



American Association of Teachers of French

# *Francofeuilles*

Chicago / Northern Illinois Chapter

Printemps 2019

## Un Message du Président

Chers collègues de l'AATF Chicago et l'Illinois du Nord,

Pour ceux d'entre nous qui suivent un calendrier scolaire typique, les mois d'été offrent un temps de réflexion, de repos, de famille et de voyage. Nous sommes nombreux à voyager en France, au Canada et dans d'autres pays francophones avec nos élèves, et plusieurs d'entre nous profitons des cours de français offerts à l'étranger ou dans la région de Chicago.

Nous sommes vraiment chanceux d'avoir un travail épanouissant sur les plans professionnel et personnel. De plus, la plupart d'entre nous ont les étés pour une pause de bienvenue au cours de l'année.

Ce numéro de *Francofeuilles* met en lumière de nombreux programmes de notre chapitre durant les mois de printemps, y compris notre programme à Northwestern University et notre déjeuner de récompenses en mai. Soyez assurés que nous continuerons à proposer des programmes dynamiques et passionnants pour les étudiants et les



enseignants au cours de l'année à venir. Tous ces programmes seront annoncés et promus dans des courriels et dans le bulletin *Francofeuilles*.

Pour l'instant, détendez-vous en lisant ce numéro de *Francofeuilles* pour rappeler les nombreux événements survenus dans notre chapitre ces derniers mois. Bon été à tous !

Amicalement,  
Tom Sapp, Président  
AATF Chicago et l'Illinois du Nord

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### AATF Chicago / No. Illinois Chapter: Important Dates

- |            |                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------|
| July 12-13 | AATF Future Leaders Fellowship Program (Philadelphia)                                                                      |
| July 14-17 | AATF National Convention: "Le Français à Philadelphie: Interculturalité dans la ville de l'amour fraternel" (Philadelphia) |
| August 24  | <i>Dîner en Blanc</i> sponsored by the AATF Chicago / No. IL Chapter                                                       |



On vous invite -vous et vos invités ~le samedi 24 août ~ 17h30 à 21h00

## 'Dîner en Blanc'

*L'AATF Chicago Northern Illinois vous accueille*

*Pottawattamie Park, 8 North Street, St. Charles, IL 60174*

*Habillez-vous en vêtements décontractés ou en tenue de soirée, mais tout en blanc !*

*Repas -partage, veuillez apporter un plat principal, salade, entrée, dessert, ou légume*

*Apportez vos propres boissons - y compris le vin ou la bière (on aura un permis)*

*On fournira les vaisselles jetables. Vous pourrez apporter les vaisselles de luxe.*

*Pré-inscription obligatoire. Le prix- \$10.00 par personne, par Paypal ou chèque*

*Questions? Contactez Martha Behlow at [mbehlw@geneva304.org](mailto:mbehlw@geneva304.org)*

- 1. Inscription** - <https://forms.gle/AfNWUTi6uFJhgimz7>
- 2. Payer en ligne** - <https://www.paypal.me/aatfchinil> or
- 3. Envoyer un chèque à l'AATF** – Martha Behlow, 515 Arbor Lane, Oswego, IL 60543



*Le Grand Concours*

The National French Contest  
of the American Association  
of Teachers of French

Congratulations to John Bloomer of Loyola Academy, student of Tom Sapp, who won the Chapter's t-shirt design contest for the National French Contest. John received a check for \$25 and a t-shirt for each member of his family.



# CHAPTER NEWS



## Alliance Française du North Shore – Soirée Trivia 2019



L'Alliance Française du North Shore voudrait remercier les membres de l'AATF de leur soutien de la SOIRÉE TRIVIA 2019



This year's Soirée Trivia was held on April 26 at St. Mark's Episcopal Church in Evanston.

