[Les directions](https://docs.google.com/document/d/1Aq4LPaYhvqNAIaMioivdF4XbhC-LrJnMPaJGYgu0g3c/edit) 2022 by Eden Taylor is licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/?ref=chooser-v1)

French Grade 5/6/7 Lesson Plan

| Specific Expectation(s): B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to a variety of audiencesB1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual supportB1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topicsB2.2 Interacting: engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and supportLearning Goals: We are learning directions to provide instructions and understand instructions given to us.Success Criteria: I can direct peers on how to reach a location and to understand directions given to me by my peers or teacher to reach a location. | Subject: FrenchGrade: 5/6/7Topic: DirectionsTime Frame: 40 minute period, 40 minutes maximumMaterials and Resources Used:-Desks+ student movement-SmartBoard-Docs |
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| Introduction: Students will think-pair-share in groups of 2/3 (based on desk arrangement) the different directions that are needed to be known e.g., left, right.Key Learning Task: Students will move their desks to arrange a maze/obstacle course in which students will give directions to their peers on how to navigate. Students will also use this knowledge to navigate the maze/obstacle course led by their peers.Consolidation: Within the last 5 minutes of class, students will discuss with the entirety of the class to discuss which directional words were most effective, used the most, and which words that may also want to learn. | Guiding Questions: - What words help us know which direction to go? Quels mots nous aidons de savoir quelle direction d’aller?-How do directions help us reach a target location? Comment des directions nous aidons aller à un location cible?Key Vocabulary: *Use of a word wall.*-Gauche-Droit-En avant-En arrière-Tourner ou faire demi-tour-Par là-Là-bas-A cote de-# des pas-S’arreterAssessment: Assessment as learning:-Creating a word wall (observational and anecdotal)Assessment for learning:-Guided group discussions (diagnostic)Within this lesson plan I have purposely not included any formal graded assessment. |
| Differentiation/Accommodations/Modifications: -To ensure **UDL,** provide a picture beside each word on the word wall to demonstrate the written text.**-**Remove desks from the set-up to allow for adequate space for students with mobility assistive devices-For increased difficulty, blindfolds can be used and/or desk arrangement can be made more difficult.-For decreased difficulty, the arrangement of desks can be made easier. | Technology: -(Optional) Timer-Word wall can be made using Docs and presented on the SmartBoard |