

time, and spaces for collaborative projects		
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Big Ideas (Understand)

<ul style="list-style-type: none"> Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures Listening and viewing with intent helps us begin to understand French Stories help us to acquire language
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Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Thinking and communicating <ul style="list-style-type: none"> Use various strategies to support communication Respond to simple commands and instructions Participate, with support, in simple interactions involving everyday situations 	<ul style="list-style-type: none"> French phonemes Gender Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> Common questions Greetings and introductions

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Learn and use new vocabulary for extended family members in French Identify and introduce family members using “<i>C’est mon/ma</i>” (This is my...) Demonstrate understanding by creating and labelling a family tree (imagined or real) 	<p>Formal</p> <ul style="list-style-type: none"> Vocabulary accuracy Correct use of <i>mon/ma</i> during introductions in groups Participation in the class discussion Participation and production of the family tree activity Observation of students comprehension as the teacher circulates around the group discussions <p>Summative</p> <ul style="list-style-type: none"> Speaking task of introducing the extended family members in the group (like lesson 1) Family Tree Activity – Vocabulary accuracy in labelling, visual effort used to produce the product, and clarity of family relationships in labelling

Prerequisite Concepts and Skills:

<p>Students should know from lesson 1:</p> <ul style="list-style-type: none"> Nouns in French have gender attached to them (<i>mon/ma, la/le, etc.</i>) Understand and use the sentence structure “<i>C’est + noun</i>” Beginning awareness of basic French words related to some immediate family (<i>grand mère, grand père, mère, père, fils, and fille</i>) <p>Understand the concept of family relationships (how family members are connected through the generations)</p>

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): Learning how to introduce family members is directly related to the connection that relatives have with each other. By recognizing members of their families, students will gain further insight into the different generations, how they relate to each other, and what that means for them.

Learning involves patience and time: Learning a second language requires a lot of perseverance and practice. It takes time and a lot of patience for students to learn new vocabulary and pronunciations that they are unfamiliar with. Everyone learns things differently too, which requires individuals to experiment and find a way that works best for their learning style.

Universal Design for Learning (UDL):

Multiple Means of Engagement

- Choice of creating a family tree with imaginary or real relatives so students can connect the vocabulary to personal or creative contexts
- Small-group collaboration for learning the new vocabulary to encourage peer interaction and role-playing in oral French
- Relaxed and informal assessment to reduce the stress of learning new and unfamiliar things

Multiple Means of Representation

- Use of labelled slides (with lots of colour/relational theme to foster interest)
- Use of French words visually so students can see the spelling and prompts for conversation (word banks, gender lists, etc.)
- The teacher will model the words by speaking so that students can hear how they are pronounced and used in sentences
- Include diverse family photos/images so that students see their own family represented in structure and background (i.e. people of colour, families that are not typical, etc.)

Multiple Means of Action and Expression

- Allow students to show learning in multiple ways (orally, verbally, written)
- Use of artistry to express their learning by creating a family tree with a choice of format (poster or digital)
- Use brain breaks if students need them
- Allow students to use technology for creating their poster digitally

Differentiate Instruction (DI):

Differentiation by Content

- Scaffolded vocabulary throughout the lessons (learn a few new family words each lesson)
- Optional additions for those advanced learners [i.e. *chat de compagnie* (pet cat), *chien de compagnie* (pet dog), *mari* (husband), *femme* (wife), *voisine/voisin* (neighbour), *demi-frère* (stepbrother), *demi-sœur* (stepsister) etc.]
- Providing English supports and visuals for students

Differentiation by Process

- Use of flexible grouping for support between small groups, whole classroom, and even partners
- Scaffolded language for different language levels
- Teacher modelling and repetition so students hear and see the same words frequently
- Use of family tree template for those students that want it (choice to use it or not)

Differentiation by Product

- The oral introductions will be done in small groups of seven students
- The family tree can be drawn on paper or done digitally
- Flexibility on the length of sentences used dependent on the French level ability

Differentiation by Learning Environment

- The teacher will encourage participation and attempting to speak French with positive feedback and respectful language
- Multiple materials will be available for students to use (vocabulary lists, sentence prompts/starters, Chromebooks, and the extended family faces on sticks to represent members in the group like in lesson 1)
- Mix peer groups with advanced, average, and new language learners so that they can support each other

Materials and Resources

- Laptop
- Slideshow for the lesson
- Vocabulary lists (photocopied and/or on the board)
- Sentence starters/prompts (photocopied and/or on the board)
- Chromebooks
- Overhead projector
- Clue cards with family questions to answer (i.e. “*C’est le fils de mon oncle*” He is my uncle’s son – cousin, “*C’est la mère de ma mère*” She is my mother’s mother – grandmother, etc.)
- Poster board in different colours
- Pencils, erasers, markers, pencil crayons
- *Faces of family members on role-play sticks for this lesson (aunt, uncle, sister, brother, granddaughter, grandson, and cousin)
- Small whiteboards, dry erase markers, and dry erases
- Blank family tree templates

