br>vous | <b>Ww</b>                             | <b>Xx</b>                                      |
| <b>Yy</b><br>youpi                                  | <b>Zz</b>  |                                       |  |

These sentence starters can be found in this lexique

**\*Encourage your child to explain to you which sentence starter they will be using to begin, as this will ensure they understand their purpose of their sentence.**

**\*If they start their sentence with a minuscule, ask: what do we start sentences with?**

# Vocabulaire (word bank)

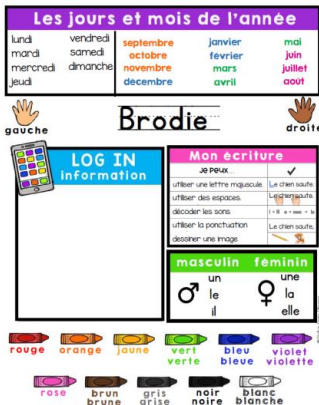
Lexiques we will use:



These vocabulary based lexiques can be used to find words your child needs.

This high frequency lexique can help your child find common words they may not know how to write.

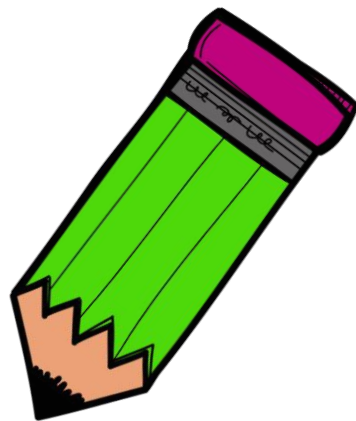
| Mots Fréquents                                      |                          |                |         |
|---|--------------------------|----------------|---------|
| a b c d e f g h i j k l m n o p q r s t u v w x y z | À à                      | Ô ô            | B b     |
|   | à une de sous            | à une de sous  | belle   |
| C c   | D d                      | E e            | F f     |
| c'est ce sont                                       | dans des derrière devant | est est-ce que | frère   |
| G g   | H h                      | I i            | J j     |
| grand(e) grand(x)                                   | il y a en                | je je          | plus    |
| K k   | L l                      | M m            | N n     |
| le la les   | long(ue)                 | mes mes        | ne pas  |
| O o   | P p                      | Q q            | R r     |
| on la la  | par par(e) pour          | quand que      | regarde |
| S s   | T t                      | U u            | V v     |
| s'appelle sous sous sur                             | tes très trop            | un une         | va vers |
| W w   | X x                      | Y y            | Z z     |
|   |                          | pour           |         |



This lexique contains colours, days of the week and your child's writing checklist when they have finished their piece.

**\*Encourage your child to use these resources, and madame to write their sentences. If they are looking for a word, ask them where they could find it. If they can't find it, call madame!**

# BONJOUR PARENTS!



I wanted to give you some insight into the processes and practices that we will be developing this year in writing!

Here are a few tips and tricks to help your child during their writing assignments.

- Sound out new/longer words by **individual sounds** to avoid leaving out letters/combined sounds.

(Attempting to write a new word as a whole at this stage in writing can be quite demanding and challenging for some students. Therefore, breaking a word into individual sounds may help.)

For example: **maison** = m -è -z -on

**ami** = a -m -i (students often mix *ami* and *aime*)

**chaton** = ch-a -t -on

**récréation** = r -é -c -r -é -a -tion

**petit** = p -e -t -i

**petite** = p -e -t -i -t

*(This technique helps pinpoint which combined sounds may be challenging to your child.)*

Try it with your child to see if this is an area that needs practice. To make it easier to track each sound, your child tap each sound out on their arm)

Here is a link to all the [French sounds](#) we are working on.

To develop the setting for a story, your child should write one sentence to answer each of the following questions in this order :

1. **When** is the story happening? (C'est lundi matin.)
  2. **Who** is the character (name)?
  3. **Where** is the story happening?
- } (Mimi la petite fille marche au parc.)

Your child may then continue writing about what is happening in each image (preferably 2 sentences per image).

Writing a story can seem like a long and daunting task for some kids. Therefore we have a recommendation:

Rather than write all the story in one day, your child can write 2 sentences per day for each image, one in the morning and one in the afternoon. Because your child is only writing one sentence, he/she can focus on spending a bit of time adding details like color, size or place.

For example,

La fille place le pot sur la table.

*(The girl places the pot on the table.)*

La **petite** fille place le **gros** pot **brun** sur la table **dans la cuisine**.

*(The **little** girl places the **big brown** pot on the table **in the kitchen**.)*