The lesson plan I have chosen is the most recent lesson I taught – an introduction to farm animals and using the animals to learn the template question and answer of “est-ce que c’est …?” and “Oui, c’est…” or “Non, ce n’est pas…” Previously, my students have already learned “bonjour, comment ça va?” the corresponding phrases, and a some vocabulary with “est-ce que tu aimes …” question and answers.

For my introduction, I did a mind map to draw on previous knowledge and have the students in the mindset of farm animals. I used the cognate of “les animaux de ferme” to let the students see that French is not very far from English. Generally, my students like to guess, so I let them do so quite often. To help with pronunciation, I decided to try something new for this lesson – a box/space for the students to write down how they would best remember my pronunciation. My main activity was a game similar to Pictionary. Students would play in pairs with one partner facing the front and the other partner facing the back of the room. I would point to a vocabulary word on the board, write the English translation and have the drawing partner begin their sketch. The guessing partner, using the “est-ce que c’est…” phrase would then guess without knowing what the vocabulary words meant. At the end of the activity, I asked all students to return to their desks and together, they would translate the vocabulary words (le chien, le chat, la vache, l’oiseau). For homework, instead of directly writing the translation on their sheet, students would have to draw the vocabulary word.

I chose Pictionary as my main activity for the lesson, as I have noticed that my students love to draw. I see their random doodles and sketches, particularly in students who don’t seem engaged in French. Most of the class is excited about the lessons, but a few are not. This is why I chose a drawing activity/game to engage those students a little more, knowing that the rest of the class would still enjoy it. According to Patti Pente in *Child Development in Art, What do you Need to Know?*, listening and observing can be used as a teaching strategy. The article is directed towards learning art, however through observation, we find what interests our students in a real way; it can be artificial when the child is directly asked. By observing our students, we can gain insight into their lives, and proceed to suggest activities that peak their interest.

By the end of the lesson, my students learned all the vocabulary I had chosen. The process of getting there was much more difficult than I had imagined. They were very excited to have French class again, to the point where they were goofy and struggling to focus. In the future, I will need to be clearer about the game – requesting that the guessing partner only guesses once at the end of the drawing instead of guessing throughout. Secondly, my students do not learn effectively from paper activities, at least not for an introduction. In the past, human bingo worked very well. However, it was used as a wrap-up lesson after the phrases had already been introduced.

The next time I teach this lesson, I would like to shift away from this academic paradigm of pencil and paper. Like past lessons, I would introduce new phrases with chants, rhymes, and rhythm to allow learners to engage and embody what they learn from the start of the lesson. Although I did not create dances with my rhythmic songs, those who wanted were able to freely move with the words – allowing my students to learn “by ‘being mobile’ in [a] physical and mediated space.”

(Parsons, 2012)

Parsons, J. B. (2012). *Alberta Education - From Knowledge to Action.* Retrieved January 31, 2015, from Alberta Education: http://www.education.alberta.ca/media/6809250/f\_chapter3.pdf

Pente, P. (2011). Child development in art: what do you need to know. In Grauer, K., Irwin, R. L., & Emme, M. J. (3rd ed.), *StARTing With* (34). Victoria, BC: Canadian Society for Education through Art.

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| --- | --- | --- | --- |
| **L’Unité : French – Who am I?** | | | **Niveau : grade 5/6** |
| **Sujet de la leçon** | | **Les animaux de ferme** | |
| **Durée de la leçon** | | **35 minutes** | |
| Résultats d’apprentissage prescrits (page d ‘ERI) | | * ask and respond to simple questions | |
| **Objectifs de la leçon** | | * introduction to farm animals | |
|  | | PROCÉDURE OU DÉROULEMENT | |
| Durée  (min.) | **Ce que fait/dit l’enseignant(e)** | | **Ce que font les élèves** |
| 5  10  15  3 | **Pré-activité :**  Give sheets to students and ask them to place it in their French folder for later.  Write “les animaux de ferme” on the whiteboard to start a mind map. Have students guess what this means – what English words does it look like? Ask students to list farm animals that they know and write it on the board.  **Activité :**  Post French vocabulary words on board and read each one with the class. Ask students how they would pronounce it – use “les oiseaux” as an example. Have students follow along and write their pronunciation on the sheet provided, going through each new vocabulary word together.  Introduce game: Students will play a form of Pictionary in pairs – one student with their back facing the board and the other student will be facing the board. Teacher will post a new French vocabulary word and the English translation. Student A (facing the board) will have 1 minute to draw the word, student B will guess using the list on the provided sheet using the question template: est-ce que c’est \_\_\_\_? Student A will answer with “Oui, c’est \_\_\_\_.” Or “Non, ce n’est pas \_\_\_\_. C’est \_\_\_\_\_” Students A and B will then switch so a new person is now drawing.  As a class, the students will guess the English translations of each farm animal.  End of lesson, point to and say “merci (right hand to mouth and bring right palm down in front of self) tout le monde.” Signal for class to copy “De rien” (finger tips on shoulders, bring palms out in front of self). “Au revoir” and wait for class to say respond “au revoir” | | List farm animals  Writing pronunciation on sheet  “Pictionary”  Responding to “merci” with “de rien” |

Est-ce que c’est \_\_\_\_\_\_\_\_?

[ ]

Oui, c’est \_\_\_\_\_\_\_\_\_\_.

[ ]

Non, ce n’est pas \_\_\_\_\_\_\_\_\_\_. C’est \_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ] [ ]

|  |  |  |
| --- | --- | --- |
| Le mot vocabulaire | La prononciation | Ton dessin |
| Le / un oiseau |  |  |
| La / une vache |  |  |
| Le / un chien |  |  |
| Le / un chat |  |  |