Denise Rano of the Alliance Française du North Shore, who served as MC, asked a variety of challenging questions from a wide range of categories. (left)



The *Délégué* at the *Délégation Québécoise*, Jean-François Hould, was a judge and picked the winning tickets for the raffle (right) with Eileen Walvoord.) He was very entertaining using various "voices" to announce the winners. The Délégation again donated the "Neige Bubble" sparkling apple wine and the Unibroue beers.



Many members of the AATF Chicago/No. IL Chapter enjoyed French food and camaraderie while supporting a worthwhile cause.



Congratulations to the Alliance Française of DuPage team who came in first! This team included AATF members Kenya Madison-

Gabler and Phyllis Perkins (left). The AATF team, which included Tom Sapp, Erin Gibbons, Maureen Madden, Margot Steinhart, Trina Burek, Jeannie Engelkemier, Donna Czarneck and Andi Issbelli came in second (below).



Proceeds will help support educational and cultural programs sponsored by the Alliance Française du North Shore and the local chapter of the AATF (American Association of Teachers of French). **Eileen Walvoord** (Alliance Française du NS and AATF)

## CHAPTER NEWS

# Le Concours oral 2019 by the numbers

At the **9<sup>th</sup>** Concours oral on April 27...  
**72** students from  
**12** schools participated in  
**43** events  
assisted by over **25** volunteers

### Participating schools:

- Amos Alonzo Stagg H.S.
- Barrington H.S.
- Carl Sandburg H.S.
- Chicago High School for the Arts
- DeKalb H.S.
- Fusion Academy
- Nazareth Academy
- Niles West H.S.
- Park Junior HS
- Station Middle School
- Wheaton Warrenville H.S.
- Woodstock High School



**Above:** Erin Gibbons, Director, Le Concours oral'. Judges: Leonard Hinds, Eileen Walvoord, Trina Burek. **Right:** Amanda Vogue and Nitya Viswanath. **Below right:** Volunteers (left to right) Eileen Walvoord, Jeannie Engelkemeir, Korin Heinz, Laura Schmuck, Erin Gibbons, Brenda Crosby, Martha Behlow, Andrea Isabelli; **Below left:** Students practice for their event.



**Save the date for next year's contest: Saturday, April 25th, 2020**

**Registration opens in early December and closes on March 31.**



## CHAPTER NEWS

### ***Réunion de printemps 2019: L'art africain, les relations franco-africaines, et le déjeuner d'honneur***

The Spring Meeting was a special treat. The morning began with a guided tour of the Block Museum at Northwestern University, where approximately 40 participants gathered to see the exhibit “Caravans of Gold, Fragments in Time: Art, Culture, and Exchange across Medieval Saharan Africa.” Next, M. Guillaume Lacroix, *Consul Général de France à Chicago*, shared his insights on «*Les relations entre la France et l’Afrique, aujourd’hui et dans le passé*». The afternoon ended with a remarkable luncheon and the annual awards presentation at The Barn Steakhouse in Evanston.



We could not have asked for a more gorgeous day or a more stunning location for our Spring Meeting. The views of Lake Michigan were spectacular and put a smile on everyone’s face from the moment they stepped out of their cars. The architecture and elevation of the museum afforded an even more breathtaking view of the brilliant blue skies shining over the lake.

The beauty outside was only surpassed by the magnificent items found in the exhibit. Phenomenal gold jewelry, intricately carved ivory relics, impressive paintings and bronze sculptures: each were extraordinary in their own right. However, each item also represented a strand in the history of the relationship between France and Africa, and the story they wove is truly noteworthy. While we often marvel at the interconnectedness of our modern world, the exhibit highlighted a connection between *l’Hexagone et l’Afrique saharienne* that has existed since medieval times.



# CHAPTER NEWS

## *Réunion de printemps 2019* (continued)

For example, scientific testing has revealed that gold in French works of art came from Africa, while metals in African sculptures were mined in France. Given the arduous trip across the desert, with camels who only walked a few miles per hour, this is truly astonishing. Over 250 works of art illustrated the movement of goods and culture across and between the continents, showcasing Africa's historic contributions to the larger world.



