

1. Lesson Plan Information	
<b>Subject/Course:</b> Core French	<b>Name:</b> Jesse King, Alex Seiling, Julie Robinson
<b>Grade Level:</b> 7	<b>Date:</b> Sept. 25 <b>Time:</b> 8:30 a.m.
<b>Topic:</b> Speaking to Interact (in a restaurant environment)	<b>Length of Period:</b> 60 minutes

2. Expectation(s)	
<b>Expectation(s) (Directly from The Ontario Curriculum):</b> Grade 7> French as a Second Language> Speaking> Speaking to Interact> Using Speaking Interaction Strategies> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.	
<b>Learning Skills (Where applicable):</b>	
Responsibility	Organisation
Independent Work	Collaboration
Initiative	Self-Regulation

3. Content	
<b>What do I want the learners to know and/or be able to do?</b> Today they will be practicing speaking French in a mock restaurant setting. Use of speaking strategy behaviours: speaking clearly; looking at the listener/audience; demonstrating an understanding of when to speak and when to listen; taking turns; asking questions and paraphrasing information to confirm understanding; requesting repetition and explanation from peers when meaning is unclear; acknowledging contributions of others before stating their own views; showing respect for different points of view  Eventually the students will be able to interact competently and comfortably in French with other Francophile and Francophone speakers. Through the use of speaking strategies such as speaking clearly, eye contact, asking questions, using proper etiquette, and repetition, students will acquire a base interactional understanding. This practical knowledge and the ability to interact and understand French speakers will provide students with the opportunity to pursue French in their future careers and travel endeavors.  <b>Today learners will:</b> Demonstrate an understanding of appropriate speaking behaviour in a restaurant atmosphere, in a Francophone country.	

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)	
<b>Based on the application, how will I know students have learned what I intended?</b> During the Application, observe that students are using appropriate speaking strategies in order to interact effectively in a restaurant setting. On a checklist across from the students name record a ✓ if using many speaking behaviours correctly, a ↑ if using some speaking behaviours, an X if speaking behaviours are not used or student is speaking English. Record a ✓+ if student demonstrates an exceptional use of speaking behaviours. (Students will be marked on their ability to use several speaking strategy behaviours such as: speaking clearly; looking at the listener/audience; demonstrating an understanding of when to speak and when to listen; taking turns; asking questions and paraphrasing information to confirm understanding; requesting repetition and explanation from peers when meaning is unclear; acknowledging contributions of others before stating their own views; showing respect for different points of view)	

## 5. Learning Context

### A. The Learners

#### (i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

- > Students have been in a restaurant before
- > Students have already learned how to ask questions
- > Students have already practiced greeting people politely
- > Students know the expectations they are expected to fulfill to get full participation marks throughout the year. These expectations were introduced in the first course and have been reviewed in previous classes as well.
- > Students know that when the teacher stands at the front of the class and says “les septièmes” that the teacher requires their attention
- > Students know that they will work with the person beside them when they are asked to work in pairs of two (desks are arranged to facilitate this)

#### (ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

- > JJ recently broke his arm, therefore his partner can scribe for him if need be (the application activity will not require that he writes as it is a speaking activity)
- > AK is deaf in left ear and will therefore be seated on the left side of the classroom to ensure that she can hear properly.
- > TC has trouble seeing the board, therefore allow him to move to the front of the class for the lesson and he can return to his seat to work with his table partner for the application activity.

### B. Learning Environment

The assigned classroom is 304 in the A wing of the building. All desks should be arranged vertically in rows and divided into pairs of two. The classroom is equipped with a SMART board, whiteboard, laptop, projector and has wireless internet access. There is enough room between the student's desks and the front white board for teacher to comfortably move around during the content portion of the lesson. The teacher will be at the door while students enter the classroom. Teacher will then move to the front of the classroom for the beginning of lesson. During the application portion of the lesson teacher will circulate throughout the classrooms (moving between the rows of desks) and clarify the activity, speaking strategies, or restaurant etiquette if necessary. Also, teacher will be recording their observations. Students will remain in their desks for the duration of this lesson. If students ask to work in the hallway, clarify that it is not possible for this activity as the water fountain (which is outside the classroom) is being repaired and will serve as a distraction to the Application activity.

