

1. Lesson Plan Information

Subject/Course: French	Name: Natalie van Dyk
Grade Level: 4	Date: February 23, 2009
Topic: La Famille	Time and Length of Period: 40 min

2. Expectation(s) and Learning Skills

The students will:

- ❖ Use some conventions of oral language (e.g. pronunciation, intonation) to speak in rehearsed contexts
- ❖ Use and spell vocabulary appropriate for this grade level
- ❖ Understand new words of study, and words from personal word lists, class lists
- ❖ Follow basic classroom instructions

Today, students will:

- ❖ Understand the new vocabulary for the unit on La Famille
- ❖ Participate willingly in the oral class discussion on Families, and what kinds of people make up a family
- ❖ Complete the worksheets titled "La Famille", which is a worksheet of a family tree and another where students have to fill in the missing parts of the tree.

3. Pre-assessment

A. (i) Students

- ❖ Have a had a few lessons on the unit, La Famille, so they should be fairly aware of the new vocabulary that is associated with the unit
- ❖ Students have participated in oral class discussions before, so this concept should not be new to them. However, it is important to remember that in Grade 4, this is the first year that the students are taking French. Therefore, it is necessary to do a lot of repeating when participating in class discussions, so every student understands what is going on.

(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)

- ❖ This component is not necessary for this grade level/class.

B. Learning Environment

- ❖ Students will be seated at their desks for the lesson
- ❖ The classroom will not be altered in any way
- ❖ Students will remember to raise their hands if they need to leave their seat during a lesson
- ❖ Students will remember that they are not to go to the bathroom when I am explaining something to the class, but that it is acceptable if I say so during seat-work time.

C. Resources/Materials

- ❖ Printed picture from the internet of a family
- ❖ “La Famille” worksheets- pages 38 and 39 (photocopy the sheets separately and not back-to-back, because students will be gluing page 38 into their notebooks).
- ❖ Blackboard
- ❖ Chalk
- ❖ Glue (to glue one of the worksheets into their notebook)

4. Content (The What)

Teaching/Learning Strategies (The How)

A. Introduction (motivational steps/hook/activation of students’ prior knowledge)

- ❖ Picture of “La Famille”
- ❖ Ask students which members of the family in the picture being shown are what (i.e. give the name of each member of the family in English and French to show that students know the connection)

B. Content for New Learning

- ❖ Oral activity discussing different members of the family, and what their English meanings mean in French

B. Teaching/Learning Strategies for New Learning

- ❖ After showing students the picture of a family, introduce the new vocabulary to students by writing it on the board. Have students guess what the vocabulary means in English by acting it out and giving students hints. Have the entire class repeat each new vocabulary that is learned after the teacher, to correct any wrong pronunciation.
- ❖ Words to define for the class (that they have not previously learned) include:
 - B. Femme de/ mari de= is the wife of
 - C. Fils= son
 - D. Cousin/cousines= cousin/cousins

- ❖ To make sure that students fully understand the vocabulary, have them explain in English what it means to be a cousin of someone, married to someone, an aunt of someone, an uncle of someone, ect.
- ❖ Once students understand these distinctions, have students give the French words for these people. Direct students to their vocabulary sheet if they do not remember the correct vocabulary. Once a student has successfully given the correct vocabulary, have a few students repeat what the answer was, and then have the entire class repeat the new vocabulary. It is important to have a lot of repetition.
- ❖ Ask students if they have each of the different vocabulary words (e.g. mother, father, aunt, uncle, sister, brother, cousin, ect.) If time, students may be able to give the names of some of their relatives.

5. Consolidation/Recapitulation Questions (Check for understanding/scaffolded practice)

- ❖ Give students a short “oral quiz” where the teacher will go over the new vocabulary learned today (write the new vocab on the board), and have students explain to their partner what the vocabulary means.
- ❖ Students will then be asked to quiz their partner on the new vocabulary that they have learned
- ❖ If students have any questions about the meaning of certain words from the unit “La Famille”, the teacher will be able to assist students

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

- ❖ Worksheet- “La Famille” pages 38 and 39
- ❖ Give students first page 38 (the family tree), and ask them to glue this sheet into

their notebooks.

