**Lesson Plan  
Grade 5 Core French**

GRADE LEVEL: Grade 5  
DATE: November 16, 2015  
TOPIC: Fruits and Vegetables  
TIME: 45 Minutes

**Introduction:**

Vocabulary baseball is an example of an in-class activity that is multipurpose and very adaptable. The game is composed of a Q & A model that is interactive and requires the use of reactional verbal skills and memory recall. Students will develop their concentration levels, memory, and their ability to communicate while using their problem solving skills in a productive way to inspire a spirit of competition amongst students.

Vocabulary Baseball can be used for many benefits including but not limited to:

* + Review for examinations, tests and quizzes
  + Inspiring thoughts for cumulative activities
  + Rehearsal and memorization of lines for performances

This activity is adaptable to many different content areas and grades creating an extremely versatile tool for any teacher’s arsenal.

* + 1. **Instructional Expectations**

Overall Expectations:

* + - * identify and use the vocabulary and the grammar and language conventions appropriate for this grade level

Specific Expectations:

* + - * use and spell the vocabulary appropriate for this grade level

Learning goals:

* + - * I will be able to recognize the fruit and vegetable vocabulary reviewed in class
      * I will be able to translate the name of a given fruit or vegetable from English into French
    1. **Prior Knowledge**

By this point in the course, students will already be familiar with the fruit and vegetable  
vocabulary. This game will serve as a review of material already taught in class.

Students will most likely also be familiar with the game of baseball, if not only with the general  
rules. We will make reference to and build off of this prior knowledge of the game when  
teaching students how to play “Review Baseball”.

* + 1. **Accomodations/Modifications**

Students who are not as confident in the material can request a basic question and can receive  
help from their teammates if they are stuck. Students who are advanced and would like more  
challenging questions have the opportunity to request the more challenging “home run”  
questions.

In order to guide students in the right direction, consider writing/projecting the list of key terms  
at the front of the class for easy reference (without the answers of course).

This game can be easily adapted to different units and/or different content areas. In French, the  
teacher could use this game not only for vocabulary, but for verb conjugations. In other content  
areas, this game could be used for anything that could potentially be placed on flashcards. In  
math, for example, a class could play review baseball with basic addition or multiplication.

* + 1. **Required Resources**
       - Smartboard or other visual (for the review at the beginning of class)
       - Vocabulary list or visual dictionary (for students to review the vocabulary together, if one has not already been distributed in a previous class)
       - “Bases” – many things could be used to make bases. In our demonstration, we use chairs, but teachers can use whatever resources are available in their classroom. Bases could be made from pylons, hula-hoops, paper, etc.
       - “Ball” – In our demonstration, we made a ball out of a soft material to make it safer for the classroom environment. Teachers could use any type of ball that they would like, but care should be taken to make sure that it is appropriate size/softness for classroom use. A ball may also be considered “optional”, as there are many modifications that can be created.
       - An open space – This game can be played in a gymnasium, outside, or in a classroom. If students are in a classroom, the teacher must arrange for desks to be moved to create an open, hazard-free space in which to play.
       - A dry-erase board or chalkboard on which to keep score.
    2. **Schedule**

Introduction and Review (10 min)

* + - * Review the fruits and vegetables vocabulary previously taught in class. Review the vocabulary with a visual (ex. Pictures on a smartboard) for visual learners. Ask a student to say the vocabulary aloud and get the class to repeat it.

Practice in Partners (10 min)

* + - * Gets students to partner up and review the vocabulary together. Tell them that the game you are about to play depends on their knowledge of the vocabulary. If they do not already have a review sheet or picture dictionary with their vocabulary words to reference, make sure that you give them one.
      * Circulate to correct pronunciation and give formative feedback.

Review baseball (20 min)

* + - * Explain the instructions to students. Those instructions are included in a separate document. Make safety a priority in these instructions by stressing things such as throwing the ball safely, not running and not using hands-on at any time.
      * Clear the desks out of the way or go to the open area where you will be playing the game.
      * Do a quick “practice round” to serve as a demonstration.
      * Direct and assist students as needed.

Clean-up (5 min)

* + - * Clean up the ball and bases. Return desks to their proper places or return to the classroom.
    1. **Pedagogical Strategies**
       - Scaffolding
       - Revision/Reinforcement
       - Learning through play
       - Adaptability to other content areas
    2. **Assessment Strategies**

This activity will not include a formal evaluation. However, students will receive formative  
feedback from the teacher and from peers during the entire process, from review to the end of  
the game. This activity is also an excellent way to conduct an informal assessment of students.  
Teachers can take this opportunity to evaluate how students are progressing and if their teaching strategies have been successful so far.

* + 1. **Follow –up**

The content covered over the next few classes would depend on how the teacher assessed student progress so far. If students are progressing well and understanding, this unit could move forward into other types of food, how to say “I am hungry”, “I am thirsty” and “I would like…” and how to order food in a restaurant. If the teacher notices that students are not progressing well, he/she should take the opportunity to re-evaluate their teaching strategies, find out what may not be working, and review the content again.