

Lesson Title: French Body Parts Lesson # 1 Date: February 6, 2018

Name: Tamara, Danica, Pascale, Chad, & Tyler Subject: Core French Grade(s): 5

Rationale: (lesson context and reasons why lesson matters)

Students will learn vocabulary of the human body. In addition to this, students will be able to say that each body part feels bad through the activities that take place in today's lesson.

Curriculum Connections: <https://curriculum.gov.bc.ca/>

Core French

Big Idea: With basic French, we can describe ourselves and our interests.

Curricular Competency:

Students are expected to be able to do the following:

- Recognize the relationship between pronunciation, including common intonation patterns, and meaning
- Identify key information in slow, clear speech and other simple texts
- Use visuals or technology to assist in understanding and communicating
- Participate, with support, in simple interactions about everyday situations:
 - ask and answer simple questions in context
 - describe themselves
 - provide simple descriptions

Content:

- Gender
- Common, high-frequency vocabulary and sentence structures for communicating meaning:
 - asking and responding to simple questions
 - expressing basic information about themselves and others
 - providing simple descriptions

Core Competency: Communication, Critical Thinking, Personal Awareness & Responsibility

Learning Intentions	Activity	Assessment
- Students will be able to utilize the new French vocabulary that they learn from this lesson and describe how they are physically feeling using French language – specific to body parts	- <i>Yo, My Name is Joe Song</i> in English: Challenge students to know body parts in French by the end of the lesson - <i>I do, we do</i> – Repetition activity to learn translations of new vocab and proper pronunciation through flashcards - <i>Flyswatter Activity</i> – Check for understanding - <i>High Five Conversation</i> – As students are doing Q&A around the class, they are filling in the body parts diagram - <i>Yo, My Name is Joe Song</i> modified to a French version using new vocabulary on the body parts	- Teacher Observation - Self Assessment through <i>Flyswatter Activity</i>

Prerequisite Concepts and Skill: (for student success)

- Students know French subject pronouns
- Students know English terms for the body vocabulary that we are using

Materials and Resources with References/Sources:

For Teacher	For Students
- Visuals with labels of the body parts vocabulary being used	- Song lyrics (English/French) for <i>Yo, My Name is Joe</i> - Body part diagram sheet

<ul style="list-style-type: none"> - Stick or flyswatter - Song lyrics in English & French for <i>Yo, My Name is Joe Song</i> 	
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Differentiated Instruction (DI): (accommodations)

- Students that are struggling with learning and memorizing the new French vocabulary can use a cheat sheet with the vocab that has images of the body parts with French labels on the body parts. These can be used during the *Flyswatter*, *High Five Conversations*, and *Yo, My Name is Joe* activities
- Students with a broader French knowledge or background can add more French vocabulary into the *High Five Conversations* activity to continue refining their French vocabulary

Organizational/Management Strategies: (anything special to consider?)

- All these activities involve a lot of communication which could lead to students getting off task – be sure to have an attention getting strategy that will help students stay on the right track and engaged in this lesson

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

- Experiential Learning

Lesson Activities:

Teacher & Student Activities	Pacing	Reflections
<p>Introduction (hook/motivation/lesson overview)</p> <ul style="list-style-type: none"> - Explain the learning intentions for this lesson and which objectives the teacher has for the students to learn - <i>Yo, My Name is Joe Song</i> with students in English using English vocabulary for the body parts in the song 	5-7 minutes	
<p>Body (lesson flow/ management)</p> <ul style="list-style-type: none"> - <i>I do, we do</i> activity: Using flash cards, introduce the French vocabulary for the body parts that are being used in this lesson through the <i>I do, we do</i> repetition technique - Do this by having a chart on the board that includes the spelling of the vocab words with visuals - Once students show a general understanding of the new French vocabulary of the body parts, do the <i>Flyswatter Activity</i> to check for understanding – ask for volunteers (encourage all students to participate) - Half of class says, “<i>Comment ça va</i>”, other half will say “<i>J’ai mal à la tête</i>.” This action will be repeated with the class, switching roles with different body parts each time to prep for next activity - <i>High Five Conversations</i> – As students are doing Q&A while moving around the classroom, they are filling in the body parts diagram 	20-25 minutes	
<p>Closure (connections within lesson or between lessons, sharing successes, summaries)</p> <ul style="list-style-type: none"> - <i>Yo, My Name is Joe</i> with students in French using new French vocabulary for the body parts in the song - Try this closing activity 2-3 times if necessary to ensure student success 	5-10 minutes	