

Lesson #46- Révision des directions

Directions Review

Grade 4 FSL

Duration: 45 minutes

Specific Learner Outcomes:
1.1 , 1.3 , 2.15

Learning Objective:
The students will be able to
give and receive directions.

Assessments:
Formative assessment of
observations and
conversations during “Jacques
a dit” and during directions
activity.

Preparation Required: Print off “Map of Paris” (one for every student). Each student should get a blank map, and 1 of 5 maps with a start and end point (each pair has: two blank maps, and two maps with a start and end point). Print off “Paris Landmarks” handout and make one copy for each pair.

Introduction (5 minutes):

Hook/Attention grabber : Bonjour, comment ça va? Quelle est la date? Quelle heure est-il? Quel temps fait-il?

Introduction: Today, we are going to review giving directions.

Pre-task (10-15 minutes): First, have students brainstorm/discuss directions. What do they remember?

In the class, or (preferably) outside, play a game of “Jacques a dit” using vocabulary for giving directions.

For example: “Jacques a dit, marcher à la gauche,” “Jacques a dit, aller tout droit,” “Jacques a dit, arête!”

Task (15-20 minutes): Next have students get into pairs. Hand out maps and the landmarks descriptions to students. Each student should have two maps and each group should have one set of landmark descriptions. Make sure groups do not look at the landmark descriptions until after the direction giving activity. One map is blank: This is the one they will use when they are following the directions. The second map has a starting point and an ending point indicated. This is used when giving the directions. Taking turns, one student will give directions to their partner to get from the start point to the end point. While one partner is giving directions, the other will follow the directions and trace the path from the starting point to the end point. Make sure students don't show each other their maps until they have completed the task. This is a great way to explore the city of Paris and important landmarks.

Each student should get a chance to give directions and follow directions. Afterwards they should read the landmark descriptions and locate each landmark on the map.

If students finish early, they may choose from the other maps and continue the activity.

Post-task (5-10 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

- Have students look at and compare their maps. Did they give/follow directions well? Do the maps look the same?
- What did students learn about Paris? Were there landmarks that they recognized? What else do the students know about Paris? This is a good opportunity to talk more about French cultures outside of Canada.

Lesson #47- Révision des adjectives

Adjective Review

Grade 4 FSL

Duration: 30 minutes

Specific Learner Outcomes:
2.4 , 2.14

Learning Objective:
The students will be able to use adjectives to describe themselves.

Assessments:
Formative assessment of self-portrait.

Preparation Required: Print off “Self Portrait” sheets, print off and cut out “Adjective Matching Game” (one for the whole class).

Introduction (5 minutes):

Hook/Attention grabber: Bonjour, comment ça va? Quelle est la date? Quelle heure est-il? Quel temps fait-il?

Introduction: Today we are going to do a bit of review about adjectives.

Pre-task: Review the difference between masculine and feminine adjectives- can anyone remember? For feminine adjectives sometimes we add an ‘e’ at the end, and sometimes we change the ending.

Ex: Patient vs. patiente, sportif vs. sportive, travailleur vs. travailleuse.

Next, give each student one adjective (make sure you’ve mixed them up), and then students must go around the class trying to find their matching English or French adjective.

Task (Duration: 25 minutes): For the task students must choose at least 5 adjectives to describe themselves. Ex: Je suis sportif/sportive. Students must pay attention to using the appropriate masculine or feminine adjective.

Once students have finished deciding which adjectives best describe themselves, ask students to put the adjectives in order from their most dominant to their least dominant quality.

Post-task (Duration: 5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Have students share their self-portrait with a classmate

Lesson #48- Projet final: Qui suis-je?

Final Project: Who Am I?

Grade 4 FSL

Duration: 3 hours (over 3 or more days)

Specific Learner Outcomes:
1.2 , 1.4 , 2.14 , 2.15 , 4.1 , 4.4

Learning Objective:
The students will be able describe themselves. The students will be able to guess meaning from clues.

