**LESSON PLAN**

**Teacher Candidates:** Savannah Bruzzese, Brittany Nelson, Meaghan McMahon, Kaitlyn Belanger

**Subject:**  *FSL* **Grade/Class:** Grade 6

**Date:** N/A**Time:** N/A

**Duration** 75 minutes

**Lesson Topic:** Les prépositions

**CURRICULUM EXPECTATIONS:**

* C1: Reading Comprehension
* D2: The Writing Process

**SPECIFIC EXPECTATIONS***:*

* C1.2: Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions with teacher support as appropriate
* D2.3: Producing Finished Work: make improvements to their written work, using knowledge of some of the conventions of written French

**By the end of the lesson students should/will be able to:**

1. Properly write with appropriate prepositions in French
2. Use prepositions to indicate directions and locations
3. Recognize prepositions in French and know its English translation
4. Follow directions using these French prepositions

**LEARNING/TEACHING RESOURCES:**

* Video: <https://www.youtube.com/watch?v=UZrgoZBliaM>
* Preposition worksheet
* Pop-Up Book
* Treasure hunt (hints and treasure)

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| **LESSON SEQUENCE**  **A) INTRODUCTORY ACTIVITY:** |
| * Song : « sur, sous, dans, (devant, derrière) x3. Sur, sous, dans, devant, derrière, à côté de. »   + Introduce : “entre”   + Provide actions to the song   **B) DEVELOPMENT STRATEGIES:**  **Activity 1:** French preposition video – a fun introduction and visual aid for the students in a French as a Second Language classroom. This video will review the prepositions just learned (sur, sous, dans, devant, derrière, à côté de, entre).  **Activity 2:** Worksheet – this activity will double as a worksheet and a reference sheet for future activities. Students will be responsible for providing the missing translations in either English or French in regards to prepositions. These translations may be in sentence form.  **Activity 3:** Book – As a class, the teacher will introduce the pop-up book (accompanied by an audio tape) to reinforce French prepositions. This is a great visual, kinesthetic, and auditory tool for many types of learners.  **C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:**   * Doing actions only to the song (with or without the beat of the music) * Only completing 3 questions from the worksheet * Hints will be different colours/shapes * Be a part of a team for the Treasure Hunt & not having to take a leadership role   **D) CULMINATING ACTIVITY:**  Treasure Hunt: to be able to take the knowledge and apply it. Students will have hints (in French) with prepositions leading them to a hidden treasure around the classroom. (Example: “*Votre premier indice est* ***à côté de*** *la fenêtre*”). The class will be divided into teams of 3 or 4 students. Each team will be searching for different clues; they will be shape-coded and colour-coded (for students that may have trouble identifying colours). The winning team can be rewarded however the teacher finds appropriate.  **E) ON-GOING ASSESSMENT/EVALUATION:**  - Preposition Worksheet: formative evaluation based on correct translations  - Participation: teaching will make note of the rate of participation throughout the entire lesson (song, book, treasure hunt).  **REFLECTION & SELF-EVALUATION:**  To be done after the delivery of the lesson.  **FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:** |
| * Write a short story/directions/explanations using prepositions. * Create their own visual/audio tool to teach/explain prepositions |