# Lesson Plan Sample Template – Vancouver Island University

**Name: Martine Newill**

| Grade | five | **Topic** | French colours |
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| **Date** | April 2013 | **Allotted Time** | 55mins |
| **Cite sources** used to develop this plan:<br>www.coucou.us<br>you learn French website | | | |

1. **Rationale**: *Why is this lesson relevant at this time with these students?*
   Students learned colour vocabulary in the previous lesson. Now students will review the vocabulary and learn how to complete a simple sentence. This lesson will teach students how to write colours as an adjective and a noun. After completing this lesson students will move on to asking questions and responding.

2. **Provincial Prescribed Learning Outcome(s) (PLOs)**: *What IRP outcome(s) does this lesson develop?*
   <u>Core French grade 5</u>: Aquiring Information: express acquired information in oral form

   <u>Draft</u> A1.1 Listening: learners can identify, with support, key information in short, simple, very slowly and carefully articulated texts containing very familiar language about commom, everyday situations
   Spoken Interaction: learners can participate, with supprt, in very simple interactions about very common everyday situations.

3. **Assessment (for/of/as)**

| Lesson Outcome<br>What will students learn?<br><br>**"Students will be able to" (+ verb):** | Sources of Evidence<br>What <u>product</u> or <u>action</u> will show what students have learned? (Title of Product or Action) **Write, Say, Do** | Criteria<br>What will you look for in this evidence (product or action)? **What does the successful product look like?** |
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| -student will be able to:<br><br>-say all vocab in masculine singular form<br><br>-differentiate between feminine and masculine colour adjectives<br><br>-write colour adjective with reference to noun gender | Students say vocab<br><br>Students write vocab in accordance with noun<br><br>Students identify gender in bingo and say answers<br><br>Students write a response to a question | Teacher: observation oral pronunicaiton, check written work for spelling and completion<br><br>Peer review: oral pronunciation, correct written work<br><br>I will look for participation and engagement |

4. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*
   two fly swatters, colour grid on the overhead, worksheets, ppt

| **5. Lesson Development** (Remember the 3 Main Principles of Teaching and Learning) | **Pacing** |
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| • **Introduction/Hook/Purpose (***Anticipatory Set***):** *How will you introduce this lesson in a manner that engages students and activates their thinking?*<br><span style="color:red">**Flash card game is played in groups of four as a warm up**</span><br>One side of the card will be blank, the other side of the card will be coloured | 5mins |

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| Objective is for students to say the colour as fast as they can.<br><br>Students play **swat game**<br>-Divide the class into 2<br>-Have two fly swatters<br>-Teacher or student with advanced French language skills calls out what colour to swat.<br>- There will be a colour grid on the overhead. | 10mins |
| • **Teaching/Learning Sequence ( *I do/We do/You do & M. Hunter*): *What <u>steps</u> and <u>activities</u> are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to me*et *the outcome?*** | |
| **Step One: Modelling**:<br>At this point students will be familiar with saying vocabulary.<br>Now it is time to explain that gender influences how French colours are written and said.<br>-To help students learn about gender I have created a worksheet.<br>-Once worksheet is handed out:<br>I will tell students that if a colour is used as a noun that it is always considerd masculine.<br>I will ask: what is the difference between singluar and plural colour vocab<br>I will ask: what colours remain the same<br>I will ask: if students can tell the main difference between how a feminine and masculine adjective is written<br><br>I will model how to combine a noun with an adjective<br>And explain how a noun changes depending on whether it is singular or plural.<br>(Some examples are included on the worksheet) | 10mins discussion |
| After students demonstrate an understanding of the above material, they will complete the worksheet.  (Modification for struggling students: complete worksheet in pairs)<br>(Extension: create own sentences with vocabulary that may have been taught in pervious lessons) | 5mins |
| **Step 2 Shared practice**:<br>Student play bingo<br>I have labled the top with numbers (students will have been taught numbers at this point and if some students struggle with numbers, I wil include hand gestures)<br>The bingo game will help students differentiate the masculine and feminine colour adjectives and to understand that singular and plural colours sound the same.<br>Teacher: Check for oral understanding during the game. Ask if colour was s/p/m/f.<br>Students will be required to write s/p/m/f on their sheet and can work with a partner.<br>Students that get a bingo will say the answers back to teacher. | 15mins to play bingo |
| **Step 3 Guided Practice:**<br>Now students will test their knowledge.<br>A powerpoint has been created that asks what colour an object (relating to the house/furniture) is.<br><br>Students are shown that first slide and have to write the response (10 questions in total).<br>The first two slides are the example slide and students can use their previous handout.<br>*students will be reminded that you can tell if the noun is masculine or feminine by | 10mins (this activity may need to be moved to the 3<sup>rd</sup> lessson due to time) |

le/la/un/une

Students will be marked on this work.  Peers can switch papers and peer mark.


- **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

Students will review mistakes and make corrections. Peer correctd work will be handed in to teacher.

6. **Accommodations** (adaptations, extensions, other )**:** *How will you plan for students who have physical, learning and/or behaviour difficulties or require enrichment?*

Announciate words

Allow students to work in pairs.

Students that are advanced can read out the bingo words.

If students have a firm understanding of all the colour vocab at the end of the first game, the flashcard game can be played at the end of the lesson (closure) but students will be challenged to say the masculine and feminine pronunication if there is a difference.