- ❖ Once all students have the sheet glued into their notebooks, review the sheet with the students as a class. Note the new vocabulary that they have learned, and how the people on the page are related to each other. Ask students what this is a picture of (the desired response is a family tree).
- ❖ Show students how the family tree works, noting the familiar vocabulary along the way. Ask students to tell the class different people they may see in the family tree, and how those people may relate to the central person in the family tree (Monique).
- ❖ Hand out the second worksheet (Page 39 of La Famille). Have students attach this into their notebooks, as the sheet will be hole-punched. Explain to students that this sheet asks questions about the family tree that we have already looked at.
- ❖ Work through the sheet with the students, pausing at the new vocabulary that they have already learned, and guiding students' attention to the front of the class where the new vocabulary will be written on the blackboard.
- ❖ Work through the first five questions together as a class, then have students complete the next two or three independently. Inform students that we will be taking these couple of questions up together as a class in a couple of minutes.
- ❖ Take up those questions, noting why students may have gotten the answers right or wrong, and make sure that all students have the same answers. Have students explain to the class how they found their answers using the family tree, so that every student can understand how to find the correct answer.
- ❖ Work through the sheet together as a class, completing as many problems as possible.

7. Lesson Conclusion

- ❖ Take up the worksheet
- ❖ Students will not have completed the entire worksheet, as half of the lesson will be dedicated to the oral component of the lesson
- ❖ Students will be able to complete the worksheet in subsequent French lessons

8. Assessment / Evaluation

- ❖ Students will be assessed on their participation in the class discussion about the new vocabulary of the lesson
- ❖ Students will be assessed based on their willingness to participate in class questions, raising their hand and participating where necessary.
- ❖ If students complete the worksheet during the class period, the worksheets will be

graded and students will also be marked on this aspect of the lesson as well.

9. Teacher Candidate's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

- ❖ Students were able to participate as a class in the class oral discussion about family members
- ❖ Students raised their hands for all-student questions, and participated in why they gave the answer that they did
- ❖ Students worked well on the family tree handout(s)
- ❖ Students followed classroom instructions well, and put away their French and packed up as necessary when the teacher said so
- ❖ This time, students did not ask to go to the washroom during the lesson, and were able to go during seat-work

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- ❖ Students will ALL be looking at the front of the room when the teacher is speaking
- ❖ Students will raise their hands every time they want to speak
- ❖ Students will sit properly on their chairs during the lesson

