

## Lesson Plan Sample Template – Vancouver Island University

Name: **Martine Newill**

<b>Grade</b>	5	<b>Topic</b>	French colour
<b>Date</b>	April 2011	<b>Allotted Time</b>	45mins
<b>Cite sources</b> used to develop this plan: www.coucou.us you learn French website Learn French <a href="http://www.youtube.com/watch?v=Bsvt2Mg6rys">http://www.youtube.com/watch?v=Bsvt2Mg6rys</a>			

**1. Rationale:** *Why is this lesson relevant at this time with these students?*

Students learned colour vocabulary in the previous class now they are going to be able to make a simple sentence and use it in context. Student use their previous knowledge of numbers and colour vocabulary to play bingo. Student use their previous knowledge of simple greeting (that they would typically learn in one of their first classes) to have a conversation.

• **Provincial Prescribed Learning Outcome(s) (PLOs):** *What IRP outcome(s) does this lesson develop?*

Core French grade 5: Communication: ask and respond to simple questions, Acquiring Information: express acquired information in oral form

Draft Curriculum Level A1.1 Spoken Interaction: participate, with support, in very simple interactions about very common everyday situations. Spoken interaction: learners can participate, with support, in very simple interactions about very common everyday situations. Writing: learners can write very short, simple statements using very familiar language about common everyday situations, supported by models.

• **Assessment (for/of/as)**

<b>Lesson Outcome</b> What will students learn? “Students will be able to” (+ verb):	<b>Sources of Evidence</b> What <u>product</u> or <u>action</u> will show what students have learned? (Title of Product or Action) <b>Write, Say, Do</b>	<b>Criteria</b> What will you look for in this evidence (product or action)? <b>What does the successful product look like?</b>
Student will be able to:  -clearly pronounce all colour vocabulary  -ask and respond to simple questions  -communicate likes and dislikes	Students write a bingo sheet with the correct spelling.  Students write out a conversation, ask simple questions to peers, and answer peers  Students introduce peers	I will look for correct spelling, correct pronunciation and participation  Pronunciation, grammar and spelling will be corrected.  Important elements: Gender, singular vs plural, il vs elle, formal vs informal

• **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Bingo sheet with colours labelled at the top of the sheet, bingo chips

<b>Lesson Development (Remember the 3 Main Principles of Teaching and Learning)</b>	<b>Pacing</b>
<ul style="list-style-type: none"> <li><b>Introduction/Hook/Purpose (Anticipatory Set):</b> <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></li> </ul>	10mins to

