

FRENCH - LEVEL 1 Unit 4 – Why do I go to school?

Language Level	Novice Mid - High		Grade	7-12	Date	TERM 3	Day in Unit	2-3	Minutes	45-90
Unit Theme and Question	Why do I go to school?									
Daily topic:	School schedule									
STANDARDS	LESSON OBJECTIVES									
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	Which modes of communication will be addressed?	Students can: <ul style="list-style-type: none">describe and understand descriptions of a typical school day and ask others about their school days (including schedules, activities, etc.).							
		<input checked="" type="checkbox"/> Interpersonal								
		<input checked="" type="checkbox"/> Interpretive								
		<input checked="" type="checkbox"/> Presentational								
If applicable, indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	School subjects								
	Comparisons	Compare school schedules with those from another culture.								
	Communities									
	Common Core									
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?					Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?			
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none">Students could review school objects/supplies (pencil, pen, paper, binder, etc.) One student thinks of an object, then tells group or class everything that the object isn't, ex. It's not a pen. It's not paper., etc. Others guess. Winner gets a turn or students take turns.PQA with students about subjects. Who has math? Do you like it? Who is your teacher? Do you like him/her? Who likes math? What do you need for math? (cool graphing calculator, of course ☺) Who doesn't like math? Who has					15-20	<ul style="list-style-type: none">On board common classes in target language: math, science, history/social studies/geography (depending upon school), English/literature, phys ed, band, choir, art, Target Language, etc.			

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	science?, etc. Do you prefer math or science? What is your favorite class? What is the worst class?		
Provide Input	<ul style="list-style-type: none"> Show students a school schedule from target country. (Slides 10-11 have samples from France.) Ask students questions about the schedule (when do they have math; what do they have second period, etc.). Help them to see any differences between that schedule and their own. Let them ask questions in the target language. 	10-15	<ul style="list-style-type: none"> PPT – Why do you go to school? Slides 10-11. Switch them out for target language schedules.
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Show second target country schedule. Using a Venn diagram, have students put the classes on the target country schedule that are similar to classes here in the middle, then the different classes on either side. Let the students identify (underneath the diagram) any other differences they notice. 	20	<ul style="list-style-type: none"> Students need paper to create a Venn diagram. Could do in their journal.
Closure	Let students help fill in the Venn diagram on the whiteboard for the class. Discuss and add any other differences they noticed.	10	
Elicit Performance / Provide Feedback	<i>If applicable</i>		
Enhance Retention & Transfer	Have students ask their parents what their school schedule looked like when they were young. Students can be prepared to tell about it in French the next day.		
Reflection – Notes to Self <ul style="list-style-type: none"> What worked well? Why? What didn't work? Why? What changes would you make if you taught this lesson again? ??? 			

* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.