



School of Education

Lesson Planning Framework

Name: Kelsey MacLeod

Date: November 18, 2014 Time: 10:30am-12pm

Grade Level: grade 5 Subject: Intensive French

Co-operating Teacher: Sean McInerney

I. Provincial Curriculum Outcome (s): (e.g. Professional Standards from Discipline)

General and Specific Curriculum Outcomes for Oral communication:

-Students will speak and listen to explore, extend, and clarify their thoughts, ideas, feelings, and experiences.

-Students will be able to communicate effectively in French and to interact appropriately in a variety of situations that relate to their needs and interests.

-Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

II. Learning Objective(s) / Goal (s) – written in student friendly language (i.e. “I can” statements):

I can read the *message du jour* and find the sound (o).

I can predict the temperature and weather of the day and write about it in my journal.

I can differentiate between the 4 food groups and correctly categorize various foods.

III. Lesson Rationale:

Why are you teaching this lesson?

I am teaching this lesson so that students can improve in their oral and communication skills in French, increase their vocabulary and comprehension of the French language.

What requisite skills do students need in order to access the lesson & participate fully in this lesson?

Students would have had to learn basic words and phrases in French and have been present and participating in previous classes in order to take part and understand the French routine. I will also be introducing the four different food groups so having a previous understanding of the food vocabulary in French would help students.

How does this lesson fit in the prescribed curriculum?

This lesson promotes active student participation in oral communication and continues in the food unit (les aliments).

How does the lesson build on previous lessons or previous learning?

This lesson builds on the French routine that the students do every day. Being present in class and participating in class would be an asset for optimum student comprehension and participation in today's lesson.

IV. Materials & Resources (teacher materials, student materials etc.):

Lesson plan

Smartboard

Laptop

CD player

Jacquot CD track #3: *Qu'est-ce qu'il y a (mmm) à manger?*

4 sheets of paper with the different food groups

Papers with different food items-name and picture

V. Technology Used (if appropriate):

Laptop

Smartboard

VI. Learning Cycle: (Engaging Questions, Exploration, Explanation, Expansion, Evaluation)

<p>What is the teacher doing?</p> <p>1) Message du jour (5 min) Read aloud Explain any new words: poireau(x)</p> <p>2) Sound of the Day (son du jour): (o) (10 min) Students take turns finding the sound of the day. When all sounds have been found, read the message du jour again as a class.</p> <p>3. Explain the expression of the week (2 min)</p> <p>Expression du jour Je suis dans le potage=to feel drowsy, half-asleep</p> <p>4. Date: Quelle est la date aujourd'hui? -choose a mini prof -facilitate activity, help with pronunciation if needed</p> <p>5. Quelle est la temperature aujourd'hui? (5 min) Que-temps fait-il? -same mini prof -facilitate activity, help with pronunciation if needed -look up temperature on the computer</p> <p>6. Chanson (5 min) Qu'est-ce qui a (mmm) à manger? by Jacqout -Choose two students to be smart board jockeys -Ensure students are singing and are on task</p> <p>7. Journaux (5-10 min) -Hand out journals -Help students spell new words</p> <p>8. Smartboard lesson (10 min) Introduce: les quatre groupes alimentaires: les produits laitiers, la viande et substitues, du pain et de la cereal, des fruits et des légumes. -give a few examples of food in each food group -project picture on smart board</p> <p>9. Les groupes alimentaires (10 min) -Put up a paper of each food group in each of the 4 corners of the class -Spark discussion with students: What foods belong in the group fruits et légumes? etc -collect papers, mix them up, repeat activity again if there is time.</p>	<p>What are students doing?</p> <p>1) Message du jour: listen to teacher read it aloud read it aloud together as a class</p> <p>2) Sound of the Day -search for the sound in the words in the message du jour -raise your hand -underline the word with the sound -say the word aloud -read message du jour again when all sounds are found</p> <p>3. Listen to the teacher explain the expression of the week -guess what it means based off of pictures of Sleepy from Snow White -practice saying it aloud</p> <p>4. Quelle est la date aujourd'hui? -one student is the mini prof (they ask the questions and pick the students to come up and fill in the date) Quel est la date aujourd'hui? Quel était la date hier? Quel sera la date demain?</p> <p>-Three students come up to smart board to fill in the date today, yesterday and tomorrow (one at a time). -After they write in the date, they say it aloud Aujourd'hui est le mercredi 18 novembre 2014. Hier était le mardi 17 novembre 2014. Demain sera le jeudi 19 novembre 2014.</p> <p>5. Quelle est la temperature aujourd'hui? Que-temps fait-il? -miniprof does the following: -ask students what the temperature is outside -ask students what the weather is outside -all questions and responses are communicated in complete sentences.</p> <p>6. Chanson Qu'est-ce qui a (mmm) à manger? -Two students take turns being the smart board jockey for the lyrics. -Students sing the song</p> <p>7. Journaux -write about the weather -write about what they like to eat</p> <p>8. Students listen to teachers' explanations -Students come up and move the food items into the correct category on the chart on the smart board</p> <p>9. Les groupes alimentaires -Students will be given a sheet of paper that has the name of a food in french and a drawing of that food. They will move to the corner that their food item belongs in. -Speak in French, say: J'ai une banane. Les bananes sont dans le group de fruits et légumes.</p>
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VII. Accommodation(s) for Diverse Learner(s):

This lesson appeals to visual learners with the message du jour, date, and food groups activities in written form. It is interactive because students read the message du jour, come up to smart board to underline words and write in the date. The song is fun, engaging, and appeals to visual, auditory and kinaesthetic learners. Both 4 food groups activities involve students moving around and making connections with the french words by directly working in French by using pictures instead of always translating between English and French. There is also an opportunity for students to write in their journals.

VIII. Evaluation/Assessment of Student Progress:

Informal assessment takes place throughout the lesson by scaffolding and correcting students in the french language. Discussion and explanations will take place when introducing new concepts, reviewing old ones, and/or evaluating comprehension. These journals are for the students to practice their writing and are not corrected like their writing in their French folder. However, I can look at them to see how the students are progressing and modify my teaching to help them.

IX. Lesson Plan Reflection:

1. Preparation and Research – Was I well prepared? What could I have done differently?
2. Written Plan – Was I organized? What did I learn that will help me in the future?
3. Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?
4. Assessment – What did the class do? How do I know if they were successful? What should I change for next time?