

1. Lesson Plan Information	
<b>Subject/Course:</b> French	<b>Name:</b> Jordan VanWiechen, Alexandra Scarlett, Anastasia Carvalho
<b>Grade Level:</b> 6 (core)	<b>Date:</b> 09/25/2015 <b>Time:</b> 15:30pm
<b>Topic:</b> La nourriture préférée	<b>Length of Period:</b> 50 Minutes

2. Expectation(s)			
<b>Expectation(s) (Directly from The Ontario Curriculum):</b> Respond with understanding to what others say while participating in guided interaction about familiar topics, with contextual and visual support.			
<b>Learning Skills (Where applicable):</b>			
Responsibility		Organization	
Independent Work		Collaboration	X
Initiative		Self-Regulation	X

3. Content	
<b>What do I want the learners to know and/or be able to do?</b> Learners will be able to understand how to pose and respond to questions about favourite foods. This will help when students are travelling to French communities and would like to order a meal.	
<b>Today learners will:</b> Be able to ask and respond to questions by their peers on the topic of their favourite foods.	

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>	
<u>Assessment/Evaluation (Refined Expectation):</u> <b>Assessment</b> - Observe the students to see if they are able to ask and respond to the questions. During the application, are the students able to pose questions and respond to questions correctly? <b>Record</b> - Record observations in the anecdotal notes in the assessment for each student. Record notes on the student's ability to answer the questions.	
<u>Assessment/Evaluation (Learning Skills):</u> <b>Assessment</b> - Observe the behaviour of the students while they are doing the application and pay attention to how the students are working together (collaboration) and making sure of their ability to stay on task (self-regulation). <b>Record</b> - Record and make observations in the notes record for each student with specific focus on the strengths and weaknesses concerning collaboration and self-regulation.	

## 5. Learning Context

### A. The Learners

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

- How to conjugate present and past tense regular - ER verbs
- The concept of subject pronouns
- The ability to formulate “Est-ce que” questions
- Have experience with the expectations re: participation in French class

(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.)**

A.W. (struggling French student) has been struggling with the conjugation of past tense -ER verbs. It is recommended to partner up A.W. with a stronger student such as J.D, as he is comfortable around A.W and is an exceptional student.

### B. Learning Environment

The classroom used will be H110. Tables will be grouped together and will be able to have 5-6 students at each group. Students will sit in these groups for the entire class, and perform all group work in these groups. Students have assigned seating from the beginning of the year, and will know where to sit (see assigned seating chart on teacher's desk).

The classroom will be equipped with whiteboard, video/DVD player, overhead projector, smart board, and a data projector. Any other materials needed will be brought to the classroom in advance (see resources). The teacher will be at the front of the classroom, and moving around during student interactions to observe and assess. The students will remain in their seats for the entire lesson, and the entire lesson will remain in the classroom.

#### **Adjustment to the learning environment (before class):**

##### Classroom

- Make sure the data projector works and prepare the video so at the start of class it can be played
- Make sure there are enough chairs for the students, and that they are 5-6 chairs at each group
- Check internet access – make sure it is working today

##### On the Board

- Have the beginning of each conjugation for “aimer” and “dester” (ie. je/tu/il/nous/vous//elles aim\_/detest\_)

### C. Resources/Materials

#### We need to bring:

- Food photo cards (la pizza, le poulet, la soupe, le hamburger, les frites, le poisson, la salade, des fruits, les legumes, le boeuf, les oeufs, le pain, le fromage) (see attachment)
- Food vocabulary cards (la pizza, le poulet, la soupe, le hamburger, les frites, le poisson, la salade, des fruits, les legumes, le boeuf, les oeufs, le pain, le fromage) (on teacher's desk – 10 cards)
- Attendance sheet
- Whiteboard markers
- This lesson plan
- (“Je suis une pizza” song link) <https://www.youtube.com/watch?v=wxystpPE1xU>
- Music handout of the above song (see attached)
- Laptop
- Internet access

#### Students need to bring:

- Pen or pencil for notes
- Completed homework

## 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)**

1. Once students arrive in class, and students have been seated play the "je suis une pizza" song - <https://www.youtube.com/watch?v=wxystpPE1xU>
2. In case link does not work, teacher will sing the first chorus of song to the students (see music handout attached)

Je suis une pizza Avec du fromage  
Beaucoup de sauce  
Des tomates  
Des oignons, des champignons  
Épices mélangées  
Je suis une pizza, prête à manger

**5 minutes**

### MIDDLE:

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

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

3. For homework the students should have conjugated "aimer" and "detester" in present tense
4. Write the beginning of each conjugation on the whiteboard, and call students up to fill in the blanks for each pronoun. (Example: j'aim\_; tu aim\_).
5. Have students fill in the blanks on the board to demonstrate their knowledge.
6. Go through each one, and correct mistakes if necessary; making sure students understand why they are right or wrong.

**5 minutes**

7. Re-explain "est-ce que" and forming a question; ask them what "est-ce que" means? (One student answer is sufficient)
8. Write an example on the board of asking someone if they like a type of food, (Example: est-ce que tu aimes les frites?) so students can use it as a reference.
9. Explain how to respond to each question (ie. "oui, j'aime les frites; non je deteste les frites")
10. Do a few examples with the class
11. Show students pictures of "la pizza, le poulet, la soupe, le hamburger, les frites, le poisson, la salade, des fruits, les legumes, le boeuf, les oeufs, le pain, et le fromage" on the board
12. Distribute vocabulary cards of the French translation of these words to each table (1 card per table)
13. Have students discuss which image their card matches (1 min)
14. Ask students to pick a volunteer to come up and place vocabulary card next to image (1 table at a time)
15. Make sure each image is matched with the correct word, and correct mistakes if needed.

**10 minutes**

**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?**

16. Call on two or three students and ask them if they like certain foods learned in class, and have them respond.

**3 minutes**

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

16. After consolidation activity is done, redistribute cards to different tables upside-down; students are to not look at the card.
17. Each table will select one “question master”
18. The question master can pick up the card, and look at what is on the front
19. Students will take turns asking questions like “Est-ce que tu aimes les legumes?” in order to find out which food is on the card.
20. The question master will respond with either “oui, j’aime les legumes” or “non, je deteste les legumes”
21. Once the students have guessed what food the question master “likes” based on the card, switch around the cards to different tables so each group has a new card, each group will select a different question master.
22. Walk around, and observe students practicing, and record down the observations.

**20 minutes**

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

23. Upon completion of the small table discussions, ask for a volunteer to answer whether they like or dislike a certain type of food
24. Have one representative from each table answer the question, this will provide a small review of the goals of the lesson plan

**5 minutes**

**7. My Reflections on the Lesson**

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

To be completed after the lesson is taught.