

Lesson Plan Sample Template – Vancouver Island University

Grade	7	Topic	French – Introduction to Farm Animals – Part 1
Date		Allotted Time	45 minutes
Cite sources used to develop this plan: https://sites.google.com/site/mrwebersfrenchclass/introduction-to-french http://www.bced.gov.bc.ca/irp/cf512.pdf			

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

These linked lessons will build on the student’s previous knowledge of numbers, colors, and body parts. The students also know simple verb conjugations and how to ask and answer simple questions. The theme is “farm animals,” which is similar and expands on the theme “jungle animals” the students have already done. Learning animals in French is relevant to this group of students because it ties in with our unit on food chains.

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

PLO - participate in classroom activities

PLO - express acquired information in oral and visual forms

RLO – LISTENING – understand, with support, key information in short, simple, slowly and clearly articulated texts containing very familiar language about common everyday situations.

RLO – READING AND VIEWING – understand, with support, key information in simple texts containing very familiar language about common, everyday situations

RLO – SPOKEN INTERACTION – participate, with support, in very simple interactions about common everyday situations

RLO – WRITING - write short connected statements using familiar language about a variety of common everyday situations, supported by models

3. Assessment (for/of/as)

Lesson Outcome What will students learn? Students will be able to:	Sources of Evidence What <u>product</u> or <u>action</u> will show what students have learned? Write, Say, Do	Criteria What will you look for in this evidence (product or action)?
Express acquired information in oral and visual forms	Students will listen and repeat vocabulary words	Observe and listen to student's participation and pronunciation to the new vocabulary words
Express acquired information in oral and visual forms	Students will fill in the vocabulary handout and write the target sentences	Has the student spelled the target words correctly and followed proper sentence structure? Does the picture match the word?
Write short connected statements	Write the simple statement for the exit slip	Has the student written the target sentences correctly? Does the picture match the sentence?

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

- Farm animal puppets – horse, sheep, pig, duck
- Class copies of “Les Animaux de Ferme” (Photo labelling)
- Word magnets with animal names on them
- Cut squares with animal pictures on them
- Youtube video for pronunciation

5. Lesson Development (Remember the 3 Main Principles of Teaching and Learning)	Pacing
<p>W Introduction/Hook (Anticipatory Set): <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>When the students enter the classroom, use the farm themed puppets to welcome the students by saying “Bonjour, mes amis! Comment allez vous aujourd'hui?” Remind the students about the last lessons on jungle animals.</p>	2 minutes
<p>W Teaching/Learning Sequence (I do/We do/You do & M. Hunter): <i>What <u>steps</u> and <u>activities</u> 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>Begin the lesson by putting up the new vocabulary words on the board (both English and French on word magnets)... un chat, une poule, une vache, un chien, un âne, un canard, une chèvre, un cheval, une souris, un cochon, un lapin, un mouton.</p>	5 minutes
<p>The teacher models the correct pronunciation of the farm animals and the students will choral repeat after the teacher. Repeat once more.</p> <p>Remind the students about cognates – cat/chat, mutton(aka sheep)/mouton, canard(duck with green head)/canard</p> <p>Share the video http://www.youtube.com/watch?v=2InNOLhQw-g to give them a visual image of the animal and another correct pronunciation.</p>	3 minutes
<p>Give the students each a copy of the handout “Les Animaux de Ferme” and request them to correctly name the farm animals in French from the vocabulary list on the board. Ask the students to put their name and date on the top right hand corner of the page.</p>	10 minutes
<p>Once the students finish their handout, place the key from the handout (pictures with names in French) onto the elmo or overhead for students to review.</p> <p>The teacher will write the target sentences up on the board. Q: Quel animal est ceci? A: C'est un cochon.</p>	8 minutes
<p>Using the vocabulary word magnets, interchange the farm animals and model to the students how to answer the question depending on which animal it is. The teacher will model correct pronunciation of the target sentences, chunking the words. Students will be invited up to create and speak new sentence constructions.</p> <p>The teacher will then do guided practice by pointing to either the pictures on the handout or the farm puppets and ask “Quel animal est ceci?” - the students will choral respond with the full sentence answer of what the animal is.</p> <p>The students will then form groups of 6 and play a pantomime game. Once student will say “Quel animal est ceci?” and then act like one of the farm animals. The group then has to respond with the full sentence answer of what the animal is.</p>	10 minutes
<p>W Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>Hand out a picture of a farm animal to each student. On the back of the picture, each</p>	10 minutes

student must write “Quel animal est ceci?” and “C'est ____.”	5 minutes
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6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have physical, learning and/or behaviour difficulties or require enrichment?*

Support students that need help with pronunciation and new sentence structures.

