

Lesson 3

Language Level	Novice Mid - High	Grade	7-12	Date	TERM 3	Day in Unit	3-4	Minutes	45-90
Unit Theme and Question	Family and Friends								
Daily topic:	Family members and descriptions								
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">identify and describe family/friends, including physical and personality traits and basic careers.I can understand simple conversations or descriptions about family and friendsI can explain what makes a family in my culture and in the target cultureI can describe a meal (or at least food 😊)						
		☑ Interpersonal							
		☑ Interpretive							
		Presentational							
If applicable , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	SS – Family relationships, families and food in different cultures							
	Comparisons	Comparing different families among students and cultures							
	Communities	Family relationships, what is a normal family?							
	Common Core								
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?					Time*	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?		
Gain Attention / Activate Prior Knowledge	• On a separate piece of paper, write a description of four members of your family. Include age, hair color, eye color, other physical characteristics. Give enough information to distinguish them.					10	• On board: Ma mère, mon père, ma sœur, mon frère est, il/elle a		
Provide Input and elicit performance	• Collect the papers and pass out to different students. Have the students draw the picture of the family as described on a second sheet of paper.					20			

FRENCH - LEVEL 1 Unit 3 – Friends and Family

	<ul style="list-style-type: none"> Put pictures up around the room and see if the original students can find their own family based on the picture ☺. Ask some students if pictures are accurate. What is accurate? What is different? 		
Provide input and elicit performance	<ul style="list-style-type: none"> Review names of food on board. Use pictures or other things to briefly review. Look at PPT “Qu’est-ce qu’on mange en famille au monde?” with students. Compare, in TL, families and their eating habits Who is in this family? How many? Is it different from yours? Do they eat a lot? Mostly legumes? Fruits? Viande?. Is it similar to what you eat? What is different about this family and the last one? 	20	<p>PPT: ‘Qu’est-ce qu’on mange en famille au monde?’ Can be adapted to other languages.</p> <p>On board:</p> <ul style="list-style-type: none"> Fruits Vegetables Meat Fish Potatoes Rice Soda Water
Closure	Have students ask parents about what they ate when young or who lived in their family. If a family member lived in a different culture, find out what was the same or different with families and food.		
Elicit Performance / Provide Feedback	<i>If applicable</i>		
Enhance Retention & Transfer	See closure		
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? ???? 			

FRENCH - LEVEL 1 Unit 3 – Friends and Family

* 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