**Lesson Plan**

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University of Windsor

Language Art Junior/Intermediate 05-80-324

Multiliteracies Project Lesson Plan

Professor: Dr. Susan M. Holloway

December 7, 2015

**MULTILITERACIES PROJECT LESSON PLAN**

**Teacher Candidates:** Michelle Giorlando, Sarah Cortese, Sylvie Couture, Kasey Martin**Subject:** French**Grade/Class:** J/I Grade 6**Date:** December 7, 2015 **Time:** 9:00am – 10:50am**Duration:** 75 Minutes**Lesson Topic:** Les prépositions/Prepositions

**CURRICULUM EXPECTATIONS:**

* **D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

**SPECIFIC EXPECTATIONS:**

* **D2.3 Producing Finished Work:** make improve­ments to their written work, using knowledge of some of the conventions of written French *(e.g., spell familiar words correctly; verify that they have used the appropriate prepositions to indicate direction and location; verify that they have used appropriate endings to indicate the masculine or feminine form; verify that they have used the correct preposition with the verb to suit the context – as in “jouer à” for playing a sport versus “jouer de” for playing a musical instrument)*, and use a few elements of effective presentation to produce a polished product for publication *(e.g., graphics, borders and shading, different text sizes and colours).*

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

1. Understand prepositions
2. Know when and how to use prepositions

**LEARNING/TEACHING RESOURCES:**

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| * Children’s Book: “Les Prépositions” * Audio/Video Book: “Les Prépositions” * Worksheets: “Les Prépositions Word Sort” and “Les Prépositions Crossword” * French notebook * Blackboard/chalk * Overhead projector * French/English dictionary * Vacca, R. T. & Vacca, J. L., and Mraz, M. (2014). 11th edition. *Content Area Reading: Literacy and Learning Across the Curriculum,* New York: Pearson. |

**LESSON SEQUENCE:**

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| **A) INTRODUCTORY ACTIVITY:** \*Done in English (15 minutes)   * Teacher will ask the students “What is a preposition?” Ask for 1-2 examples. * Students will then have 2 minutes to brainstorm (writing down individually in their French notebooks) with their elbow partner a list of prepositions they know. The teacher will make a brainstorm web on the board with the word ‘Preposition’ in the center. * As a class now, students will share some of the prepositions they wrote down and the teacher will write them on the board. The students do not need to copy these down, only participate. |

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| **B) DEVELOPMENT STRATEGIES:**  **Activity 1** (10 minutes)   * This will be done as a class. * The teacher will now read the storybook “Les Prépositions,” emphasizing the prepositions in each sentence. * Students will be told to make mental notes on identifying when and how the prepositions are being used. * Sentences in the “Les Prépositions” storybook:  1. Le petit garçon et sa famille vont à Paris. 2. La bûche de Noël est populaire au Québec. 3. Le bérêt est sur la tête de l’homme. 4. Le drapeau de la France est sous la table. 5. La baguette est dans la bouche de l’enfant. 6. Bonhomme Carnaval est devant le château Frontenac. 7. La reine du carnaval est derrière le château Frontenac. 8. Le petit garçon est à côté du drapeau du Québec. 9. La petite fille mange des crêpes avec des fraises. 10. Le chef cuisine sans son chapeau. 11. Bonhomme Carnaval va chez le dentiste. 12. Le mime parle après son acte. 13. Le chef aime chanter avant qu’il aille au travail. 14. Le touriste est entre la Tour Eiffel et l’Arc de Triomphe. 15. Étienne Brûlé se bat contre le mime. 16. Le garçon peint pour exposer son art au Louvre.   **Activity 2** (30 minutes)   * Pass out “Les Prépositions Word Sort” worksheet. * Fill in the word sort worksheet as a class. The teacher will go back to the beginning of the storybook and re-read it, page-by-page, sentence-by-sentence, asking the students to pick out each preposition. The students will also say under which header does each preposition belong.   **Activity 3** (20 minutes)   * Students will break up into groups of four (they will choose their own groups). * Each group will be assigned one heading/category. Thus, each category will be assigned twice (Position/Direction, Time/Relation, and Possession) so that only two groups are doing each heading. * Have the groups write a paragraph with 5-7 sentences making a story using different prepositions that relate to their assigned category. Students may use a French/English dictionary for this activity - For example, if they have the preposition heading that relates to ‘Position/Direction,’ their sentence should include a preposition that come from that heading, for example ‘à’ - Le petit garçon et sa famille vont à Paris. |

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| **C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:**   * Students will be given “Les Prépositions Word Sort” worksheet already filled out. These students are responsible for writing and presenting *at least* one sentence in their group. They can also ask for one-on-one assistance from the teacher. |

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| **D) CULMINATING ACTIVITY:**   * The following day, the students will finish their group paragraph and present them to the class as a group. Essentially, each student will read 1-2 sentences each. |

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| **E) ON-GOING ASSESSMENT/EVALUATION:**   * Participation in group and class discussions. * Partner and group collaboration. * Presentation: Oral communication skills in French and knowledge and application of their preposition sentences. |

**REFLECTION & SELF-EVALUATION:** 

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| We think that this is a great lesson to introduce prepositions in French. It is important to start the lesson off in English so the meaning and use of prepositions are made clear. During the lesson, they will now be able to make connections between the prepositions from the English language to the French language. The word sort handout is a good graphic organizer to categorize the different types of prepositions. This will then be used as a visual aid to help the students write their sentences for their group presentation. |

**FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:**

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| * “Les Prépositions Crossword”: Students will be given a crossword with the English prepositions as the clues and the French prepositions will be written in the boxes. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Les Prépositions Word Sort” Worksheet

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| **Position/Direction** | **Time/Relation** | **Possession** |
| À (to/at)  Dans (in)  Sur (on)  Sous (under)  À côté de (beside)  Devant (in front of)  Derrière (behind)  De (from)  Entre (between)  Chez (to/towards a place) | **Temps:**  Pour (for)  Dans (in)  Avant (before)  Après (after)  **Relation:**  Pour (for)  Contre (against)  Avec (with)  Sans (without) | De (of) |