

1. Lesson Plan Information

Subject/Course: French	Name: Natalie van Dyk
Grade Level: 5	Date: March 2, 2009
Topic: Les Vetements	Time and Length of Period: 40 min

2. Expectation(s) and Learning Skills

The students will:

- ❖ Follow basic classroom instructions
- ❖ Use visual and verbal cues to understand and convey the meaning of familiar material
- ❖ Use some conventions of oral language (e.g. pronunciation, intonation) to speak and to understand in familiar contexts
- ❖ Use and spell the vocabulary appropriate for this grade level

Today, students will:

- ❖ Gather a firm understanding of the new vocabulary by participating in a class activity of reading flashcards, trying to guess what the new unit is through the use of the Hook
- ❖ Participating as a class (i.e. being polite, respectful and following classroom rules) when playing the game "Around the World" to reinforce knowledge of the new vocabulary associated with the unit, Les Vetements
- ❖ Handing in a sheet to be marked for assessment/evaluation that dictates at least FOUR items what they are wearing that day (using the new vocabulary to help them arrive at that answer)

3. Pre-assessment

A. (i) Students

- ❖ Have not had many lessons relating to the new unit, "Les Vetements"
- ❖ May have only a limited knowledge of the new vocabulary associated with the unit
- ❖ Have played "Around the World" a number of times, so the students should be very familiar with the rules associated with this game
- ❖ Have had to learn new vocabulary using flashcards before as well, so students will know when to repeat after the teacher and when to listen

(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)

- ❖ This section is not applicable to this class

B. Learning Environment

- ❖ Students will be seated in their desks for the entire lesson, other than the “Around the World” game where they will be allowed to stand as needed
- ❖ If students need to use the washroom or get a drink, they will raise their hands and ask the teacher for permission

C. Resources/Materials

- ❖ Clothes in a bag for hook
- ❖ Flashcards for new vocabulary “Les Vetements”
- ❖ Photocopied pictures of the new vocabulary to glue into their notebooks

4. Content (The What)

Teaching/Learning Strategies (The How)

A. Introduction (motivational steps/hook/activation of students’ prior knowledge)

- ❖ Put a variety of “Les Vetements” into a bag, and take them out slowly to introduce the new unit, and the new vocabulary of the new unit
- ❖ Say the vocabulary out loud for every item pulled out of the bag, and after all of the items have been taken out of the bag, have students guess what the new unit is about
- ❖ If they cannot guess correctly what the new unit is about, direct their attention to the word wall for the previous unit “Les Vetements D’Hiver” – inform them of the similarities between this unit and that unit, minus the fact that we DO NOT have winter clothes in this unit.

B. Content for New Learning

- ❖ Review of new vocabulary through flashcards (for class participation, have students who are wearing the item on the flashcard stand up)
- ❖ Review flashcards again- but this time, have students give the answer

B. Teaching/Learning Strategies for New Learning

- ❖ Go through the new vocabulary words using the flashcards provided. Make sure that the entire class repeats each word to ensure proper pronunciation.

<p>(i.e. have them tell the class/teacher what the French word for the item on the flashcard is)</p> <ul style="list-style-type: none"> ❖ Have students write on a piece of paper what they are wearing that day (in French- at least 4) with their names on their piece of paper to be marked for assessment 	<ul style="list-style-type: none"> ❖ To get class participation in this section of the lesson, you could get students to stand up if they are wearing the item being shown on the flashcard. ❖ Once you have gone through the flashcards one or two times, do it again but differently this time. Hold it up, but have students raise their hands if they know what it is in French (this is a segway into the “Around the World” game). ❖ After the flashcards of the new vocabulary have been reviewed, have students take out a piece of paper and write at least FOUR words (using the new vocabulary) what they are wearing that day. Have them put their names on their sheets (as these will be marked for assessment/evaluation) and hand them in before the application component of the lesson.
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5. Consolidation/Recapitulation Questions (Check for understanding/scaffolded practice)

- ❖ Have a couple of students present what they are wearing that day (from their piece of paper) to the class to reinforce knowledge of new vocabulary

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

- ❖ Playing of “Around The World” to reinforce knowledge of vocabulary
- ❖ Have one student explain to the class how to play “Around the World” so the rest of the class understands
- ❖ Explain to the class what it means to be a good audience (i.e. if you end up sitting in someone else’s desk, you will not touch anything in it). Tell all students to clear their desks before we begin to play the game.