The exploration of the ties between Africa and France continued with an engaging discussion by M. Guillaume Lacroix. He reminded us, just as the exhibit had, that the Franco-African connection pre-dated colonization. And, while there are difficulties inherent in any examination of colonial times, he encouraged us to acknowledge that chapter in history in the most honorable way possible - with honesty and frankness. Shifting our regard from the past to the future, Lacroix reminded us of the tremendous asset that a plurilingual population represented, stressed the importance of working *with Africans* instead of simply working in Africa, and affirmed the need to partner not only with Africans in francophone countries, but those in all African nations. France's ability and willingness to help countries, like Mali, who have asked for support in recent years is unique and deserves recognition.



Our afternoon ended with a splendid meal at The Barn Steakhouse. The ambiance was just as delightful as the food.



# CHAPTER NEWS

## *Réunion de printemps 2019* (continued)

At this time of year especially, it was wonderful to sit down in a relaxing, fun atmosphere with colleagues from across northern Illinois and the metropolitan region. Furthermore, it was inspiring to hear about the accomplishments of the following colleagues who were honored this year:

### **Chevaliers dans l'Ordre des Palmes Académiques**

- ✿ Martha Behlow, *Geneva High School*
- ✿ Lisa Narug, *National Director of Le Grand Concours*

### **Prix d'excellence du chapitre**

- ✿ Suzanne L Giacotto, *GEMS World Academy*
- ✿ Savannah Smith, *Waubonsie Valley and Nequa Valley High Schools*

### **Retirees**

- ✿ Lynn Robinson, *Victor J. Andrew High School*



**Above:** Consul Général Guillaume Lacroix presents the *Palmes académiques* to Martha Behlow (left), Chapter Past-President, and Lisa Narug (right.), Director of *Le Grand Concours*. Below: Chapter President Tom Sapp recognizes Lynn Robinson on her retirement.



**Above:** *Prix d'excellence du chapitre* recipient Suzanne Giacotto (left) with former colleague Gigi Olmstead who nominated her for the award, and Président Tom Sapp. **Below:** *Prix d'excellence du Chapitre* recipient Samantha Smith (left) with colleague Kristina Beck who nominated her for the award.



# CHAPTER NEWS

## Réunion de printemps 2019: Photo Gallery

*Tous nos remerciements* to the Program Committee for organizing another fabulous day of professional development!

**Trina Burek**

(The School of Saints Faith, Hope, and Charity) [tburek@faithhopeschool.org](mailto:tburek@faithhopeschool.org)



# CHAPTER NEWS

## *La Journée Intensive en Français 2019*

On Saturday, March 2, 2019, 137 persons from 23 area schools and colleges participated in the 11<sup>th</sup> annual *Journée Intensive en Français*, an all-day French immersion program uniquely for high school students. The participants: 106 high school students, 5 French teacher-participants, 20 staff members, 2 university students from Loyola University, 1 from the University of Illinois at Chicago, 1 from the University of Chicago, 1 from North Central College and 1 from DePaul University. There were several honored guests: Mr. Jean-François Hould, Delegate from the Québec Government Office in Chicago and Donna Czarnecki, former French Immersion Day director and Thomas Sapp, President of the American Association of Teachers of French Chicago/Northern Illinois chapter, which sponsors the program. Everyone pledged to speak only French for the entire day – from 8:15 AM to 4:00 PM!

Dr. Sylvie Goutas, Full-Time Lecturer in French at the University of Chicago., directed the program and was assisted by Emily Fellman, French teacher at Lyons Township High School, Andrea Isabelli, French teacher at Woodstock and Woodstock North High Schools and Lisa Shamrock, French teacher at Naperville North High School. Dr. Jennifer Morrissey, French Professor at Dominican University, was the Liaison between the immersion staff and Dominican University in River Forest which hosted the event. She also played an active part in the day.