Ensure that vocabulary is visible to students at all times.

Students strong in French can point to the pictures or puppets and ask what animal is this, and can write what color the animal is on their exit slip. Students that finish early can expand their animal vocabulary using <http://www.studystack.com/flashcard-31909> or http://www.digitaldialects.com/French/Animals_simp.htm

Keep students engaged and participating. If they refuse to participate, separate them from the group and task them with extra work.

Stand close to students with behaviours, or call them by name for correction.

Lesson Plan Sample Template – Vancouver Island University

Grade	7	Topic	French – Farm Animals – Part 2
Date		Allotted Time	45 minutes
Cite sources used to develop this plan: https://sites.google.com/site/mrwebersfrenchclass/introduction-to-french http://www.bced.gov.bc.ca/irp/cf512.pdf			

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

These linked lessons will build on the student’s previous knowledge of numbers, colors, and body parts. The students also know simple verb conjugations and how to ask and answer simple questions. The theme is “farm animals,” which is similar and expands on the theme “jungle animals” the students have already done. Learning animals in French is relevant to this group of students because it ties in with our unit on food chains. This lesson continues their study of farm animals by having them ask more questions about which animals live on a farm and engaging them further in their ability to ask questions.

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

PLO - participate in classroom activities

PLO - express acquired information in oral and visual forms

RLO – LISTENING – understand, with support, key information in short, simple, slowly and clearly articulated texts containing very familiar language about common everyday situations.

RLO – READING AND VIEWING – understand, with support, key information in simple texts containing very familiar language about common, everyday situations

RLO – SPOKEN INTERACTION – participate, with support, in very simple interactions about common everyday situations

RLO – WRITING - write short connected statements using familiar language about a variety of common everyday situations, supported by models

9. Assessment (for/of/as)

Lesson Outcome What will students learn? Students will be able to:	Sources of Evidence What <u>product</u> or <u>action</u> will show what students have learned? Write, Say, Do	Criteria What will you look for in this evidence (product or action)?
Express acquired information in oral and visual forms	Students will listen and repeat vocabulary words	Observe and listen to student's participation and pronunciation to the new vocabulary words
Express acquired information in oral and visual forms	Students will participate in the memory game, speaking French target sentences	Can the student say the target sentences correctly? Use peer evaluation
Write short connected statements	Write the simple statement for the exit slip	Can the students match the correct animal with the correct answer? Are the target sentences spelled correctly?