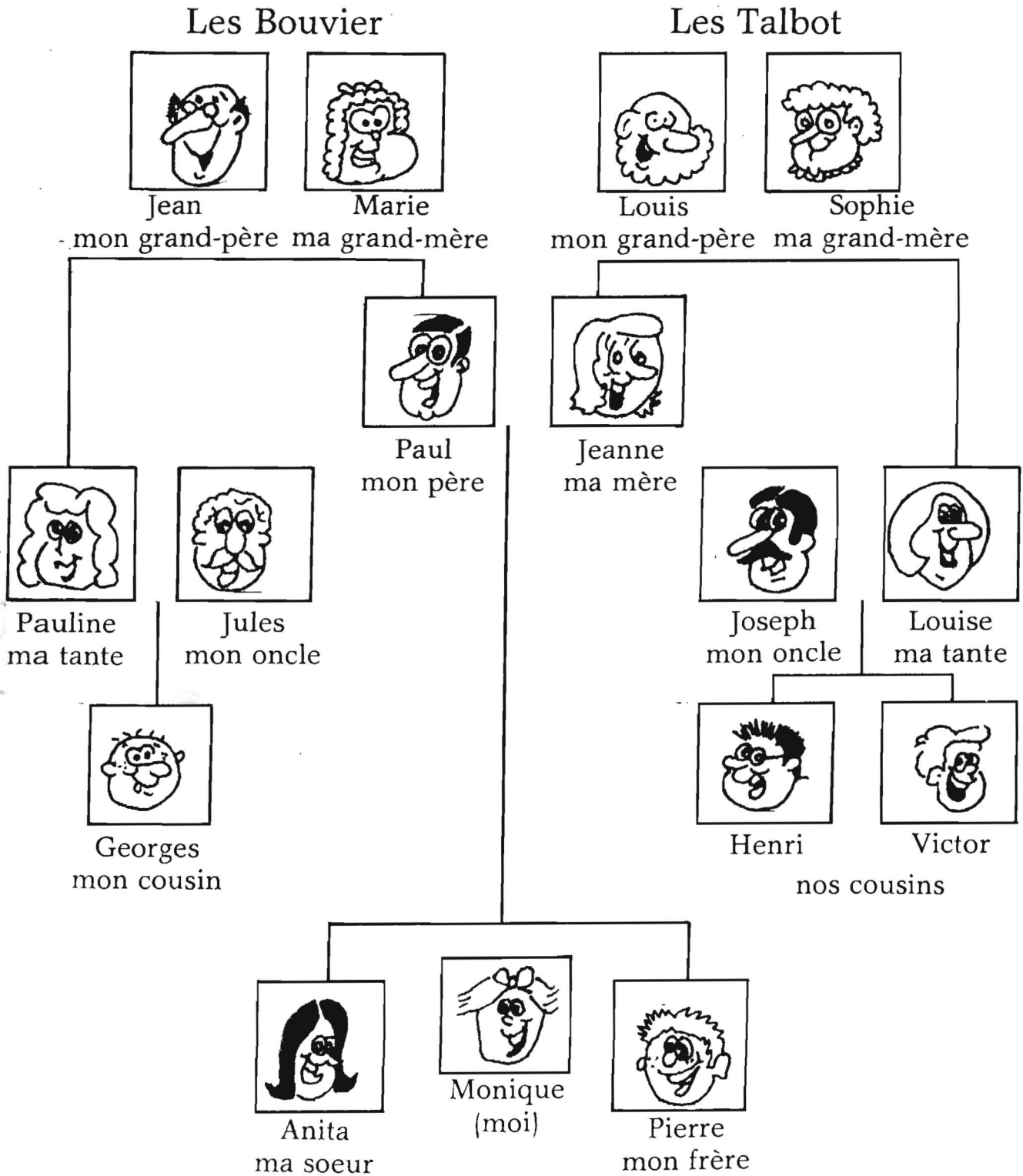
B. (i) Evidence of the Effectiveness of the Teacher Candidate

- ❖ Good that the teacher reinforced that they are all settled before beginning the lesson
- ❖ Good use of visual (family portrait) to reinforce the students' understanding of the topic (La Famille)
- ❖ Good use of the blackboard, by writing key vocabulary that students have not learned yet on it, and having students guess what the words meant, and then explaining what they actually mean in French
- ❖ Good questioning techniques (walking around the class when asking questions, so all students are a part of the lesson)
- ❖ Good that the teacher made sure that all students were looking at the Family Tree page before moving on (Teacher asked students questions about the family tree to draw their attention to it)

(ii) Next Steps Related to the Effectiveness of the Teacher Candidate

- ❖ When asking questions from students (number questions), have them respond with a full sentence instead of just a single word (e.g. J'ai deux soeurs)
- ❖ Avoid translating the vocabulary that students are learning. However, keep using the examples and make connections to students' own family to reinforce the meanings of the words
- ❖ Instructions to students were clear, but be sure to repeat them a few times for those students that may need more time to process.

La famille



La famille



Jean



Louis

1. _____ est la femme de Paul.

2. _____ est le mari de Louise.

3. _____ est la soeur de Monique.

4. _____ est le frère de Victor.

5. _____, _____, et _____ sont les enfants de Paul et Jeanne.

6. _____ est le fils de Pauline et Jules.

7. _____ est un cousin de Pierre.

8. _____ est la mère de Georges.

9. _____ est le père de Monique.

10. _____ et _____ sont les grands-parents de Georges.

11. _____ est la tante de Pierre.

12. _____ et _____ sont les grands-parents de Victor.

13. _____ est l'oncle de Georges.

14. _____ et _____ sont les enfants de Louise et Joseph.

15. _____ est le frère de Monique.

16. _____ est la cousine de Victor.

17. _____ est le mari de Jeanne.

18. _____ est le frère de Pauline.

19. _____ est la mère de Pierre.

20. _____ et _____ sont les cousines de Georges.



Pauline



Joseph



Georges



Henri



Pierre



Anita



Jules



Monique



Victor