The local and national American Association of Teachers of French (AATF) organizations, the *Alliance Française du North Shore* and the *Délégation du Québec au Midwest* sponsored and supported this effort with monetary grants. The French Cultural Services of the French Consulate of Chicago, the *Délégation du Québec* and the AATF Chicago/Northern Illinois chapter donated prizes for those participants who upheld the pledge.

The participants had a French breakfast of *croissants et un jus de fruit*, passed through customs, played board and linguistic games, and learned and sang French traditional and pop songs. They also attended two of the four formal classes which centered on the culture of the francophone world either on cathedrals, chocolate, fairy tales or life in the Maghreb. In addition, students played several linguistic games which furthered communication in French. After listening to Mr. Jean-François Hould's inspiring talk at lunchtime, students attended a special performance. Idy Ciss and his Senegalese drumming, singing and dancing group from the Old Town School of Folk Music not only entertained but involved the students as well in their singing and dancing. Rounding out the day's activities was the popular *Chasse aux Trésors* (Treasure Hunt). Working with one's group, students had to understand and to follow French clues to find the various stations located throughout Dominican's Priory campus and then either answer cultural questions or carry out a variety of activities successfully

# CHAPTER NEWS

## *La Journée Intensive en Français 2019*

before moving on to a new station. Prizes were awarded to the first two groups that completed the most stations in the time allowed.

All of the classes and activities helped the participants attain the program's and their personal goals of furthering their competence in the French language and of enhancing their knowledge of many of the facets of French and Francophone cultures.

The AATF applauds the efforts of these motivated young people and their teachers as they perfect their speaking competence, enhance their knowledge of history and culture of the francophone world, and promote the continued learning of the French language.

### **Directrice**

Sylvie Goutas

### **Directrices adjointes**

Emily Fellman

Andi Isabelli

Lisa Shamrock

### **Liaison à Dominican U.**

Jennifer Morrissey

### **Professeurs**

Martha Behlow

Anna Maria Kosteki

Tom Sapp

Angela Vock

### **Assistants**

Emily Arnold

Zerrin Bulut

Donna Czarniecki

Cathy Kendrigan

Kenya Madison-Gabler

Laura Schmuck

Lisa Shamrock

Eileen Walvoord

### **Assistants universitaires**

Aisha Craig (Loyola U.)

Cornelia Donisan (U. of Chicago)

Paula Martinez-Garcia (U of Chicago)

Maggie O'Brien (UIC)

Arabia Patino (North Central College)

Mariam Wahab (Loyola U.)

For information regarding attending or participating on the staff of future Immersion Days, please contact **Dr. Sylvie Goutas** and her team at [jifchic@gmail.com](mailto:jifchic@gmail.com).



**Right:** AATF Chapter President Tom Sapp welcomes students. **Below:** Martha Behlow teaches a class on *Le Maghreb*.



# CHAPTER NEWS

## *La Journée Intensive en Français 2019: Photos*



During Tom Sapp's class on *Les Cathédrales*, students make their own stained class windows.



**Above:** In Angela Vock's class on *Les contes de fées*, students dramatize fairy tales. **Below left:** Anna Maria Kostecki teaches a class on *Le Chocolat*. **Below right:** Students participate in an active linguistic game.



# CHAPTER NEWS

## La Journée Intensive en Français 2019: Photos



Idy Ciss and his drummers from the Old Town School of Folk Music had every one dancing during the *Spectacle sénégalais*.



**Right:** As part of the *Chasse aux trésors*, a student attempts to complete the circuit while balancing fruit on his tray.



# CHAPTER NEWS

## *La Journée Intensive en Français 2019: Photos*



**Above:** Students socialize in French while playing board games and enjoying *le petit déjeuner*. **Left:** Teacher Assistant and former director Donna Czarnecki (left) and Assistant Director Lisa Shamrock award prizes. **Right:** Jean-François Hould from the Délégation du Québec in Chicago addresses the students during lunch.