<p>Students do a review of colour vocab by playing a <b>bingo game</b>.</p> <p>Modification if there is time: Bingo sheets are left blank so students have to fill them in (written practice) before the game starts</p> <p>-If there is a student that can say the vocab with correct pronunciation, he can be the caller</p> <ul style="list-style-type: none"> <li>• <b>Teaching/Learning Sequence ( I do/We do/You do &amp; M. Hunter):</b> <i>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 meet the outcome?</i></li> </ul> <p><b>Shared practice:</b> teacher says one line and student repeats</p> <p><b>Guided practice:</b> left side of the room is responsible for saying all the “A” lines and the right side of the room is responsible for saying the “B” lines. (this will reduce the anxiety of have a conversation)</p> <p><b>Independent practice:</b> Students share with their partner their favorite colour and their least favorite colour. <b>Conversation</b> will be written on the overhead or board but students will have to copy and complete. Completed work marked for spelling and grammar.</p> <p><u>Conversation:</u></p> <table border="0"> <tr> <td>A: Hi. How are you?</td> <td>A: Salut! Comment allez-vous?</td> </tr> <tr> <td>B: Good. And you?</td> <td>B: Bien, et vous?</td> </tr> <tr> <td>A: I am well.</td> <td>A: Ça va bien.</td> </tr> <tr> <td>A: What colour do you prefer?</td> <td>A: Quelle couleur aimes-tu?</td> </tr> <tr> <td>B: I like the colour _____</td> <td>B: J'aime <u>le vert</u>.</td> </tr> <tr> <td>A: And you?</td> <td>A: Et vous?</td> </tr> <tr> <td>B: I like the couleur _____</td> <td>B: J'aime <u>le bleu</u>.</td> </tr> <tr> <td>B: What colour don't you like?</td> <td>B: Quelle est la couleur que vous n'aimez pas?</td> </tr> <tr> <td>A: I don't like the colour _____.</td> <td>A: Je n'aime pas la couleur <u>blanche</u>.</td> </tr> <tr> <td>B: And you?</td> <td>B: Et vous?</td> </tr> <tr> <td>A: I don't like the colour _____.</td> <td>A: Je n'aime pas la couleur <u>noire</u>.</td> </tr> <tr> <td>B: Thank you. Good bye.</td> <td>B: Merci. Au revoir.</td> </tr> </table> <p>*Students are reminded that when a colour is used as an adjective, it needs to match the gender of the noun (in this case the word colour is feminine) Students are told that all colours are masculine when used as a noun.</p> <p><b>Formal and informal discussion:</b> Students are told the difference between <b>tu and vous</b> and will have to decide which one to use. (I used both in this example but in reality a choice needs to be made) This difference is important for students to understand because it is a cultural component of French. Students can make slight changes on the sentence structure depending on the experience. Students will be asked if they know the difference between the salut, bonjour and au revoir.</p> <p>Now students introduce their partner to another two students. *Before conversation, students are reminded to use the correct gender when introducing their partner. (peers are responsible for correcting each other)</p>	A: Hi. How are you?	A: Salut! Comment allez-vous?	B: Good. And you?	B: Bien, et vous?	A: I am well.	A: Ça va bien.	A: What colour do you prefer?	A: Quelle couleur aimes-tu?	B: I like the colour _____	B: J'aime <u>le vert</u> .	A: And you?	A: Et vous?	B: I like the couleur _____	B: J'aime <u>le bleu</u> .	B: What colour don't you like?	B: Quelle est la couleur que vous n'aimez pas?	A: I don't like the colour _____.	A: Je n'aime pas la couleur <u>blanche</u> .	B: And you?	B: Et vous?	A: I don't like the colour _____.	A: Je n'aime pas la couleur <u>noire</u> .	B: Thank you. Good bye.	B: Merci. Au revoir.	<p>play bingo</p> <p>5mins to say the conversation</p> <p>5mins to write the conversation</p> <p>10mins to group with another 2 students and talk about their partners</p> <p>2min to discuss formal in informal</p> <p>il/elle game 5mins</p>
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<p>Listen for the difference between <b>il and elle</b> (class will participate as a group)  A check for understanding of il/elle would be to:  -say if you here elle and you are a girl, stand up  -if you are a boy and you here il stand up,</p> <p>(repeat until you can see that everybody is moving correctly)  -modification: ask students to close their eyes and raise their hand in response (this is tell if students are listening for cues or watching friends)</p> <p>modification of game for fun:  -if you here elle and you have a sister stand up,  if you here il and you have a brother stand up.</p> <p><b>Salute!</b>  <b>Je vous présente</b> _____.  <b>Il/Elle aime</b> _____.  <b>Il/Elle n'aime pas</b> _____.</p> <ul style="list-style-type: none"> <li>• <b>Closure:</b> <i>How will you solidify the learning that has taken place and deepen the learning process?</i></li> </ul> <p>Students have to confirm that they understood their partner.  Students have an opportunity to peer review written work before they hand it in.  Students that want to present their conversation in the front of the class may do so depending on time.</p>	<p>8mins to introduce peer and write 2<sup>nd</sup> part of conversation.</p>
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- **Accommodations** (adaptations, extensions, other ): *How will you plan for students who have physical, learning and/or behaviour difficulties or require enrichment?*

Teacher should observe students to ensure that they use correct French pronunciation and participate fully.  
Teacher should act as a coach and give feedback as she walks throughout the room.  
Conversation can be modified to be easier (reflective of class ability)