Lesson Plan

Grade 9 – FSL

Focus: Irregular verbs using être (Dr. Mrs. Vandertramp)

Time: 75 minutes

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| Overall Expectations (Taken from the Ontario Curriculum) | * A2. **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences
* D1. **Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level
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| Specific Expectations (Taken from the Ontario Curriculum) | * A2.1 **Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions
* D1.1 **Identifying Purpose and Audience:** determine their purpose in writing and the audience for the French texts they plan to create
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Learning Goals

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| By the end of the lesson, I will be able to:* Know the different irregular verbs with ‘être’
* Know the different Dr. Mrs. Vandertramp verbs
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Accommodations

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| * For the worksheet during the video, when taking it up, write the answers on the board
* For the worksheet after the video (independent practice), have the answers cut out so that the student has to glue them in the proper spot.
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Required Resources

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| * Video: Dr. Mrs. Vandertramp
* Worksheet: Dr. Mrs. Vandertramp (during the video)
* Worksheet: Fill in the blanks (after the lesson)
* Collaborative Practice: Make a Sentence cards
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Content and Teaching Strategies

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| * Listening activity
* Video
* Worksheet: During the video
* Individual Practice – Worksheet
* Collaborative Practice - Game
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**Hook: Question Period**

TIME: 5 minutes

-students will ask one another questions.

-one student will ask a question to the whole class and another student will answer. The student that answered must now ask a question to the class. Another student will answer (and so on).

-this gets the students engaged and can also be used as a formative oral assessment

Example: Quel est ton couleur favorite?

**Listening Activity**

TIME: 10 minutes

-the teacher will use the irregular verbs that the students will learn later in the lesson in sentences. The students should write down the verbs that they hear and how they hear them.

-the teacher will ask the students what tense they think these verbs are – past, present, future

*Il est devenu docteur.*

*Elle est revenue de chez Louis.*

*Nous sommes montés Mt. Everest.*

*Il est rentré chez lui.*

*Elles sont sorties samedi soir.*

*Vous êtes venus à l’aréna pour l’hockey.*

*On est arrivé à Toronto à 8hr.*

*Il est né le 13 mars.*

*Il est descendu par la cheminée.*

*Je suis entré dans la maison.*

*Tu es retourné à Windsor après l’université.*

*Ils sont tombés de l’arbre.*

*Elle est restée dans ces pyjamas toute la journée.*

*Je suis allé au restaurant.*

*Il est mort du cancer.*

*Je ne suis pas parti.*

**Video**

TIME: 20 minutes

-show the video twice

-hand out the worksheet that has the blank Dr. Mrs. Vandertramp along the side. Have students fill in the verbs that they hear or see during the video on their page

-after the video is done, take up the worksheet as a class

**After the Video**

TIME: 20 minutes

-give the students the worksheet that is fill in the blanks. Students must fill in the blanks in the chart of the Infinitive, the English meaning and the Past participle of the verb.

-give the students time to complete the sheet and then take it up together so that the students have the correct answers

-project the sheet and while you are taking it up together, fill in the chart so that the students can copy them

**Creating Sentences using Dr. Mrs. Vandertramp**

TIME: 20 minutes

-have cards for personal pronouns, ‘être’ (suis, es, est…), all of the past participles of Dr. Mrs. Vandertramp and extra ‘e’ and ‘s’ to add to the end of verbs accordingly.

-divide the students into groups of 4. Each group will receive a set of cards.

-they must construct sentences using the cards and properly agreeing the subject and the verb.

-the teacher will say a sentence out loud in French and the students must construct that sentence or the teacher can write a sentence in English on the board and the students must create the sentence using the cards

-after the students have created the sentence, have them explain to the teacher what it means.

Example: Fait la phrase: Elle est allée au supermarcher.

 He climbed the tree.

DURING THE VIDEO WORKSHEET:

NOM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Video: Dr. Mrs. Vandertramp

Écrit les verbes que vous voyez ou entendez dans le vidéo.

**D-**

**R-**

**M-**

**R-**

**S-**

**V-**

**A-**

**N-**

**D-**

**E-**

**R-**

**T-**

**R-**

**A-**

**M-**

**P-**

AFTER THE VIDEO WORKSHEET:

**Les Verbes au Passé Composé avec Être**

***DR MRS VANDERTRAMP***

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| --- | --- | --- | --- | --- |
|  | **Le Verbe**  | **L’Anglais** | **Le Participe Passé** | **L’Exemple** |
| **D** | Devenir |  | Devenu (e) (s) | Je suis devenu. (m) |
| **R** |  | To come back | Revenu (e) (s) | Je suis revenue. (f) |
| **M** |  | To go up |  | Tu es monté. (m) |
| **R** | Rester | To stay |  | Tu es restée. (f) |
| **S** |  | To exitTo go out | Sorti (e) (s) | Il est sorti.  |
| **V** | Venir |  |  | Elle est venue. |
| **A** |  | To go |  | Qui est allé. |
| **N** | Naître |  | Né (e) (s) | On est né.  |
| **D** |  | To descend To go down |  | Nous sommes descendus. (mp) |
| **E** |  |  | Entré (e) (s) | Nous sommes entrées (fp) |
| **R** | Retourner | To return |  | Vous êtes retourné. (m) |
| **T** |  | To fall  | Tombé (e) (s) | Vous êtes tombée. (f) |
| **R** |  | To re enter | Rentré (e) (s) | Vous êtes rentrés. (mp) |
| **A** | Arriver  |  |  | Vous êtes arrivées. (fp) |
| **M** |  | To die  | Mort (e) (s) | Ils sont morts. (mp) |
| **P** | Partir |  |  | Elles sont parties. (fp) |

ACCOMMODATION ANSWERS:

-print for as many students require them and give each student a set to cut and place the proper answer in the right spot

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| To become | Sortir | To be born | Retourné (e) (s) | Mourir |
| Revenir | To come | Descendre | Tomber | To leave |
| Monter | Venu (e) (s) | Descendu (e) (s) | Rentrer | Parti (e) (s) |
| Monté (e) (s) | Aller | Entrer | To arrive |  |
| Resté (e) (s) | Allé (e) (s) | To enter | Arrivé (e) (s) |  |