

Unit: French Vocabulary – Activities and Animals		Level: Grade 6/7	
<b>Subject:</b>	Vocabulary – activities and pastimes		
<b>Duration:</b>	55 minutes		
<b>Intended PLOs:</b>	Communication (A-2 p. 88) <ul style="list-style-type: none"> <li>Express preferences and interests</li> <li>Make and respond to simple requests</li> </ul>		
<b>Lesson Objectives:</b>	Have students: <ul style="list-style-type: none"> <li>Learn the basic vocabulary of some activities, sports, and pastimes</li> <li>Introduce vocabulary of the coming unit (Endangered Animals)</li> </ul>		
LESSON PLAN			
Duration	Teacher	Students	Materials
15 min	<b>PowerPoint Presentation</b> The instructor will slowly present the slides in a digestible, yet fun, manner such that the students are drawn into what is being shown, and are also likely to form attachments to several of the words used throughout the presentation. Emphasis should be placed on images and displayed text, as well as oral inflection in order to appeal to all learning types. Opportunities should be taken to connect certain words and photos to students' other interests, subjects, and knowledges. This can be done by asking questions of the students. All questions should be posed slowly in French first while employing hand gestures before resorting to English.	The students will sit at their desks, watching and listening to the presentation.	PowerPoint presentation: 2.1.1 – French
20 min	<b>'Et vous?' Think, Pair, Share</b> The teacher will ask students to create their own statements as shown in the example on slide 8. They need only create 3 statements from the 5 columns shown. Students will be asked to share their statements with their neighbours before sharing with the class. During this time, the instructor will circulate to offer assistance, and check for proper pronunciation and productivity.	Students will create their own statements and share in partners, and then will be asked to volunteer for the class.	Side 1 of sheet: <i>Comment t'appelles-tu?</i>
20 min	<b>Human Bingo</b> The teacher explains the rules of the game, and then allows the students to mingle and play.	The students will approach their peers and state their preferences in a particular format, as modeled by the teacher. They will continue to interact and exchange with their peers until they fill their grid or time expires.	Side 2 of sheet: <i>Comment t'appelles-tu?</i>
<b>Closure:</b>	With the time that remains, the teacher will ask students to share aloud with the rest of the class some of the spaces they filled on their Human Bingo card.		

**Comment [A1]:**  
This lesson was presented in a Core French classroom for Grade 6/7s. Their preliminary knowledge of French was very basic, however I was not fully sure to what extent at the time of my teaching. Additional time in the classroom would have significantly better-prepared me for being able to not only instruct effectively, but to do so at their most impactful levels.

I will now focus my attention on how I might tailor specific activities in this particular lesson so that it might result in better practice and learning for *any* future class.

**Comment [A2]:** This aspect of the lesson went exceedingly well, surpassing even my own expectations. I found it incredibly effective in tailoring the presentation to fit the students, rather than the other way around. By this, I am building on the aspects mentioned in the last paragraph of the description; by doing my utmost to connect my own examples to the students and their interests, I was able to keep them much more entertained, and thus, listening throughout. Finally, another aspect that should never be overshadowed is the need to have fun. I had made a choice to enter a few slides that were unquestionably 'sillier' than some of the others, and this proved very effective. Going forward, I might depend on this aspect more, as once again, the students were much more attentive to the lesson, even if it was largely because they wanted to understand the context of the next joke.

**Comment [A3]:** This activity was fairly effective, in that it allowed the students the ability to practice their spoken language in a setting of high accountability (working in twos or threes), but low risk (everyone else was busy making noise so no one ever felt 'on the spot'). Finally, while the timeframe may seem long, I felt that it was appropriate to my group. I feel that this second activity could remain as I originally designed it.

**Comment [A4]:** My final activity worked satisfactorily, in that it had the students interacting. Sadly, however, there were two pitfalls to my design. The first, being that students needn't fully ask questions in the proper form if they started to feel lazy. For instance, instead of posing the question "est-ce que tu aimes faire de la plache à roulettes?", they could simply resort to pointing at the square on their Bingo Card and say "plache à roulettes?". This obviously results in a decreased level of effective practice. The second flaw in the design of this activity was my curtailed ability to fully evaluate every student effectively, as the nature of this game had students continually circulating around the class.

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EDST 403  
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<b>Evaluation:</b>	The aforementioned ' <i>Comment t'appelles-tu?</i> ' sheets will be collected and examined for the evaluation of current written-French skills. Further formative assessments are given during the activity as the students interact and speak.
<b>Extension activity:</b>	<b>Game: <i>Mer, Terre, ou l'Air</i></b> Students will play a game that focuses on the repetition of animals that they may have learned during the activity. The teacher will begin by saying a student's name and adding the label of 'mer', 'terre', or 'l'air'. The student must provide an animal that is found in that given environment before passing to a new student (and adding a label for the next round).
<b>Activity adaptations:</b> (if applicable)	Varying levels of English can be employed if/when students are having difficulties understanding the lesson.
<b>Contingency activity:</b>	If students are not yet ready to play the game of Human Bingo with a sufficient grasp of the French vocabulary, the teacher should focus on coaching them through completing their own preference statements and reading them.

### **Final Thoughts, Reviews, and Recommendations for the Future:**

If and when I have the opportunity to again teach this lesson, I will focus on several key aspects:

Firstly, I will support every opportunity for the kids to have *fun*! This extends even into integrating silliness and fun into the PowerPoint presentation to keep them stimulated and focused on the lecture. Even if the primary cause of their focus is to attend to the passing jokes, they will still pay much greater attention and will listen (and learn) far better overall.

Secondly, I would completely revisit my final cumulative activity. Instead of playing the original game of Human Bingo, I feel that it would be much more effective to play a French-based variant of the game Guess Who, wherein instead of guessing physical characteristics of our opponent's "who", we can guess activities that they enjoy (represented by paraphernalia around them). If each student had a laminated sheet of a Guess Who-like card, they could secretly circle their own character (whose identity must be gradually guessed by their opponent), and they could repeatedly ask questions of their partner in order to determine who their partner has chosen. This format of game would solve the issues I found in my first lesson. Primarily, the students would have no reason to circulate around the class, and this in turn would allow me to listen to, correct, and engage with each of one the students in turn as they played. Further, the students would hopefully reach a point of stagnation or boredom much slower, as they could simply wipe their board clean, and play again, striving once more to win.

With these simple but calculated changes, I feel that my next iteration of this (and other) lessons will be much more successful in both teaching, and learning.