

Lesson Title: French – Masculine vs Feminine & Vocab Lesson # 1 Date: April 9, 2018

Name: Mr. Armstrong Subject: Core French Grade(s): 6/7

Rationale: (lesson context and reasons why lesson matters)

Students will learn about what makes a French noun either masculine or feminine. This lesson will focus on finding this difference by learning about the significance of the following French articles: *un/une, le/la*

This is fundamental French language that will translate into future learning for the students.

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

Big Idea:

- Listening and viewing with intent helps us understand an increasing variety of messages
- Using strategies helps us understand and acquire language

Curricular Competency:

- Recognize the relationship between French letter patterns and pronunciation
- Use strategies to increase understanding
- Use visuals or technology to assist in communicating

Content:

- French letter patterns
- Common, high frequency vocabulary and sentence structures for communicating meaning:

Core Competency:

- Communication
- Critical Thinking

Learning Intentions	Activity	Assessment
<ul style="list-style-type: none"> - Students will be able to proper pronounce and translate this lesson’s vocab from English to French, and vice versa – while knowing the meaning of each word - Students will be able to determine which of these vocab words are feminine or masculine 	<ul style="list-style-type: none"> - <i>I do/we do/you do</i> technique for learning vocab and pronunciation - <i>Emily/Sammy Masculine vs Feminine Worksheet</i> - <i>Vocab Scavenger Hunt</i> 	<ul style="list-style-type: none"> - Teacher Observation – look for student participation and a willingness to take part in each activity - Assess <i>Vocab Scavenger Hunt</i> worksheets for student understanding

Prerequisite Concepts and Skill: (for student success)

- Students are accustomed to the *I do/we do/you do* repetition technique
- Students are familiar with some of the vocabulary words from this lesson

Materials and Resources with References/Sources:

For Teacher	For Students
<ul style="list-style-type: none"> - Whiteboard and markers - Flashcards with image and vocabulary word (10) - <i>Vocab Scavenger Hunt Worksheet</i> (1 per student) - <i>Emily/Sammy Masculine vs Feminine Worksheet</i> (1 per student) <p>Education.com. (2012). Masculine and Feminine in French with Emily and Sammy. Retrieved from https://www.education.com/download/worksheet/118983/masculine-and-feminine-in-french.pdf</p>	<ul style="list-style-type: none"> - Pencil or pen - <i>Vocab Scavenger Hunt Worksheet</i> (1 per student) - <i>Emily/Sammy Masculine vs Feminine Worksheet</i> (1 per student) <p>Education.com. (2012). Masculine and Feminine in French with Emily and Sammy. Retrieved from https://www.education.com/download/worksheet/118983/masculine-and-feminine-in-french.pdf</p>

Differentiated Instruction (DI): (accommodations)

- Students that have difficulty with this subject may be put with a partner
- Students that excel with French can act as a teacher aid at times to help other students

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

- Put the *Vocab Scavenger Hunt* Cards around the class before the students come into class, or before the lesson begins to avoid wasted time
- Have an attention getting strategy to regain student attention during the interactive activities (i.e. countdown at front of class or ring the classroom bell)

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

- N/A

Lesson Activities:

Learning Activities	Pacing
Introduction (hook/motivation/lesson overview) - Introduce lesson by asking students if they know any words in English that are masculine or feminine – then, explain that words in French have “genders” (masculine or feminine) depending on their prepositions - Introduce prepositions on whiteboard – <i>un/une, le/la</i> – explain meaning and significance	10 minutes
Body (lesson flow/ management) - <i>I do/we do/you do</i> repetition technique to learn lesson’s vocabulary and prepositions – focus on proper pronunciation - <i>Emily/Sammy Masculine vs Feminine Worksheet</i> – instruct students to complete the sheet – this will help them become more familiar with the vocabulary and prepositions, as well as firsthand practice in making words masculine or feminine	30 minutes
Closure (connections within lesson or between lessons, sharing successes, summaries) - <i>Vocab Scavenger Hunt</i> – I will have flashcards which contain a picture of the vocab word with the written word underneath the image placed around the classroom – students will have a scavenger hunt sheet which asks them to find the vocab words, write them down, determine whether they are masculine or feminine, and ask, “what makes this word masculine or feminine?” This sheet is handed in to me so that I can assess students’ understanding of this lesson’s content	20 minutes

Reflections: (over)