Fanny Clonch, Angela Vock, Andi Isabelli (Assistant Director), Sylvie Goutas, (Director), Martha Behlow, Aisha Craig, Kenya Madison-Gabler, Cornelia Donisan, Arabia Patino.

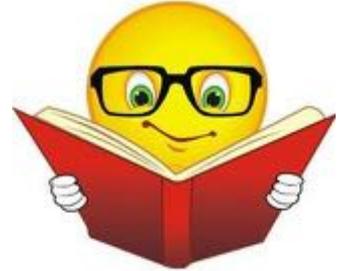
# COIN PÉDAGOGIQUE

## Encouraging Student Output with a Classroom Library

Need an idea for integrating literacy, using a classroom library, encouraging presentational speaking and writing, that also gets kids excited about being French language students on a Monday? Let me share with you how *Lecture Lundi* has changed life for me and for my French 2 students!

What is *Lecture Lundi*? I made it up! Here's the concept in a nutshell:

- 1) Students and I read something of our choosing in French.
- 2) Students and I repeat phrases that are useful for conversing about our reading experience.
- 3) Students practice speaking about their reading experience using the phrases.
- 4) Students practice speaking again, with each other
- 5) Students practice speaking again, as a whole group.
- 6) Students write about their reading experience.



So, every Monday, I've got my Level 2 students attempting some interpretive reading, presentational speaking and presentational writing as part of this activity.

Let me share more details about how it works:

1) I have a cart with various children's books held in my classroom. Some have pictures with a few sentences per page. Some are chapter books. Some are novels. I also have a number of *1 Jour 1 Actu* magazines and some *Bien Dire* magazines.

2) On Mondays, I pull the cart out. As students arrive, they choose 2-3 books or magazines that they are interested in reading. I choose a book as well (I've been totally engrossed in *La Résistance expliquée à mes petits-enfants* by Louise Aubrac).

3) I display a timer up on the screen and we all read, quietly, for 15 minutes.

4) After time's up, I put up a list of various useful expressions for discussing what we have read. Every Monday after reading, we repeat these phrases together.

5) I put up a timer for 2 minutes. I ask students, all speaking out towards me at the same time, to use the expressions to tell me about their reading experience. I tell them that it'll be awkward, because everyone will be talking to me out loud at the same time. And I tell them that it's practice for when they speak to a partner about what they've read.

Racontez votre expérience à Mme Viswanath et à votre partenaire.

### Expressions utiles *useful*

- **j'ai lu** - I read, I have read
- **j'ai compris** - I understood, I have understood
- **je lisais** - I was reading
- **je comprenais** - I was understanding
- **je regardais** - I was looking at
- **Attendez...laissez-moi chercher** - Wait, let me look
- **je pensais que** - I was thinking that, I used to think that
- **je pense que** - I think that
- **à mon avis** - in my opinion
- **un personnage** - a character
- **j'ai trouvé que** - I found that
- **j'ai vu** - I saw
- **j'ai découvert que** - I discovered that
- **je trouve que** - I find that
- **je trouvais que** - I was finding that, I used to find that
- **j'ai appris que** - I learned that
- **j'apprenais** - I was learning
- **je connais** - I'm familiar with, I know (someone, someplace)
- **je comprends que** - I understand that
- **je crois que** - I believe that
- **l'écrivain(e)** - the writer

6) Then I pair them up, and for 5 minutes (also timed) they have to converse in French with a partner about their reading experience

# COIN PÉDAGOGIQUE

## Encouraging Student Output with a Classroom Library (continued)

7) I ask for volunteers to tell me about their books. We do a bit of show and tell, and students talk about their books.

8) I ask students, for homework, to write 120 words about their reading experience.

We do this every Monday. Students are already starting to get familiarized with the variety of present, passé composé and imparfait expressions. Now, they cannot identify the verbs as passé composé or imparfait. But I don't need a student to tell me what tense a verb is. I need them to be able to use the verb in conversation.

