

| Lesson Plan Information | |
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| Subject/Course: | FSF1DI-02 |
| Grade Level: | 9 |
| Topic: | FSL - <i>Passé composé</i> review + Creating a SuperHero |
| Expectation(s) | |
| <p>Expectations:</p> <p>B1. Speaking to Communicate</p> <p>B1.2. Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate.</p> <p>B1.3. Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics.</p> <p>B1.4. Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately.</p> <p>Learning Skills:</p> <ul style="list-style-type: none"> ● Collaboration ● Initiative | |
| Learning Goals | |
| <p>Students will work in small groups to create their own <i>super-héros</i> and their respective backstory.</p> <p>Students will correctly apply the <i>passé composé</i> and present tense verbs (learned in previous units) to discuss their superhero with their peers.</p> <p>Students will use accurate pronunciation and appropriate vocabulary to share their created superhero with their peers.</p> | |
| Learning Context | |
| <p>A. Prior Knowledge/Experience</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prior knowledge of the present tense and <i>passé composé</i> in French <input checked="" type="checkbox"/> Class brainstorm of possible vocabulary needed to discuss superheroes and francophone pop-culture/media. <p>B. Instruction supports and differentiation (including IEP accommodations)</p> <ul style="list-style-type: none"> ● Slideshow/Visual support for instructions/steps ● Small group work ● Chunking of time and instructions <p>(IEP accommodations as needed)</p> <p>C. Resources/Materials</p> <ul style="list-style-type: none"> ● Slideshow (French) (With English supports) ● Dictionaries (one per group) or Chromebook/device with access to dictionary (one per group) ● Chart paper/white boards or some other large vertical surface for the groups to use | |

| Step-by-step for Instructor |
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| <ol style="list-style-type: none"> 1. Divide students into small groups (3-5 students), give each group 1 piece of chart paper OR large white board OR access to another temporary vertical surface (they will be writing/drawing their details on this surface); 2. Ensure each group has access to a dictionary (paper or online); 3. Present slideshow with students (full French version and version with English supports available based on class skill level) 4. Allow students adequate time in their groups to create their superhero 5. Have groups present their superhero – whiteboards/chart papers can act as support. |