- ❖ Explain to the class the rules (i.e. Teacher will hold up a card, the first student who says the correct French form of the verb will go on to the next student- the student that lost will sit in the empty seat. If BOTH students fail to get the correct word, the teacher will tell the class the answer and EVERYONE will repeat it. Then, the two people who are currently standing up will sit down, and the next two people will stand up).
- ❖ Make sure that all students understand the rules before beginning- ask if there are any questions related to the game itself.

7. Lesson Conclusion

- ❖ Ask students to give both the French and English meaning of a new piece of vocabulary that they have learned that day
- ❖ See how many students are able to remember new vocabulary words without the assistance of the flashcards

8. Assessment / Evaluation

- ❖ Students will be assessed based on their class participation in the class discussion, repetition of new vocabulary words from the flashcards, ability to follow classroom instructions, participation in the "hook" portion of the lesson by trying to guess what the new unit is about
- ❖ Students will also be assessed based on their sheets that they hand in, which will give at least 4 items that they are wearing that day (In French and English with their names on it)

9. Teacher Candidate's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

- ❖ Students participated well in the oral activity
- ❖ Students guessed correctly what the new unit was about, by taking part in the hook part of the lesson
- ❖ Gathered a firm understanding of the new vocabulary from the lesson (this was the first lesson on the vocabulary)

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- ❖ Students (some) were very fidgety during this lesson and some had to be told repeated

times to put other work than French away- students next time will follow instructions the FIRST time being told.

- ❖ Following simple classroom instructions the first time being told

B. (i) Evidence of the Effectiveness of the Teacher Candidate

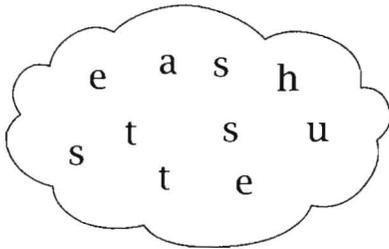
- ❖ Teacher started the lesson right away in French
- ❖ Teacher used concrete items as examples (e.g. Hook portion of the lesson) and students really responded well to this
- ❖ Teacher tied the French vocabulary into personal experiences by asking students to stand up if they were wearing a certain type of clothing
- ❖ Good that the oral activity was extended to take up 30 minutes of the lesson (oral activities are good for the early grades as they really enjoy these types of exercises)

(ii) Next Steps Related to the Effectiveness of the Teacher Candidate

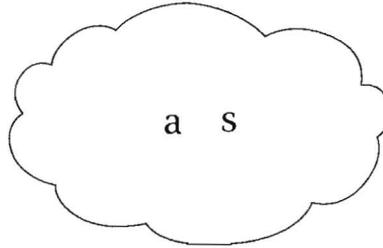
- ❖ Be sure to repeat instructions a number of times so all students can grasp what is said (students in this grade have only had one previous year of French instruction)
- ❖ Teacher will not let students get away with blurting out answers. It is important to wait and insist that students are focused on me, even if it means them having to turn their chairs towards me
- ❖ Turn the flashcards (for the vocabulary) so that everyone in the class can see them
- ❖ Be sure to watch the time so that I don't run out of time to finish the lesson- many parts of the lesson will take longer than I think it will take students (e.g. copying a few words down from the blackboard)
- ❖ Write the "missing vocabulary" on chart-paper before the lesson starts, so I don't have to take the time to do this during the lesson (it is being more prepared)

La lettre magique

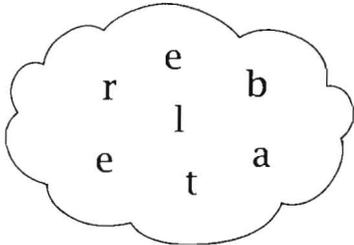
Écris les lettres dans le bon ordre pour trouver les mots.
N'oublie pas la lettre «c»!