Are there setbacks? Of course! I caught a student just before break on his phone rather than reading. I have caught students sleeping sometimes because they are SO tired and it gets SO quiet during reading time. Sometimes, I catch pairs discussing in English rather than in French. But these setbacks will happen no matter what initiatives we try in our classrooms. I don't get hung up on these moments. I instead get excited about the moments when the entire class is engaged. I get excited about hearing students laugh or express surprise about things they've read. I am extremely complimentary to those students who DO express ideas in French. And I love it when students are still engrossed in conversation even as they are leaving my classroom. Focusing on the positives, *mes amis!*



I use this only with Level 2 students. This year's Level 3 class, after having gone through this on Mondays last year in Level 2, is way more aware of the differences between finished and continual past than any class before them. So, for Level 3, what I would like to do is use the same list of expressions for discussing the process of reading. Instead of with the classroom library, thought, I would have them use the expressions to facilitate discussion after reading articles as parts of our French 3 units. I do not plan on using the classroom library with any other levels, but I do feel like I can encourage discussion in the same ways using other materials. I could really do this with Level 1 if I wanted to! The important thing is to NOT get caught up explaining grammar! Just get students using the phrases in discussion.

The students do come in sleepy on Mondays, and silent reading has the potential to get them even more sleepy. So, we're honest about that. We talk openly about how it's human nature to get distracted. The truth is, my mind wanders when I read, too! We talk about how that's ok, as long as we are aware of it and get refocused as soon as possible.

This initiative has given students so many wonderful opportunities to feel proud about their French language usage. They feel great when they are able to summarize a story to the whole class. They also feel great when they are able to read and understand parts of something above their level. And, as a teacher, it opens up chances for me to compliment students and remind them about how reading in another language IS

# COIN PÉDAGOGIQUE

## Encouraging Student Output with a Classroom Library (continued)

possible. It is SO important for us to get students exploring resources in French- books, websites, videos, films- even if they are beyond their level of comprehension. It's our job to pass on the message that learning a language takes baby steps, and that with time, expression and comprehension in French ARE possible! Feel free to email me with questions! [nviswanath@d230.org](mailto:nviswanath@d230.org)

In case you are interested, here's how I came up with this. It's an amalgamation of several ideas I had on the backburner for many years.

1) For years, I had been buying boxes of used French children's books from eBay with the idea of starting a classroom library. They sat in boxes in a closet because I never really knew how to use them, how to start a reading routine in my class. I was also afraid to interrupt my curricular routine with something that the students wouldn't be excited about. And I wasn't sure what to make the students do after reading--Projects? Videos? Written summaries? I didn't want a lot to grade after this!

2) I attended an eye-opening session about comprehensible input strategies held by Tina Hargaden and Ben Slavic. This session reminded me that input matters and takes time, and that students of language NEED to read and listen in order to acquire language. (There were so many valuable insights that were part of this workshop. Just go if you get the chance.) As part of this session, Tina talked about her strategies for incorporating reading in the classroom. She would have students read every day, just for the joy of reading, and with no other expectations. I do have colleagues who use this approach in class.

3) I, for several years, had let go of the idea of teaching grammar traditionally. I, instead, had been teaching verb conjugations and other grammatical structures as vocab, as parts of a vocab list. So, for example, a unit on hockey would include in the unit vocab list nouns (*un chandail, un casque*) but also grammatical structures (*je joue, je jouais*). I had stopped using verb charts and drills to teach verbs. I instead opted to include lots of listening and reading activities that I personally created, using the terms in the vocab list. I wanted to find even more ways to incorporate this concept of grammar as vocab.

This has been one of the most rewarding and effective routines in my classroom. I encourage you to try it! Start small. Start by collecting stories. I have found good deals at eBay, the Salvation Army, Half Price Books, garage sales, Friends of the Library book sales and even used books on Amazon. I even have students write stories! I collect them and put them in plastic page protectors and add them to my library. Focus on collecting books / magazines before you begin, because having students choose what they read is an important part of this process.