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

Youtube video for introduction song
Word magnets with animal names on them

Memory Game cards – jungle animals and farm animals
Flyswatter

11. Lesson Development (Remember the 3 Main Principles of Teaching and Learning)	Pacing
<p>W Introduction/Hook (<i>Anticipatory Set</i>): <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>Remind the students about the new farm animal vocabulary that they learned last lesson. Ask them to watch the video first containing farm animals, translating the lyrics that the students would not have heard previously - “Chantent tous en chœur” - All sing in chorus, “Quand le fermier arrive, les animaux se taisent” - When the farmer arrives, the animals are silent, “Poussin” - chick. http://www.youtube.com/watch?v=CRhTQm_iTvc. Invite the students to sing along twice more.</p>	6 minutes
<p>W Teaching/Learning Sequence (<i>I do/We do/You do & M. Hunter</i>): <i>What <u>steps</u> and <u>activities</u> 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>Ensure that the farm animal vocabulary is visible for the students. The teacher will read through the list of farm animal words, with students choral repeating.</p>	2 minutes
<p>The teacher will project a 12 square grid with all of the farm animals on it (use an unlabelled “Les Animaux de Ferme” (Photo labeling) worksheet from the previous lesson) and invite two students to come up to play the flyswatter game. The teacher calls out the name of an animal in French, or says the animal sound (meuh – moo) and students swat the correct picture as soon as they can. Lay ground rules about force when swatting the screen. Alternatively, the teacher can point to an animal and say “Quel animal est ceci?” and have the students say “C'est _____.”</p>	10 minutes
<p>Copy the target sentences up on the board.</p> <p>Q: Est-ce que le chien vie à la ferme? A: Oui, le chien vie à la ferme. Q: Est-ce que le singe vie à la ferme? A: Non, le singe ne vie pas à la ferme.</p>	10 minutes
<p>The teacher will model the correct pronunciation of the target sentences a few times, chunking the sentences. Remind the students about the question words and how to answer yes and no questions. The students have not learned the verb “live/vivre” yet, so write out the verb conjugation for vivre on the board.</p>	
<p>Using word magnets, interchange the name of the animal using the farm animals and the previous pets. Students will be invited up to create different sentence constructions.</p>	
<p>Students will then each be given a set of memory game cards – matching pairs will have a picture of an animal and the animal's name in French. The animals on the cards will be a mix of jungle animals and farm animals. Students will form groups of four to play the memory games together. The rules are that when a student finds a matching pair, they have to state whether the animal lives on a farm or in the jungle. “Le lapin vie à la ferme.” or “Le singe vie dans la jungle.” The player with the most matched pairs wins.</p>	10 minutes
<p>W Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>Students will each be given a picture of an animal, and they will have to write on the back whether that animal lives on a farm or not. “Oui, le poule vie à la ferme” or “Non, le crocodile ne vie pas à la ferme.”</p>	3 minutes

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

Support students that need help with pronunciation and new sentence structures.

Ensure that vocabulary is visible to students at all times.

Students strong in French can extend the target sentences by saying where the animal lives if it does not live on a farm (ie. Jungle, ocean). Students that finish early can expand their animal vocabulary using

<http://www.studystack.com/flashcard-31909> or http://www.digitaldialects.com/French/Animals_simp.htm

Keep students engaged and participating. If they refuse to participate, separate them from the group and task them with extra work.

Stand close to students with behaviours, or call them by name for correction.

Lesson Plan Sample Template – Vancouver Island University

Grade	7	Topic	French – Farm Animals – Part 3
Date		Allotted Time	45 minutes
Cite sources used to develop this plan: https://sites.google.com/site/mrwebersfrenchclass/introduction-to-french http://www.bced.gov.bc.ca/irp/cf512.pdf			

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

These linked lessons will build on the students previous knowledge of numbers, colors, and body parts. The students also know simple verb conjugations and how to ask and answer simple questions. The theme is “farm animals,” which is similar and expands on the theme “jungle animals” the students have already done. Learning animals in French is relevant to this group of students because it ties in with our unit on food chains.

This is the last lesson on farm animals and will culminate with a fun activity asking questions using numbers, colors and body parts.

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

PLO - participate in classroom activities

PLO - express acquired information in oral and visual forms

RLO – LISTENING – understand, with support, key information in short, simple, slowly and clearly articulated texts containing very familiar language about common everyday situations.

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15. **Assessment (for/of/as)**

Lesson Outcome What will students learn? Students will be able to:	Sources of Evidence What <u>product</u> or <u>action</u> will show what students have learned? Write, Say, Do	Criteria What will you look for in this evidence (product or action)?
Express acquired information in oral and visual forms	Students will listen and repeat vocabulary words	Observe and listen to student's participation and pronunciation to the new vocabulary words.
Express acquired information in oral and visual forms, using spoken interaction between students.	Students will participate in the “guess what animal I am” game	Students will be able to speak the target sentences and answer appropriately.

