

Lesson Plan Sample Template – Vancouver Island University

Name: Jenny Izard

Grade	5	Topic	French: The body: Lesson 3
Level	A1.1	Allotted Time	45 minutes
Cite sources used to develop this plan: http://www.education.vic.gov.au/languagesonline/french/sect30/index.htm http://www.languagesonline.org.uk/ http://www.bced.gov.bc.ca/irp/drafts/french.pdf			

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

This is the third lesson in a linked lesson series where the students learn the parts of the body. Students have previously learned to identify parts of the body kinesthetically, visually and orally. This lesson will start with the students playing Go Fish to learn how to say the number of body parts. Next, the students will design a monster, listening to commands for the number of body parts to add. Students will then solidify their learning by describing their monster in writing and making a simple presentation to a partner.

2. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

Spoken interaction: Participate with support in very simple interactions about very common everyday situations

Spoken Production: Present or read aloud, with support, using simple rehearsed statements about common everyday situations

Writing: Write very short, simple statements using very familiar language about common everyday situations, supported by models

Listening: Identify with support key information in short, simple, very slowly and carefully articulated texts containing very familiar language about common everyday situations

3. **Assessment**

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
To participate with support in very simple interactions using the body part vocabulary	Do: Go Fish: Le Corps in A/B partners	Can students have simple conversations (Est-ce-que tu as.. and Oui J'ai/ non je n'ai pas....) saying body parts and numbers to play the game?
To identify with support key information in simple French	Do: Create a monster out of plastecine	Can students make a monster with the number of body parts called out by me?
To write simple statements in French	Write: Write a description of their monster	Can students accurately describe their monsters in the worksheet- number of body parts?
To present or read aloud simple statements in French	Say: Present their monster in A/B Partners	Can students present and read out their work to a partner using the vocabulary?

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

Computer/Projector

PowerPoint with vocabulary

10 sets of body part GO Fish

Cards

Vocabulary on separate file cards

Dice

Plastecine (Have it ready in small chunks on back table)

Toothpicks

Monster Worksheets

5. Lesson Development	
<p>Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>Warm-up (Spoken Interaction and Listening) Vocabulary Review: Get students to repeat the vocabulary after me using the PowerPoint as a visual reminder Review numbers 1-9: Get the whole class to call out the numbers together from the visual poster in the room-Remind students where they can find it. Un, deux, trois, quatre, cinq, six, sept, huit, neuf</p> <p>Go Fish (Spoken interaction):</p> <ul style="list-style-type: none"> • Break students into A/B Partners • Explain activity: Take turns asking each other what they have Est-ce-ques tu as deux bras? Oui j'ai deux bras/ Non, je n'ai pas deux bras • Circulate the room <p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <p>Making the Monster: (Listening) Explain the activity to the students</p> <ul style="list-style-type: none"> • You will be making a monster with the number of body parts I call out • Get students to take turns calling out body parts and rolling the dice • Send groups of students to the back table to pick up 5 colours of plastecine and 20 toothpicks • Begin the activity, circulate the room to check for understanding <p>Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>Writing Activity: Explain the activity to the students Students will fill in the worksheet: Mon monster a huit bras</p> <p>Oral Activity (Spoken production): Partner the students Have them explain their monster to one another using the writing sheet as a cue</p>	<p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>10 minutes</p> <p>5 minutes</p>

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

Learning Difficulties:

- Provide scribes for students with difficulty writing
- Leave visual support for students around the classroom
- Leave the body part vocabulary up on PowerPoint

Behavior Difficulties:

- Fluid movement through activities
- Interesting activities that engage all learners

Enrichment:

- Get students to write more about their monsters using colour and size

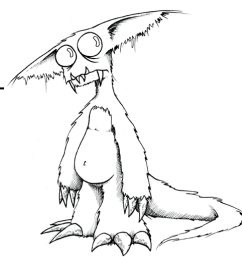


Je m'appelle: _____

Bingo Le Corps!!:

Écrire les mots pour les parties du corps dans les boîtes
Write the body part names in the boxes

Je m'appelle: _____



Mon Monstre:

Tu dois écrire une description de ton monster

Please describe your monster.

Mon monster a _____

et _____

et _____

et _____

et _____