**Nitya Viswanath** (Amos Alonzo Stagg High School) [nviswan@yahoo.com](mailto:nviswan@yahoo.com)

# COIN PÉDAGOGIQUE

## Bulletin Boards As Easy As un, deux, trois

We all have our strengths and challenges as teachers. Anyone who knows me is very aware of my issues with clutter! But a strength of mine is gorgeous and eye-catching bulletin boards. For those of you who are always looking for ideas, I hope that one or more of these ideas might be useful to you. If you do end up creating your own versions of these, I would love to see them shared on our chapter's Facebook page. I love the current practice among teachers of sharing, copying, improving, and learning from each other. You may have already seen some or most of these ideas on social media, as I tend to post photos of my creations.

### **Bulletin Boards as easy as un, deux, trois !**

#### **I. Matisse paper cutout collage**

1. This bulletin board could be a product of a French Club event, a *Société Honoraire de Français* project, or a 1-2 day class lesson on post-impressionism and Henri Matisse. Your final result will be a beautiful masterpiece!
2. Here's my intro power point which I've converted to google slides. It includes a short video about a London exposition of Matisse's paper cutouts. You, the teacher, won't need to put much, if any time into preparing ahead of time, because everything is in this presentation.  
[https://docs.google.com/presentation/d/1nmgmpCmKNDGbM8a3yToj\\_AssBKDWwFBroNXGtPXy4/edit?usp=sharing](https://docs.google.com/presentation/d/1nmgmpCmKNDGbM8a3yToj_AssBKDWwFBroNXGtPXy4/edit?usp=sharing)
3. Have your Bulletin board or wall area pre-papered, or do it after the fact.
4. Provide a variety of colorful paper. Just use chunklets of the bulletin board rolled paper, but of course, you can use construction paper or whatever you like. Students can copy Matisse's cutouts, or do whatever they like. There are no right or wrong designs.
5. Matisse (at that time in a wheel chair) would have his assistant pin the shapes to his board, before attaching them more securely. You can have your students help with this.



# COIN PÉDAGOGIQUE

## Bulletin Boards As Easy As un, deux, trois (continued)

### II. Giant French Flag

This one is a bit labor intensive, I'm not going to lie, but the kids LOVE seeing themselves on the board. I am VERY fortunate to be able to color photocopy at school, and I have access to colored bulletin background paper. I just divided my kids roughly into thirds, assigned them a color to wear (Blue, white, or red) AND I also brought in extra tops of the three colors for kids who forgot. I made a small background of blue, white, and red to take their pictures in front of, and voilà! The kids absolutely loved it.



### III. Alphabet

You either need to be artistic or have a student who is ... unless you just want to use google images. Just a fun, visually striking display.

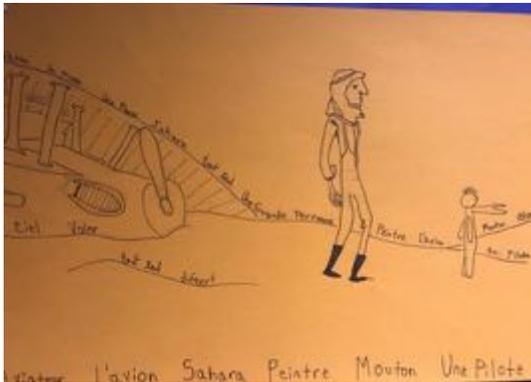


# COIN PÉDAGOGIQUE

## Bulletin Boards As Easy As un, deux, trois (continued)

### IV. Graffiti wall

Paper your bulletin board with black or blue paper (or any color) and give the kids colored chalk, they will create a masterpiece. You can see in this Petit Prince bulletin board that my honors classes supplemented the Rebus pictures my regular level students made for Le Petit Prince.