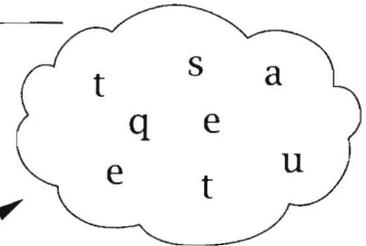
1. _____



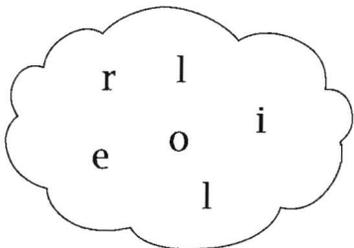
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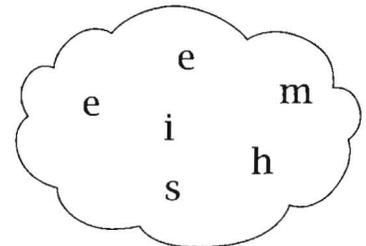
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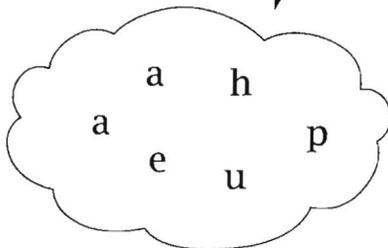
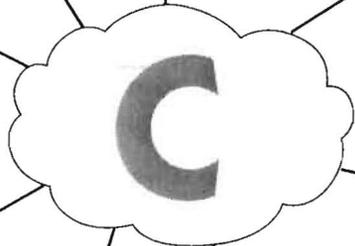
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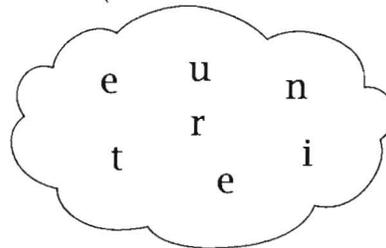
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4. _____



6. _____

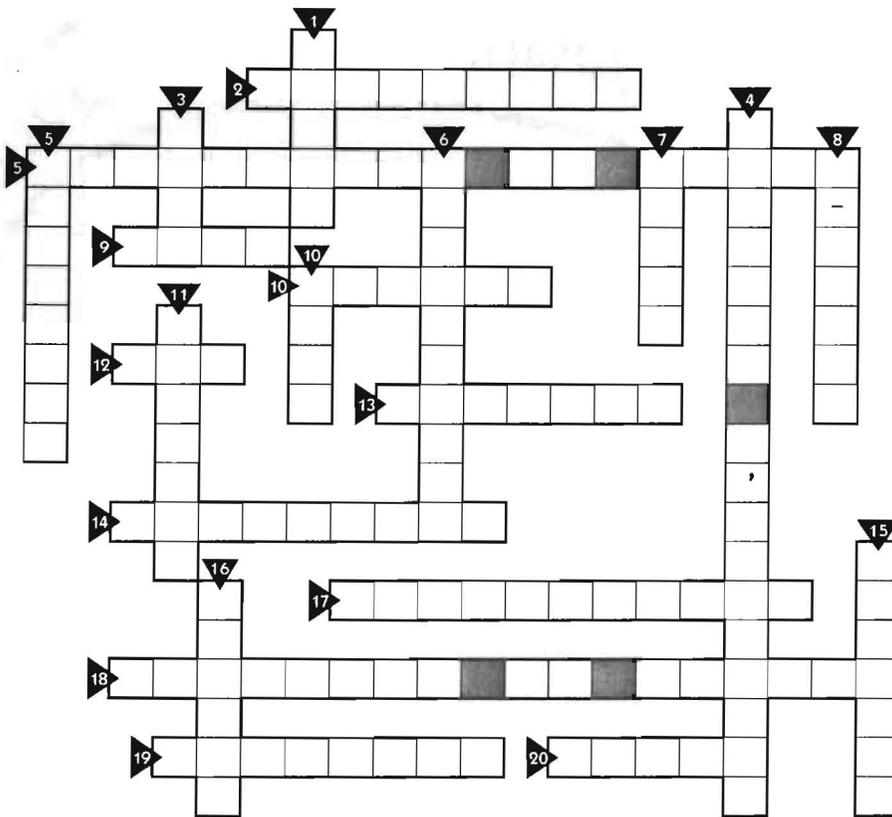


5. _____

Crée ta propre lettre magique et utilise «t», «s» ou «e».

Au magasin de vêtements

Complète les mots croisés.



► HORIZONTALEMENT

- 2.  une _____
- 5.  des _____
- 9.  un _____
- 10.  un _____
- 12.  un _____
- 13.  une _____
- 14.  une _____
- 17.  des _____
- 18.  des _____
- 19.  un _____
- 20.  une _____

▼ VERTICALEMENT

- 1.  une _____
- 3.  une _____
- 4.  des _____
- 5.  une _____
- 6.  un _____
- 7.  un _____
- 8.  un _____
- 10.  un _____
- 11.  un _____
- 15.  un _____
- 16.  une _____