Adjustment to the Learning Environment: (before class)

- > have “Mr. Bean at the Restaurant” YouTube video opened and ready to be played in full screen on the SMART board projector screen when students have taken a seat
- > ensure that the class desks are still left in rows of partners so that they are already arranged in partners for the application activity
- > ensure that there is enough space at the front of the classroom for the teacher to comfortably move between the front row of the desks and the white board
- > ensure that between each pairing of desks, so that teacher may easily circulate the classroom during the application process
- > have this lesson plan beside the classroom's laptop for easy referral
- > under the lesson plan have a pen and a notepad for general observations and assessment checklist
- > have the document with the 5 consolidation questions underneath the lesson plan for referral if necessary
- > have each vocabulary sheet stapled to the menu. This pile of stapled documents will be placed on the desk where

the classroom laptop is, beside the lesson plan and observation and assessment resources.

### C. Resources/Materials

I need to bring:

-whiteboard marker

-pen

-lesson plan

-document with 5 Consolidation Questions (see attached)

-vocabulary list stapled to menu (24 stapled documents +2 as extras) (see attached)

-Observation notepad

-Assessment checklist

-note as a reminder that LL is the designated paper distributor

Remember:

-model and demonstrate appropriate speaking behaviours

## 6. Teaching/Learning Strategies

### INTRODUCTION

***How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)***

10 min

1. Stand at the door and greet students "en français" as they enter
2. Once students are seated get their attention using "les septièmes"
3. Tell students that they will be watching a video to introduce today's topic
4. Play "Mr. Bean at a Restaurant" YouTube video <https://www.youtube.com/watch?v=p-2isH-SgHA>
5. Have students refer to bell work questions to begin today's discussion (see attached)

### MIDDLE:

***Teaching: How does the lesson develop?***

***How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).***

20 min

6. Have L.L (this week's paper distributor) hand out menus and vocabulary lists for today's lesson (see attached sheet)
7. While menu and vocabulary lists are being distributed to the students, ask students the questions from today's Bell Work, which will be written on the board. These questions are in response to the "Mr. Bean at a Restaurant" YouTube video.  
<https://www.youtube.com/watch?v=p-2isH-SgHA>
8. Guide discussion about the "Mr. Bean at a Restaurant" YouTube video and begin to brainstorm a list of speaking strategies for communicating in the French language with the students. (What can the students do

to better communicate in French?) Some suggestions may include: looking at the listener/audience; demonstrating an understanding of when to speak and when to listen; taking turns; asking questions and paraphrasing information to confirm understanding; requesting repetition and explanation from peers when meaning is unclear; acknowledging contributions of others before stating their own views; and showing respect for different points of view. These suggestions will be written in list form on the white board.

9. Reinforce students' knowledge of eating at restaurants. (What etiquette do the students already know from past experiences at a restaurant? Have they had to clarify items on the menu? How could this experience become more difficult when language barriers are added?)
10. Explain the benefits of using strategies to interact effectively with others. This is a real skill that students will undoubtedly use in their real life.

**Consolidation and/or Recapitulation Process: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?**

**5 min**

11. To quickly check student's understanding the teacher will ask a few clarifying questions (see attached sheet)
12. Students will raise their hands whether or not they think the situation is a) appropriate in a restaurant or b) an effective strategy to interact.
13. Teacher will note the student's who appear to be having difficulty.

**Application: What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)**

**Time (20 minutes)**

14. Inform students that for this application activity they are to work with the person beside them. (Desks are already arranged in pairs of two.)
15. Ask students to determine in each partner group, one to play the role of a restaurant server, and the other individual to play the role of a restaurant patron.
16. Using the previously distributed reference sheets, students may begin their conversations, incorporating their French speaking strategies to ensure that the interaction is well understood by both parties.
17. Circulate while students perform the application. Make observations. Join into groups as possible and remind students of effective strategies they can integrate. Correct students if they make a mistake, after they have finished speaking. Be sure not to interrupt students while they are speaking.
18. In a loud, clear voice say, "Les septièmes" to gather the student's attention for the conclusion of the lesson.

**CONCLUSION: How will I conclude the lesson?**

**5 min**

19. Ask students in French if they had a good conversation over their mock lunch? Follow-up in French by asking them Why or Why not?
20. Remind students that their previously discussed assignment due date is coming up
21. Inform students about there will be an organized café français every Wednesday in the library for students that would like to practice their French
22. Request that students return field trip forms for their upcoming Québec trip.

## **7. My Reflections on the Lesson**

***What do I need to do to become more effective as a teacher in supporting student learning?***