

**WSE WINTER 2021 LESSON PLAN TEMPLATE**

<b>Date</b>	March 3rd	<b>Learning Experience [Lesson Title]</b>	Introduction to La Meteo	<b>Grade Level</b>	7
<b>Time in Lesson</b>	30 minutes	<b>Subject[s]</b>	French	<b>Lesson #</b>	1
<b>Developed by</b>	Breanne Jamieson				

**SECTION 1. IDENTIFY DESIRED RESULTS**

RESOURCE: CH. 1-6 IN:

Wiggins, G. J. & McTighe, J. (2005). *Understanding by design* (2nd Edition)

Available: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118>

**Learner Outcomes from the Program of Studies**

The **General** Outcome for this lesson is an understanding of how to speak about the weather in French: weather conditions, climate, Canada's weather (Alberta Learning, 2004, p.35)

The **Specific** Outcomes for this lesson are

- Language concerning weather: nouns, verbs, conjugation, negation, interrogative, construction of simple sentences (Alberta Learning, 2004, p.36)
- Application of Vocabulary and Language Concepts concerning weather: present tense of avoir, fair, question words, correction pronunciation (Alberta Learning, 2004, p.37)
- Comprehension strategies: guess the meaning of an unknown word or expression, activate prior knowledge, use a bilingual dictionary (Alberta Learning, 2004, p.38)

**Objective in student-friendly language**  
What will students understand/experience/appreciate as a result of this lesson?

**Assessment Strategies**  
What will I accept as evidence of learning/development? Have I employed three formative assessments? Do I make use of prior assessments in this lesson?

**Based on the Specific Outcomes above**, re-phrase, in student friendly language:

I will access prior learning [What do students already know?] for this lesson by [i.e. the K of KWL by my first interaction with the class- asking them the essential

By the end of this lesson students will **understand** how to ask, “Quel temps fait il?” (What is the weather)

By the end of this lesson students will **understand** how to answer, “Quel temps fait il?” with (it’s sunny, rainy, stormy, beautiful, etc)

By the end of this lesson students will **understand** how to answer, “Quel temps fait il a \_\_\_\_\_?” (What is the weather in \_\_\_\_\_(city)

By the end of this lesson students will **experience [do]** – answering “what is the weather?” in French

By the end of this lesson students will **experience [do]** – translating images/words of weather into French

By the end of this lesson students will **appreciate** why it is important to know how to translate the weather into French when they are travelling

I will employ these three formative assessments

- Before the Kahoot I will ask the students to evaluate for themselves how prepared they feel- on a scale of 1-10. I will note on my French class list how many students felt below an 8 and will give an opportunity for students to practice again if many students feel that they need more practice- this is to assess “Language concerning weather outcome” (Alberta Learning, 2004, p.36).
- I will have students pair up in order to ask and answer questions about weather. I will circulate and record how the conversations are going for the different pairs on the class list for the day- this is to assess the “application of vocabulary and language concepts” (Alberta Learning, 2004, p.37)
- I will hold a Kahoot and will use the analytics to tell myself what percentage of students seemed to have grasped the context and will record this data on my lesson plan reflection and check again in a few weeks with a similar activity. I will especially be looking at the questions that have vocabulary they have not learned and analyzing if students were able to deduce the meaning- this is to assess “specific outcome- comprehensive strategies: guess the meaning of an unknown word or expression” (Alberta Learning, 2004, p.38).

The Essential Question for this lesson is how do we ask/answer “Quel temps fait il?”

### Resources

What materials/resources/technology will be required?

- Canva slideshow
- Kahoot link

### Personalization/Differentiation

How will you attend to the needs of ALL learners in this lesson?

Resource:

<https://education.alberta.ca/media/3069745/personalizationvsdifferentiationvsindividualization.pdf>

I will **personalize** each student's learning through these three ways

- Students will be able to choose what state they want to ask their partner about
- Students will be able to choose 3 words/expressions they would like to know concerning the weather
- Students will be creating their own weather report, using cities, weather and conversation pieces that they are comfortable with

I will **differentiate** groups of students' learning through these three ways-

- Allowing students to research the translations themselves, to find the specific translations they are not aware of. I will allow them to do this on paper or in a digital format
- Giving many options to demonstrate their learning for the final project (it needs to be a weather report and needs to include a few specific pieces, but the script and presentation is up to them)
- We will practice verbally answering questions as a class for students who prefer to learn aurally, or who struggle to understand the written translations in practical ways.

## SECTION 2 LESSON PLAN SEQUENCE

RESOURCE: CH. 7-13

Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition)

Available: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooksdetail.action?docID=3002118>

### Introduction

How will you **ACTIVATE** prior knowledge and **ENGAGE** them in the lesson and how does this lesson connect to prior lessons?