*Done in Lesson 1 also but with mother, father, son, daughter, grandmother, & grandfather

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Show the video: <i>Voici ma famille</i> by Alain Le Lait https://www.youtube.com/watch?v=MFk9YmJv-jc The teacher will:</p> <ul style="list-style-type: none"> • Ask the students what family members they recognized in the song (father, mother, son, grandfather, & grandmother) • Then ask the students if they could tell if there were new family members in the song (uncle & aunt) • Introduce that they will be learning new family members today including uncle, aunt, cousin, granddaughter, grandson, sister, & brother) 	<ul style="list-style-type: none"> • Students will listen to the song • Students will raise their hand if they want to answer the questions 	5 min.
<p>Body: <i>Review Lesson 1 Vocabulary and Sentences:</i></p>		3 min.

<p>Cue Card Questions: The teacher will:</p> <ul style="list-style-type: none"> • Introduce the cue cards with family questions • Model a few so that students can see how it works and then they can play within their smaller groups <p>Family Tree Activity The teacher will:</p> <ul style="list-style-type: none"> • Introduce the activity <ul style="list-style-type: none"> ○ “We will be creating a family tree on a poster board that shows the relationships between the family members. This can be a real family tree or fictional – that is up to you!” ○ Show an example by drawing a simple family tree on the board OR show one on the projector ○ Ask if anyone has questions • Hand out the supplies (poster board, markers, pencils/erasers, templates, glue sticks) • Walk the room answering questions & helping where needed • Give a 5-minute warning when 10 minutes has gone by <ul style="list-style-type: none"> • Remind students to put their name on their papers 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will practice playing with the cue cards and asking their group questions to see if they can guess the family member – Some family on the cue cards will be from lesson 1 as review & memory enforcement • Students will listen to the teacher • Students will raise their hand if they have a question to ask • Students will gather their supplies • Students will work on their family tree creations • Students will raise their hand if they have questions or need help • Students will add their name to their papers 	<p>10 min.</p> <p>15 min.</p>
<p>Closure: Time to Clean-Up: The teacher will:</p> <ul style="list-style-type: none"> • Announce that it is time to clean up • Get students to hand in their posters with their names on them 	<ul style="list-style-type: none"> • Students will ensure that their names are on their family trees • Students will hand in their family trees 	<p>5 min.</p>

<ul style="list-style-type: none"> • Ask students to clean-up their desks and areas (floors, etc.) & put away supplies 	<ul style="list-style-type: none"> • Students will clean up their desks, area, and put away supplies 	
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Organizational Strategies:

<ul style="list-style-type: none"> • Students will work together to practice French words for family members & their pronunciations • Students will work in smaller groups to learn French words for family members & their pronunciations • The students will be paired in groups with a mix of French abilities so they can learn through peers • By using smaller student groups, those that are more reserved will have the opportunity to try things outside their comfort level • Utilizing visual faces for family members will help students relate and role-play to learn French • Modelling exercises and the activity by the teacher will help students see and hear what the French words before the students try it on their own • When students have questions or want to contribute to the class discussions, they will raise their hand and wait for the teacher to call on them before speaking out • Family Tree activity supplies will not be distributed to the students until their activity work time • Students that are talking without raising their hand will be asked to raise their hand if they want to contribute to the class discussions • Students that are talking amongst themselves during instruction will be separated
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • The teacher will give students a lot of opportunities to engage with the subject matter & ask questions • There will be a demonstration of French pronunciation and modelling of the lesson segments • The teacher will make behaviour expectations clear – sit quietly and listen attentively without distracting other students, only speak if the teacher calls on you – by stating them before and during the lesson • The teacher will verbally acknowledge and thank students who are on task and will verbally address students who continue to distract others • The teacher will, if necessary, separate students who continue to distract each other
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Extensions:

<ul style="list-style-type: none"> • Writing Extension: A writing exercise could be added where students produce a written sentence pertaining to family (i.e. “<i>J’ai une sœur. Elle s’appelle Marie. J’ai deux cousins.</i>” I have a sister. Her name is Marie. I have two cousins) • Extended Family Additions: More extended family words could be added such as chat de compagnie (pet cat), chien de compagnie (pet dog), mari (husband), femme (wife), voisine/voisin (neighbour), demi-frère (stepbrother), demi-sœur (stepsister) • Technology Integration/Public Speaking: Students could use Canva or Google Slides to create a slideshow or digital family tree to present in class

Reflections (if necessary, continue on separate sheet):

<p>This was challenging to write as I (Tanya) have no background in the French language at all. I had to use Google translate to convert English to Canadian French, but it was easy to use thankfully. I’m</p>

thinking that this lesson will extend past one day, but that works fine as I do not want students to rush anyway, and I would rather that they get exposure to the words in a fun and engaging way.