

**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	3-4	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?	<b>Students can:</b> <ul style="list-style-type: none"><li>describe and understand descriptions of a typical school day and ask others about their school days (including schedules, activities, etc.).</li></ul>							
		☑ Interpersonal								
		☑ Interpretive								
		☑ Presentational								
If applicable, indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	School subjects								
	Comparisons	Compare school schedules with other students, times, cultures								
	Communities	Target culture community vs. local culture								
	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"><li>Quickly review numbers and time with students.</li><li>Show one of your school schedules filled in for Hermione (or other well-known person). Discuss schedule with students. Ask students what classes she is taking and at what time the classes start. You could ask students if they agree with her schedule or if they think she would take something different. And her teachers.</li></ul>					10-15		<ul style="list-style-type: none"><li>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.</li></ul>		

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			<ul style="list-style-type: none"> <li>PPT – Why do you go to school? Slide 13. Modify as needed.</li> </ul>
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>Show one of the target language school schedules. Have your school schedule on board. Compare times. What time does the first period start in TC schedule? What time on your schedule? What time do they have lunch? How long is lunch?, etc.</li> </ul>	10-15	<ul style="list-style-type: none"> <li><b>PPT – Why do you go to school? Slides 10-11. Switch them out for target language schedules.</b></li> </ul>
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>Show blank schedule. Have students copy in their journal</li> <li>Students fill in their own schedule in French. Students then ask and answer questions to three other students to find out their schedule. Students write in their journal.</li> </ul>	15	<ul style="list-style-type: none"> <li>PPT: Slide 14. Modify as needed.</li> </ul>
<b>Closure</b>	Students then answer questions about their schedule and the other students' schedules that they asked about.	10	
<b>Elicit Performance / Provide Feedback</b>	<p>Students create a schedule for a famous person going to school in the target country and putting in classes based on the person's nationality and situation. Students present after. Students include whether or not the person likes each class. (Could do this for a journal entry the following day – or the following activity.)</p> <p>OR Students present their parent's schedule and compare it to their own.</p>	15	
<b>Enhance Retention &amp; Transfer</b>			
<b>Reflection – Notes to Self</b> <ul style="list-style-type: none"> <li>What worked well? Why?</li> <li>What didn't work? Why?</li> <li>What changes would you make if you taught this lesson again?</li> <li>????</li> </ul>			

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\* 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.