

Lesson Plan Information	
Subject/Course: FSF1DI-02	
Grade Level: 9	
Topic: FSL - Au cinéma: Dialogue, passé composé practice, giving an opinion	
Expectation(s)	
<p>Expectations:</p> <p>A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations.</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>B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modeling as appropriate.</p> <p>Learning Skills:</p> <ul style="list-style-type: none"> ● Collaboration ● Initiative ● Responsibility 	
Learning Goals	
Students will work in small groups to present a dialogue/conversation on the topic of a movie they just watched.	
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"/> Knowledge and understanding of basic pronouns (lui/leur/la/le/les) <input checked="" type="checkbox"/> Vocabulary used for discussing/commenting on film media. <input checked="" type="checkbox"/> Prior knowledge of basic dialogue structure <p>B. Instruction supports and differentiation (including IEP accommodations)</p> <ul style="list-style-type: none"> ● Step-by-step instruction sheet for students ● Small group work ● Chunking of time and instructions ● Vocabulary sheet for student reference <p>(IEP accommodations as needed)</p> <p>C. Resources/Materials</p> <ul style="list-style-type: none"> ● Instruction sheet including rubric ● Vocabulary sheet with media specific vocabulary ● (Optional) Vocabulary practice activity to review necessary vocabulary 	

Step-by-step for Instructor

1. Divide students into small groups (2-3 students per group)
2. Present students with instruction sheet and review task with students
 - a. Modification options:
 - You can choose to have students create and present a skit (more support for lower level students)
 - You can choose give students a set time limit to add pressure whether skit supported or not
 - You can choose to allow students to use a full skit, only cue cards, or no notes to support their dialogue when presenting
3. Provide students with the allocated amount of time (determined by the teacher) to work in their groups
4. Have students present their dialogue to the class or to other small groups