Assessments:
Summative assessment of 'Who Am I' poem. Formative assessment of student answers for poems.

Preparation Required: Prepare your own 'Qui suis-je' Ransom Note riddle, print off "Qui suis-je Guessing Page," and blank copies of the "Ransom Note Qui suis-je" (one for each student).

For this activity, you will need to fill out the Ransom Note (which includes the answers to your sentence starters). If you can, get another teacher or administrator involved by having them fill out the information in the ransom note. Before the students enter the classroom, remove an item that students would notice is missing. In its place, leave the "Ransom Note." When students enter the class, try and direct their attention to the missing item and the Ransom Note.

Introduction (5 minutes):

Hook/Attention grabber: Bonjour, comment ça va? Quelle est la date? Quelle heure est-il? Quel temps fait-il?

Introduction: An object from the class is missing, and somebody left a ransom note! Let's read it together to find out if we can figure out who stole the object!

Pre-task (10 minutes):

As a class, you will read the ransom note together. At each line, make sure students understand the information that is given (this should be a review for the students, as they have seen and worked with this vocabulary all year).

Can you guess who stole the object? Have students do a "Think-Pair-Share" to see if they can guess who the thief is!

As a class, see if you can figure out who took the object!

Task (2-2.5 hours over multiple periods):

Now, the students are going to create their own Qui suis-je riddle. Pass out a copy of the ransom note to each student, as this will help guide them while they are creating their own sentences. The students will need to create a minimum of 10 sentences for their riddle. They must also be sure not to give too much away, as we will all be guessing whose riddle is who's at the end of this assignment.

Students are encouraged to use their personal dictionaries to help them create their sentences.

Students will need to write their sentences down on a piece of paper for their rough draft.

When you have checked over their sentences to make sure they are correct, the students will then create their good copy.

It is a good idea to have students type their riddles on the computer. This way, nobody will be able to recognize anybody's handwriting. Students should follow the same template as the "Ransom Note."

Post-task (30 minutes- 1 hour):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- During the post task, students will do a gallery walk. You will display the good copies of the students' riddles around the classroom. You will want to number each riddle so that the students can easily record their guesses on the "Qui suis-je Guessing Sheet."
- During the gallery walk, students will take their guessing sheet, and read through each riddle. Based on the information in the riddles, they will write down the name of the person they think wrote the riddle.
- At the end, students will share their guesses.
- Here are some good discussion questions to ask the students: Was it difficult to guess? What information led you to believe it was a particular student?

Lesson #49- Célébration d'apprentissage

Celebration of Learning

Grade 4 FSL

Duration: 1 hour

Specific Learner Outcomes:
2.15 , 4.6

Learning Objective:
The students will be able to
read sentences aloud in French.

Assessments:
Summative (or formative)
assessment of pronunciation of
poems.

Preparation Required: Have students' Language Portfolios ready to be filled in. Have a tablet ready so that students can record their 'Qui suis-je' poems. Set up stations where students can do a variety of activities (Go Fish, BINGO, memory games, crossword, etc.).

Introduction (5 minutes):

Hook/Attention grabber : Bonjour, comment ça va? Quelle est la date? Quelle heure est-il? Quel temps fait-il?

Introduction: Today we are going to celebrate all of the French we learned this year. We are going to look at some of the recordings from throughout the year, and finish filling in our Language Portfolios.

Pre-task (15 minutes):

Have students come together to look at some recordings of students from the year.

Pass out Language Portfolios and have students fill in their accomplishments.

Students will be able to see how much progress they have made, and see how much French they have learned.

Task (25 minutes):

One by one, have students go into a quiet area and record their 'Qui Suis-Je' poem on the tablet (for Summative Assessment).

While other students are waiting to record on the tablet, they can go to the different activity centers (Go Fish, BINGO, memory game, crossword etc.) set up around the room.

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

- This is a great opportunity to talk about the year, and how the students feel about learning French. Did they enjoy it? Why or why not? What would they do differently? What did they like the most?