




# EntreCultures® 1 Unit 1 50-Minute Lesson Plans Sampler

## Unit 1 Lesson Plan: L'identité

**Key:** Activities that have this icon  next to them indicate the critical learning path. The Can-Do statements associated with that activity also appear with the formative assessment for that unit section. Teacher Edition (TE) notes are denoted by page numbers.

Day 1	Day 2	Day 3
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do I talk about who I am?</li> <li>What do my preferences reveal about my identity?</li> <li>What are cultural similarities and differences between me and others in francophone communities?</li> </ul>	<b>Can-Do Statements</b> <b>Investigate:</b> I can identify some similarities and differences between francophone young people and myself.	<b>Can-Do Statements</b> N/A
<b>Suggested Warm-up/Opener (10 minutes)</b> <ul style="list-style-type: none"> <li>Introduce the <i>Objectifs</i>, p. 50</li> <li>Have students predict what types of information they will learn in this unit               <ul style="list-style-type: none"> <li>See TE notes, including discussion questions, strategies, and resources such as Appendix A Can-Do Statements/Learning Site® Portfolio</li> </ul> </li> </ul>	<b>Suggested Warm-up/Opener (15 minutes)</b> <ul style="list-style-type: none"> <li>Review the information about <i>Le Québec</i> and <i>La France</i> covered on Day 1</li> <li>Introduce students to Can-Do statements and uploading evidence of their progress in their Portfolio</li> </ul>	<b>Suggested Warm-up/Opener (10 minutes)</b> <ul style="list-style-type: none"> <li>Introduce Essential Questions, p. 51 (Forum)</li> <li>Guide students in brainstorming what types of basic information they will learn in <i>Communiquons 1</i></li> </ul>
<b>Segment 1 (20 minutes)</b> <i>Rencontre interculturelle</i> <ul style="list-style-type: none"> <li>Introduce <i>Rencontre interculturelle</i> by activating student prior knowledge, exploring pictures and text, asking questions.</li> <li>Introduce vloggers Marianne and François and the information provided about them and where they live, pp. 52-54               <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 51</li> <li>See AP® Strategies and Scaffold TE notes, p. 52</li> <li>See Culture TE note, p. 53</li> <li>See Scaffold and Language TE notes, p. 54</li> <li>See suggestions in the Instructional Strategies Toolkit</li> </ul> </li> </ul>	<b>Segment 1 (25 minutes)</b> <i>Rencontre interculturelle</i> <ul style="list-style-type: none"> <li><b>1.3</b>, p. 55 (Videos)</li> <li><b>1.4</b>, p. 55               <ul style="list-style-type: none"> <li>See Challenge TE note, p. 55</li> </ul> </li> </ul>	<b>Segment 1 (20 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>Introduce vocabulary, p. 56 (Audio)               <ul style="list-style-type: none"> <li>Guide students to share what they already know and to explore the meaning of words in blue through visuals and context.</li> <li>See Scaffold and Challenge TE notes, p. 56</li> <li>See suggestions in the Instructional Strategies Toolkit.</li> </ul> </li> <li><b>3</b>, p. 57 (Audio)</li> </ul>
<b>Segment 2 (20 minutes)</b> <i>Rencontre interculturelle</i> <ul style="list-style-type: none"> <li><b>1.1</b>, p. 55</li> <li><b>1.2</b>, p. 55 (Videos)               <ul style="list-style-type: none"> <li>See Challenge &amp; AP® Strategies TE notes, p. 55</li> </ul> </li> </ul>	<b>Segment 2 (10 minutes)</b> <i>Rencontre interculturelle</i> <ul style="list-style-type: none"> <li><b>2</b>, p. 55 (Forum)               <ul style="list-style-type: none"> <li>See AP® Strategies note, p. 55</li> </ul> </li> <li><b>5.1</b>, p. 58 (<i>Connexions</i>)</li> </ul>	<b>Segment 2 (10 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li><b>4</b>, p. 57               <ul style="list-style-type: none"> <li>See Language TE note, p. 57</li> </ul> </li> <li><i>Stratégies</i>, p. 57 (Video)</li> </ul> <b>Segment 3 (10 minutes)</b> <i>Communiquons 1, Zoom culture : Justin Trudeau, un Canadien à plusieurs identités</i> <ul style="list-style-type: none"> <li><b>5.2</b>, p. 58               <ul style="list-style-type: none"> <li>See Scaffold and Heritage Learners TE notes, p. 58</li> </ul> </li> </ul>

<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>	<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> <li>5.1, p. 58 (Reading)</li> </ul>	<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> <li>Digital flashcards</li> <li><i>Mes notes interculturelles</i> (Handout)</li> </ul>
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Day 4	Day 5	Day 6
<b>Can-Do Statements</b> N/A	<b>Can-Do Statements</b> <b>Interpersonal:</b> I can ask and answer simple questions about identity. <b>Presentational:</b> I can use words relating to identity to describe myself and others.	<b>Can-Do Statements</b> <b>Investigate:</b> I can identify some famous French speakers, their professions, and their contributions.
<b>Suggested Warm-up/Opener (10 minutes)</b> <ul style="list-style-type: none"> <li>Review homework</li> <li>Review vocabulary from p. 56</li> </ul>	<b>Suggested Warm-up/Opener (5 minutes)</b> <ul style="list-style-type: none"> <li>Review homework</li> </ul>	<b>Suggested Warm-up/Opener (10 minutes)</b> <ul style="list-style-type: none"> <li>Review homework</li> <li>Review vocabulary from p. 56</li> </ul>
<b>Segment 1 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>Digital flashcards</li> <li><i>Expressions utiles</i>, p. 59</li> </ul>	<b>Segment 1 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li> 6.2, p. 60               <ul style="list-style-type: none"> <li>See Challenge TE note, p. 60</li> </ul> </li> </ul>	<b>Segment 1 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>8.1, p. 62               <ul style="list-style-type: none"> <li>See Scaffold and STEAM Connections TE notes, p. 62</li> </ul> </li> </ul>
<b>Segment 2 (25 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>6.1, p. 59               <ul style="list-style-type: none"> <li>See Language TE note, p. 59</li> </ul> </li> <li>Introduce <i>Détail grammatical</i>, p. 60               <ul style="list-style-type: none"> <li>See Language and Scaffold TE notes, p. 60</li> </ul> </li> </ul>	<b>Segment 2 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>7.1, p. 61</li> <li>7.2, p. 61</li> </ul> <b>Segment 3 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li> 7.3, p. 61               <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 61</li> </ul> </li> </ul>	<b>Segment 2 (15 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>8.2, p. 63               <ul style="list-style-type: none"> <li>See Language TE note, p. 63</li> </ul> </li> </ul> <b>Segment 3 (10 minutes)</b> <i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i> <ul style="list-style-type: none"> <li>9, p. 63 (Forum)               <ul style="list-style-type: none"> <li>See Language TE note, p. 63</li> </ul> </li> </ul>
<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>	<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>	<b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>