| 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 – French, Mathematics |
| **Grade Level(s)/Course:** | 3 |
| **Date Submitted:** | 24 November 2011 |
| **Lesson/Unit Duration:** | 180 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. B.3 utiliser des strategies appropriées pour aider à la comprehension de textes écrits. * 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** | * SMARTBOARD (and in-focus camera) * Laptop * Purple duo tangs * Pencil * Eraser * Markers * Activity sheet “Les vêtements d’hivers”, “La corde à linge”, and “Il neige” * Popsicle sticks * Plastic bags |
| **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 on the SMARTBOARD: un jeux “nomme les vêtements”. * We will begin by reviewing the clothing that we already know in order to continue to refresh our memory.  This activity also has different names for some articles which we have already looked at (ie: sock = either bas or chaussettes, shoes = either souliers or chaussures, etc.) therefore for the purpose of successfully completing this activity, we will have to identify the different vocabulary. * Students will have to identify the article of clothing which the arrow is pointing to. * This activity, along with being a good mind refresher, will help students associate the word to its image which will help the more visual learners get a better understanding and grasp on the clothing vocabulary in French.   **LITERACY BLOCK – 150 MINUTES**  **Today’s class will be interrupted from 9:30 am until 10 am (recess) for a choir practice with the other grade 3 French Immersion class in order to practice our Christmas concert song.**   * Following the morning message game, I will then ask students the question “qu’est-ce que tu portes aujourd’hui?” and have students describe their clothes (in French) to their classmates. * Students will have to try as much as possible to answer to this question in full sentences using “Aujourd’hui, je porte…” * Students will be able to refer back to their purple vocabulary duo tangs and the poster on the board in order to describe their outfit. * This will help students continue to practice the clothing vocabulary learned thus far. * We will then move on to differentiating the types of clothing we wear in the different seasons of the year. * Still on the SMARTBOARD, students will have to come up, one at a time and circle the clothing they would wear according to its season. * They will have to name the clothing article in French, then in English and then explain why they would not wear this particular thing in another season (ie: bathing suit in the winter) * 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. * Upon the student’s return from recess, I will have them sit at their desk quietly and to take out their pencil, and markers. I will also designate two students to pass around the “La corde à linge” worksheet. * I will begin by explaining the worksheet to the students; they will know that we will do the first side together as a group and that the second side will be submitted back to me for marking purposes. * I will read over the instructions and ask the students to help translate/explain what is expected of them for this first side. This assignment will resemble one that we have done last week. * I will ask one student to read the first instruction and I will follow by repeating it in order to correct pronunciation. Students will proceed to draw/color/mark/etc. what is asked of them. * They must pay very close attention to the details of the colors and article of clothing mentioned in order to make the correct drawing on their worksheet. * I will model and do it with the class for the first side of the page. * Upon the completion of this side, students will then be to flip over their sheet and proceed to work on this side individually. * I will read the sentences aloud in order for students to get a better understanding of what is being asked of them (and to help the students who struggle more with the reading aspect of the language), however I will not be helping with vocabulary that they should know – the clothing vocabulary we have been working on all week. * This assignment will test the student’s knowledge not only on the clothing vocabulary, but also on the colors, directions, numbers, animals and body parts which they should have a good grasp of thus far. * Students here will be assessed on their knowledge and how well they understood the French clothing vocabulary and how well they continue to remember other basic vocabulary learned thus far. * The process of taking back the sheet will help me get a better view of which student has been carefully paying attention throughout the week (and this morning as we reviewed and worked on the clothing) and which students still need help and prompting. * Upon completion of this assignment, I will hand out the worksheet “Les vêtements d’hivers” for students to complete, which should take no more than 10-15 minutes. * They will simply have to fill in the blanks, illustrate or re-write some of the basic clothing vocabulary that we have been continuing to work on throughout the week. * For the last 30-45 minutes before the students head out to lunch, we will take some time to create a little booklet to give as a present to our reading buddies in Mrs. Moffat’s kindergarten class. * Students will be given two sheets of paper which, when the squares are cut out, it makes a story called “Il neige”. * Students will have to cut out each quadrent, put them in order and color the image. * Upon the completion of putting the story together, and with time provided, students will have to practice the reading of their story as they will be reading it to their buddies before presenting it as a gift.   **MATHEMATICS BLOCK – 30 MINUTES**   * Upon the student’s return from Reading Buddies with Mrs. Moffat’s kindergarten class, for the next half an hour, we will continue with yesterday’s lesson with the 100’s chart. * I will refresh their memory on the several patterns which may be found within a 100’s chart and have a couple of students come demonstrate some of their patterns. * I will then have students come up to click/turn over numbers which may be added together to make a certain number or to demonstrate a pattern that they have found which we haven’t already discussed. * This activity is to help students get a good number sense and to have them be able to recognize patterns within a 100’s chart. * In doing so, I will be able to identify which students are comfortable and have good number sense and which need prompting and more practice with this concept. |
| **Student-Centered Activities** | * Students will describe what they are wearing today using the clothing vocabulary learned thus far. * Students will identify the clothing item being pointed to on the internet game. * Students will identify the clothing items appropriate to wear in a specific season. * Students will work on the activity sheet “La corde à linge” and “Les vêtements d’hiver” using their **purple** duo tangs to refer back to their vocabulary. They will have to **return** the sheet “La corde à linge” once both sides are completed. * Students will randomly pick out Popsicle sticks and ask each other questions in French. * Students will create a booklet which they will present as a gift to their reading buddy. * Students will continue to work with the 100’s chart in order to observe and identify patterns found within it. |
| **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** |  |