

SAMPLE LESSON PLAN

LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAYS
French	EntreCultures 1	Unité 5: Le temps libre		2

ESSENTIAL QUESTION(S)	UNIT GOAL(S)
<ul style="list-style-type: none"> How do leisure activities, sports, and music help define cultures? 	<ul style="list-style-type: none"> I can exchange information about leisure activities.

CAN-DO STATEMENTS	PERFORMANCE TASKS
<ul style="list-style-type: none"> I can ask and answer questions about weekend plans. I can write a social media post about upcoming plans. I can leave a voice mail inviting a friend to an event. 	<ul style="list-style-type: none"> Read social media posts Leave a message about future plans Write a paragraph Record a voice message

LANGUAGE (VOCABULARY/STRUCTURES)	INTERCULTURAL CONNECTIONS
<ul style="list-style-type: none"> Vocabulary from <i>Comment Dit-on?</i> 1 & 2 Present tense of <i>aller</i> <i>Aller</i> + infinitive (<i>futur proche</i>) 	<p>Recognize similarities in linguistic features of French and English and cultural practices related to free time activities.</p>



LEARNING EXPERIENCES

Teacher Lesson Introductory Presentation Video

- Welcome students in French.
- Provide an overview of the agenda and expectations: what materials they will need, how long the lesson should take, whether they can start and come back, how they can pose questions, how they will be assessed, and when and how they will receive feedback.
- Explicitly share the essential question and learning goals.

Activation or Hook (Introductory Activity)

Before starting the lesson, use a hook activity to activate student interest in the new concept.

- To get students thinking about how to express actions in the near future, give an example from your life with a visual. For example, *J'aime regarder les films. Demain, je vais aller au cinema. Je vais regarder un film.* Pose the question for each student to answer, orally or in writing, *Qu'est-ce que tu aimes faire? Demain, qu'est-ce que tu vas faire?*
- Explain to students that they will learn to express what they will do in the near future, like the upcoming weekend.

Découvrons 2—Expressing Upcoming Plans

I Do — We Do — You Do

Students will move through the *Découvrons 2* discovery sequence to understand how to express upcoming plans.

- **Process for meaning**—Have students demonstrate comprehension of the four social media posts on page 264 of the FlexText by answering the following questions.
 - Qu'est-ce que dmk_03 va faire ce weekend?*
 - Et Koffi, qu'est-ce qu'il va faire le 18 juin?*
 - Sylvain et Anna, qu'est-ce qu'ils vont faire en juillet?*
 - Le grandpère de Paul, qu'est-ce qu'il va faire?*

MATERIALS

To facilitate learning remotely, prepare a PowerPoint or Google Slides presentation with directions to students for accessing materials online. Post video and PowerPoint or slides in Classroom Forum.



FlexText, TE Appendix E Instructional Strategies, p. 400: Explorer

LEARNING EXPERIENCES	MATERIALS
<ul style="list-style-type: none"> • Highlight the structure—Have students look at the bolded words in the social media posts and notice what words are used to talk about activities in the future. Do they notice any patterns? • Observe and predict—Have students use the <i>Organisateur en forme d'Y</i> to process and predict the grammar rule. <p>Guided Practice</p> <ul style="list-style-type: none"> • Test hypothesis and revise—Have students watch the <i>Découvrons 2</i> Whiteboard Video and complete page one of the accompanying graphic organizer in Explorer while watching the video. <p>Independent Practice</p> <ul style="list-style-type: none"> • Communicate with structure—Assign activities 2 & 3 in the <i>Activités Supplémentaires</i> under <i>Découvrons 2</i> in Explorer (<i>À la montagne demain & Préparations</i>). <p>Closure</p> <p>Assign the Classroom Forum and post a voice recording or written message telling students what you will do tomorrow. Ask them what they will do tomorrow. Direct students to leave a written or oral response in the Classroom Forum.</p>	<p>Student submissions can be handled in many ways. Students can post in the Classroom Forum, or you can prepare a Google Form to capture student responses. Twitter and other social media may be used for student submissions by creating a hashtag for student work such as #MmeBernard260320. You may decide to have students submit all assignments or just one or two.</p> <p><i>Découvrons 2</i> Whiteboard Video; Explorer</p> <p>Explorer</p> <p>Classroom Forum in Explorer</p>

LEARNING EXPERIENCES

Teacher Lesson Introductory Presentation or Video

- Welcome students in French.
- Provide an overview of the agenda and expectations: what materials they will need, how long the lesson should take, whether they can start and come back, how they can pose questions, how they will be assessed, and when and how they will receive feedback.
- Explicitly share the essential question and learning goals

Activation or Hook (Introductory Activity)

Before starting the lesson, use a hook activity to activate student interest as they continue to explore the concept of *le futur proche*. To remind students how to express actions in the near future, show this photo from p. 263 in the text or FlexText. Tell students to write out a sentence describing what she will do.

MATERIALS

To facilitate learning remotely, prepare a PowerPoint or Google Slides presentation with directions to students for accessing materials online. Post video and PowerPoint or slides in Classroom Forum. See prior day's lesson for guidance re: submitting student work.

Photo p. 263 (below)



LEARNING EXPERIENCES	MATERIALS
<p>Découvrons 2—Expressing Upcoming Plans I Do — We Do — You Do</p> <p>Guided Practice Assign <i>Activité Supplémentaire #1</i> so students can receive immediate feedback on this structure (<i>Demain</i>).</p> <p>Independent Practice Assign <i>Activité 18</i>; students can use paper, download and print the PDF, or complete the accompanying activity in Explorer. Students can complete <i>Étape 2</i> as an extension activity; possible answers are provided, at right.</p> <p>Assign <i>Activité 16</i>; students can use paper, download and print the PDF, or complete the accompanying activity in Explorer. This is the culminating activity so students should submit for your feedback.</p> <p>Closure Ask students to write a reflection in English about the similarities in the ways actions in the near future are expressed in French and English. Ask them to include their thoughts about similarities or differences in the types of activities and places they like and those that French teens like, based upon what they have read or seen in the unit. Be sure to tell students how they are to upload this reflection (post to Classroom Forum, Google Classroom, or your school's Learning Management system, or send via email).</p>	<p>Explorer</p> <p>Paper, PDF, or Explorer</p> <p>Possible Answers for <i>Activité 18 Étape 2</i>:</p> <p><i>Bonjour, Alain et Charlotte. Merci pour l'invitation pour la Soirée de jeux de société. Je vais arriver en retard. Je vais apporter un gâteau pour le dessert.</i></p> <p><i>Bonjour, Alain et Charlotte. Merci pour l'invitation pour la Soirée de jeux de société. Je ne vais pas aller parce que je vais aller à un concert.</i></p> <p>Materials may vary.</p>

SUPPORTS / CHALLENGES



STILL A GOAL

- Additional grammar practice
- Sentence starters
- Word bank



WITH HELP

- Additional grammar practice
- Sentence starters



INDEPENDENTLY

- Incorporation of **Expressions utiles** and **On peut aussi dire** vocabulary
- Practicing the negative forms using *ne pas*, *ne jamais*, and *ne plus*.

