| C:\Users\Audrey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SRRIEIYL\MC900446310[1].wmf | **Teacher:** | Miss Audrey Gagnon |
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| **School/District:** | Garden Creek Elementary School - 18 |
| **Subject Area(s) Addressed:** | Literacy, Integrated Studies |
| **Grade Level(s)/Course:** | 3 |
| **Date Submitted:** | 2 December 2011 |
| **Lesson/Unit Duration:** | 120 minutes, 30 minutes |

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| Lesson/Unit Outcome | * A.1 comprendre des discours oraux pour répondre à un besoin d’information. * B.1 utiliser les strategies efficaces à l’écoute. B.2 exprimer à l’oral sa comprehension globale de texts ainsi qu’une capacité d’inférer de l’information. * C.2 lire pour répondre à des besoins d’information, d’imagination et d’esthétique. * D.1 écouter et faire des liens à partir de la communication afin de contribuer à des discussions. |
| **Resources Needed** | * **Purple** and **dark blue** duo tang * Scissors * Markers and pencils * “Aujourd’hui je porte…”, “Écris le bon verbe sur la ligne”, “Les mots pour se situer” and “Le bonhomme de neige” worksheets * Popsicle sticks * “Où” vocabulary sheet * Letter to Santa worksheet |
| **Teacher-Led Activities** | * Begin the day with the usual morning routine * Students will quietly sit at their desk and I will call upon the designated students whose names are on the board to give today’s, yesterday’s and tomorrow’s dates along with speaking of the current weather and discussing our mascots, Nelly and Ceasar. * I will then begin the lesson with the morning message where we will review the article of clothing learned through the last two weeks. * I will lead the class in the oral discussion where I will describe what I am wearing today. * Students will then get a 5 minute opportunity to describe their shoulder partners (to one another). * Once everyone has had the chance to describe their partner and vice versa, I will then choose a few students to come and present their partner to the rest of their classmates. They will have to make sure to explain the article of clothing and their colors in full detail. * Following the oral review of the clothing, I will then assign two students to distribute the “Aujourd’hui je porte…” worksheet. * Students will have to write a description of what they are wearing today, using their **purple** duo tangs for vocabulary reference. They will then have to draw themselves in the clothing that they have described in their paragraph * I will have them know that they are to ensure that their name is on the top of the sheet and that I will be collecting the sheets upon completion for marking purposes. * This method of collecting the sheet back is for me to see which students have well understood the clothing and which students still need prompting.   **This morning’s lesson will be interrupted at 9:30am in order for our class to meet with Mrs. Urdle’s grade one class for our reading buddies session until recess.**  **LITERACY BLOCK – 120 MINUTES**   * Once everyone has completed their “Aujourd’hui je porte…” work sheet and that I have collected them all, I will then ask four students to distribute the next two “Le bonhomme de neige” sheets which we will be working on for the next half an hour until recess time. I will ask one more student to distribute the marker baskets to the desks. * For this assignment, students will be asked to take out their scissors and to cut out and put together a little book for their reading buddy. * Students will have to staple the cut outs together and once their story is completed, they will have to color in the images on each page. * When students have completed the coloring of their story, they will have to practice reading it to themselves or to a partner. * This book needs to be practiced as the students will be asked to read it to their reading buddy and then give the story as a present to their buddy. * Upon the student’s return from recess, I will assign two students to distribute the “Les phrases en désordre” worksheet and have students take out their **dark blue** duo tangs and to put the sheet in this duo tang. * I will explain the directions and ask a student to re-explain them in English in order to assure that everyone has understood the task for this worksheet. * We will do the first sentence together and I will give students 3-5 minutes to complete the rest of the sheet on their own. * We will then correct it on the overhead projector together. * Students will then turn over to the “Majuscule et le point” side and complete this side individually as well. * We will correct this side together as well once everyone has completed the sheet. * I will then get two students to distribute the collected homework entitled “Écris le bon verbe sur la ligne” which was to be completed the night before. * Students will be asked to put this worksheet in their **dark blue** duo tang and we will correct it together as a group. * Following the correction of the homework, I will distribute the vocabulary sheets “Où” and we will review as a class the different directions which we have been talking about over the past couple of weeks. * This vocabulary sheet is to be placed in the student’s **purple** duo tang and is to be used at all time for reference on directions. * I will then have two students distribute the “Les mots pour se situer” worksheet. I will also have one copy projected onto the overhead projector. This sheet is to be placed in the **purple** duo tang as well. * We will do this worksheet together as a class and its purpose is to help the students continue to practice their knowledge of the directions in French. * Students will have to draw arrows based on the instructions given and assure that they are in the correct directions. * Students will volunteer to come up to the projector and draw the arrows in its correct direction. The remainder of the class will have to draw the same on their own worksheet. * With time permitting and to close off the lesson, I will then take out my Popsicle sticks in their individual bags and take one stick from each bag. One bag contains sticks with the student’s names on them and the other contains sticks with several general questions. * We will continue with the names of the students who haven’t been chosen from yesterday’s attempt at the game. If everyone has had a chance to ask/answer a question, we will start over again with putting everyone’s names back in the bag. * Students will have to pay close attention to the questions being asked and to the answer given because some questions may come up more than once and no direction will be given the second time around. * This activity is designed for students to practice speaking and conversing to one another in French by asking several general, everyday questions to one another. * My role here will be to help students with their pronunciation and proper use of the French language.   **INTEGRATED STUDIES BLOCK – 30 MINUTES**   * Following the student’s return from lunch recess, we will continue and completed our letter to Santa which will be mailed out on Friday afternoon. * I will designate two students to distribute the “letter to Santa” worksheets and students will be asked to work at their desk and to use a pencil only for this assignment. * I will model my letter to Santa which will be projected onto the white board with the overhead projector and students will get a chance to read and decide what they would like to ask Santa for Christmas. * Students will then proceed to begin writing their own letter that they want to send out to Santa. * We will begin with a draft copy which students will be able to change things and make mistakes on. The final copy of the letter will be completed throughout the week. |
| **Student-Centered Activities** | * Students will describe what they are wearing and what their shoulder partner is wearing to the rest of their classmates. * Students will complete the “Aujourd’hui je porte…” worksheet and will hand it in upon completion. * Students will work on the activity sheet « Écris le bon verbe sur la ligne » . * Students will help correct last night’s homework. * Students will work on the sheet “Les mots pour se situer”. * Students will create a story for their reading buddy. * Students will use the popsicle sticks in order to ask their classmates some questions based on vocabulary learned thus far this year. * Students will begin writing a letter to Santa describing what they want for Christmas. |
| **Student Assessment Strategy** | * Students will be assessed on their knowledge of basic French vocabulary and some new vocabulary as well.   + This will allow the teacher to see which students are able to recognize and translate basic vocabulary words that have been repeated everyday thus far (ie: colours, pronouns, verbs and clothing articles) and which students need prompting and practice with this vocabulary.   + This will also allow the teacher to see who has grasped the newer vocabulary and how much more practice will be needed in order for every student to get an understanding of it (verbs, feminine, masculine, singular, plural, etc.). * Students will be assessed on their listening skills   + This will allow the teacher to assess how well students understand when oral directives are given to them and which students show more understanding when the directives are written before them.   + This will help differentiate the auditory learners from the more visual learners and who is grasping the repetitions of common vocabulary used during our everyday lessons. * Students will be assessed on their comprehension and reading skills * This will be done through the worksheet that is to be returned upon completion (or at the end of the lesson) and is to allow the teacher to see who has understood the basic directives provided in written form to them and who performed better when the directives were read aloud. |
| **Reflection** |  |