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

Farm animal puppets – horse, sheep, pig, duck

Word magnets with animal names on them

Animal name tags for student’s backs

17. Lesson Development (Remember the 3 Main Principles of Teaching and Learning)	Pacing																																																				
<p>W Introduction/Hook (<i>Anticipatory Set</i>): <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>Use the farm animal puppets again to welcome the students. “Bonjour, mes amis! Aujourd'hui est notre dernier jour ensemble.”</p> <p>Purpose:</p> <p>W Teaching/Learning Sequence (<i>I do/We do/You do & M. Hunter</i>): <i>What <u>steps</u> and <u>activities</u> are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p>	2 minutes																																																				
<p>Ensure that the farm animal vocabulary is visible for the students. The teacher will read through the list of farm animal words, with students choral repeating.</p> <p>As a teacher-led discussion, go over the qualities that each farm animal possesses. Using their previous vocabulary in French, include how many legs the animal has, what color the animal is, whether the animal is big or small, etc. Create/write a standardized chart on the board with the words in French for the students to refer to.</p>	2 minutes																																																				
<table border="1" data-bbox="90 737 1247 1176"> <thead> <tr> <th>Animaux</th> <th>Combien jambe?</th> <th>Quel couleur?</th> <th>Grand ou petit?</th> </tr> </thead> <tbody> <tr><td>Un chat</td><td>Quatre</td><td>Orange</td><td>-</td></tr> <tr><td>Une poule</td><td>Deux</td><td>Blanc</td><td>-</td></tr> <tr><td>Une vache</td><td>Quatre</td><td>Noire et Blanc</td><td>Grande</td></tr> <tr><td>Un chien</td><td>Quatre</td><td>Brun</td><td>Petit</td></tr> <tr><td>Un âne</td><td>Quatre</td><td>Gris</td><td>Grand</td></tr> <tr><td>Un canard</td><td>Deux</td><td>Brun</td><td>-</td></tr> <tr><td>Une chèvre</td><td>Quatre</td><td>Noire et Blanc</td><td>Petite</td></tr> <tr><td>Un cheval</td><td>Quatre</td><td>Brun</td><td>Grand</td></tr> <tr><td>Une souris</td><td>Quatre</td><td>Gris</td><td>Petite</td></tr> <tr><td>Un cochon</td><td>Quatre</td><td>Rose</td><td>-</td></tr> <tr><td>Un lapin</td><td>Quatre</td><td>Noire</td><td>-</td></tr> <tr><td>Un mouton</td><td>Quatre</td><td>Blanc</td><td>-</td></tr> </tbody> </table>	Animaux	Combien jambe?	Quel couleur?	Grand ou petit?	Un chat	Quatre	Orange	-	Une poule	Deux	Blanc	-	Une vache	Quatre	Noire et Blanc	Grande	Un chien	Quatre	Brun	Petit	Un âne	Quatre	Gris	Grand	Un canard	Deux	Brun	-	Une chèvre	Quatre	Noire et Blanc	Petite	Un cheval	Quatre	Brun	Grand	Une souris	Quatre	Gris	Petite	Un cochon	Quatre	Rose	-	Un lapin	Quatre	Noire	-	Un mouton	Quatre	Blanc	-	15 minutes
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<p>Write the target sentences that the students will be asking on the board...</p> <p>How many legs do I have? - “J’ai combien de jambes?”</p> <p>What color am I? - “Je suis quelle couleur?”</p> <p>Am I big or small? - “Est-ce que je suis grand ou petit?”</p> <p>On the back of each student, pin the name of a farm animal on their back. Students must circulate around the room and ask a different student a question in French to figure out what farm animal they are. The students must also reply in French.</p>	20 minutes																																																				
<p>W Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>At the end of the lesson, ask the students to doodle a quick picture of the farm animal they like the best, with the phrase “Le chat est orange et a quatre jambes.”</p>	2 minutes																																																				

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

Support students that need help with pronunciation and new sentence structures.

Ensure that vocabulary is visible to students at all times.

Students strong in French can add in other sentences about the farm animal and help other students with their pronunciation. Students that finish early can expand their animal vocabulary using

<http://www.studystack.com/flashcard-31909> or http://www.digitaldialects.com/French/Animals_simp.htm

Keep students engaged and participating. If they refuse to participate, separate them from the group and task them with extra work.

Stand close to students with behaviours, or call them by name for correction.