

LESSON PLAN 1: Household pets

Three Key Learning Goals:

1. Practice writing techniques, using appropriate vocabulary on household pets.
2. Develop comprehension strategies by reading and listening to short texts.
3. Develop responses to comprehension questions and to discussion prompts.

Curriculum connections:

LISTENING A1.3 Listening for Meaning: “demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics.”

READING: C1.3 Reading with Fluency: “read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics.”

WRITING: D1.3 Developing Vocabulary: “confirm word meanings and review, refine, and vary word choices, using a variety of resources.”

Grade 4 French Immersion lesson 45 minutes

Subject: household pets

Introduction &
Minds-on learning

PART 1 Introduction

- Duration: 6 to 12 minutes
- Focus: Vocabulary list and word-search
- Students should read the vocabulary list in part 1.
- They may then spend 5-10 minutes on the word search which includes the vocabulary terms. It is recommended students complete the word search later.

PART 2: Minds-on learning:

- Duration: 10 minutes
- Focus: Audio recording and responding to prompts
- In a group or classroom setting, a think/pair/share activity can be used to start discussion between students:
 - 1) THINK: Students listen to the audio recording and independently brainstorm ideas.

	<p>2) PAIR: Next, students pair up and orally discuss any of the three prompts in part 2 of the lesson.</p> <p>3) SHARE: Finally, students can share their ideas with their classmates in small groups or in a class discussion.</p> <ul style="list-style-type: none"> • Alternatively, if a student is working at home, the discussion prompts can instead serve as journal topics. After listening to the audio recording and reading the prompts, a student can summarize his/her response in a point-form written response.
<p>Midpoint check for comprehension</p>	<p><u>PART 3: Reading comprehension</u></p> <ul style="list-style-type: none"> • Duration: 15 minutes • Focus: Reading comprehension • Part 3 asks students to read the same text they read in part 2. After reading the text, students can answer the 5 reading comprehension questions.
<p>Consolidation & Debrief</p>	<p><u>Part 4: Making more connections to real life</u></p> <ul style="list-style-type: none"> • Duration: 10 minutes • Reading “Quand j’ai perdu Roro”, a short non-fiction children’s book (Students can also listen to the audio recording). <p><u>Part 5: Lesson wrap-up</u></p> <ul style="list-style-type: none"> • A number of different activities can serve to recap and reinforce learning as homework and/or independent learning. These include: <ol style="list-style-type: none"> 1) Finishing the word-search from part 1 2) Completing reading comprehension questions 3) Writing a short journal (6 sentences) about ideas developed or shared when responding to prompts.
<p>Sources:</p>	<p><u>ONTARIAN FRENCH CURRICULUM (GRADES 1-8)</u> http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf</p>