### V. Where will your French take you?

I used the amazing visuals created by Justin Charles for the AATF Commission for the Promotion of French for last year's National French Week. To create the letters on my banner, I printed off a bunch of world maps to cut up into letters. Lots of student interest in this display.





# COIN PÉDAGOGIQUE

## Bulletin Boards As Easy As un, deux, trois (continued)

### VIII. What is your word? (Was ist dein Wort?)

This is a bulletin board created by German teacher Rene Swidenbank. Each student picked a word that was going to be their motivation for the year, and sometimes their photos even represented the word. This could be fun to put up before parent open house, between the fun vocabulary words as well as the pictures of your students.



### IX. JE SUIS (Yo soy)

This is a wall design created by my dear friend and colleague Joanna Parrin. Each student got a piece of colored paper (in her case, Joanna just used our colored photo copier paper), and each student chose an adjective to describe themselves and wrote it with markers however fancily they wanted to. Then the designs were all attached into a kind of quilt pattern, with the giant words YO SOY (JE SUIS) overlaid on the quiltlike mix of words.

If you did this for a Parent open house, it would be fun to see how many of the words your parents could understand, and/or if they could pick out their child's word tile.



**Martha Behlow**  
(Geneva H. S.)  
[MBehlow@geneva304.org](mailto:MBehlow@geneva304.org)



# EXECUTIVE COUNCIL 2018-2019

## President

Tom Sapp (1-1)  
Loyola Academy  
Email: [tsapp@loy.org](mailto:tsapp@loy.org)

## 2nd Vice President - *Francofeuilles* Editor

Cathy Kendrigan (appointed)  
Loyola Academy  
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## Secretary

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### **\* Did you know...?**

Executive Council members are elected for one two-year term, after which they may be re-elected for a second two-year term. The numbers after the name of each Council member indicate the term and year of service, i.e.. (1-2) = Term 1, Year 2.

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## EXECUTIVE COUNCIL COMMITTEES

### Program

Martha Behlow  
Brenda Crosby  
Yvonne Fawell  
Rebecca Léal  
Margarita Levasseur  
Phyllis Perkins  
Nitya Viswanath

### National French Week

#### **Heather Meindl, Chair**

Pam Cabeen  
Gina Del Fiacco  
Jeanne Engelkemeir  
Maureen Madden  
Kenya Madison-Gabler

### Le Grand Concours

#### **Maureen Madden, Chair**

Jeanne Engelkemeir  
Kenya Madison-Gabler  
Lisa Shamrock  
Amanda Vogg

### Prof. Development Hrs.

Yvonne Fawell

### ICTFL

**Tom Sapp**

### Grants and Awards

#### **Tom Sapp, Chair**

Martha Behlow  
Jane Castle  
Rosalee Gentile  
Robin Jacobi  
John Miles  
Margot Steinhart  
Eileen Walvoord

### Elections

#### **Phyllis Perkins, Chair**

Brenda Crosby  
Rosalee Gentile  
Robin Jacobi  
Eileen Walvoord

### H.S. Immersion Day

#### **Sylvie Goutas, Directrice**

Andi Isabelli  
Lisa Shamrock  
Cathy Kendrigan

### Concours Oral

#### **Erin Gibbons, Chair**

Trina Burek  
Gloria Maliszewski  
Amanda Vogg

### Social Media

#### **Erin Gibbons, Chair**

Gina Del Fiacco  
Rebecca Léal  
Margarita Levasseur

### Advocacy

#### **Eileen Walvoord, Chair**

Martha Behlow  
Yvonne Fawell  
Rebecca Léal  
Margot Steinhart

### Membership

#### **Nitya Viswanath, Chair**

Andrea Isabelli  
Heather Meindl

### College Immersion

#### **Rebecca Léal, Chair**

Sylvie Goutas

### Francofeuilles

#### **Cathy Kendrigan, Chair**

Trina Burek  
Pam Cabeen  
Gloria Maliszewski

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