#### Resource

<https://www.youtube.com/watch?v=PvF0ON4olOc>

Then:

I will **activate prior knowledge** through allowing students to fill in the translation chart independently, so they do not need to research the words they already know

I will **engage the students [hook them]** in this lesson by coming in and speaking French right away without telling them what I am saying, they will have to deduce what I am saying on their own as I gesture to images, etc.

I will **connect this lesson with prior lessons** through discussing their travel project and why we need to be able to speak about the weather when travelling.

### Learning/Activity Sequence

How will students **ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE** their understandings of the outcomes?.

Resource: The 5E' s model.

### Introduction

- I will come in speaking in French, asking “Quel temps fait il?”. The students most likely will be confused and I will gesture around to show the students what I am talking about until they understand. On the board it will say- answer in English

What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
The teacher will ask the students to complete the chart (digitally or on paper) of weather expressions and add three extra expressions. The teacher will review translations with students.	Students are completing the chart and then sharing their answers. They will practice their pronunciations.	<b>10 minutes</b>
The teacher will ask why it is important to know how to speak about weather in another language- discussing travelling in Canada and abroad (including local communities where people speak French)	The students will share their thoughts.	<b>2 minutes</b>
The teacher will show a map of Canada and will ask “Quel temps fait il a _____(state)?” Then the teacher will pair up the students.	The students will try answering the teacher. The students will practice asking and answering the same question with a partner	<b>10 minutes</b>
The teacher will ask the students to rate on a scale of 1-10 how ready they feel to do a Kahoot on the subject. If they aren't ready, they will be given more time then the teacher will lead the Kahoot.	Students are self-evaluating their understanding. Students are completing a Kahoot.	<b>5 minutes</b>
If there is time: teacher is introducing the project for the next class	Students are listening to the instructions and taking notes as needed.	<b>5 minutes</b>
How will you, the teacher plan...	How will the students.....	
To engage the students?  <b>1. Tell the students</b> what they <b>will be learning</b>	1. After my “French person” skit, I will explain that this is what we are going to be learning	

<ol style="list-style-type: none"> <li>2. <b>Tell the students why they are doing-</b> weather no matter where you are speaking French</li> <li>3. <b>Tell the students how they will know they have learned:</b></li> <li>4. The <b>W</b> of KWL-</li> <li>5. Hook</li> </ol>	<ol style="list-style-type: none"> <li>2. I will explain that weather is a large portion of the curriculum because it is important to be able to converse about the weather when travelling and speaking to those who speak French.</li> <li>3. “When you can answer the question “Quel temps fait il? You will have learned what you need to know.</li> <li>4. I will ask the students to expand on their translation sheet to words they would like to know when discussing the weather</li> <li>5. Me coming in speaking like a French person will confuse the students as they try to figure out what I am asking them and should act as a hook.</li> </ol>
<p>The opportunities for the students to explore the lesson?</p>	<p>Explore: the students will explore the content by finding translations on their own for the weather and choosing their own questions to ask.</p>
<p>The opportunities for the students to explain the lesson?</p>	<p>Explain: in the Kahoot students will have to explain their knowledge by choosing the correct answering that describes what they know</p>
<p>The opportunities for the students to elaborate on the lesson?</p>	<p>Elaborate: students will elaborate on their knowledge by expanding to the question, “Quel temps fait il a _____?” with a specific place in mind.</p>
<p>The opportunities for the students to self-evaluate their learning through Formative Assessment strategies aligned with the Specific Outcomes above?</p>	<p>Before we move onto the Kahoot, I will ask student to rate on a scale from 1-10 how competent they feel at asking the question, this will allow them to take inventory and they should answer honestly because they are so competitive with the Kahoots.</p>

**Conclusion**  
**How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?**

How will you organize so that students can individually and collectively answer the EQ for this lesson?- the students will collectively answer the EQ in pairs when they practice conversations together. The students will individually answer the question in the Kahoot.

How will you organize so that students can show their learning through the L of KWL- The Kahoot should allow students to demonstrate their comfort with the material, the initial activity in the next class will also allow for this as they will dive into asking about weather without the review.

How will you celebrate the learning that has happened in this lesson? - I will praise the students for their hard work and introduce the project, students will praise themselves and each other for taking risks to learn new languages!

## PRE-SERVICE TEACHER SELF-REFLECTION

YOU WOULD COMPLETE THIS SECTION AFTER THE LESSON

In your self- reflection of your lesson, please consider the following questions:

1. What went well in your lesson? What were the strengths of the lesson?
2. What are the areas that need to be refined? What might you do differently next time?
3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?

These are additional questions that can help guide your response to the three self- reflection questions.

- How do you feel your students experienced this lesson?
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?
- How did you employ formative assessment for/of/as learning?
- Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?

Please adapt this lesson plan for your classroom.

1. The students were more engaged in this lesson and were eager to speak up and try to speak in English. I think the strengths of my lesson was the combination of class, group work, pair work and the kahoot competition- they were all eager to participate.
2. I think it would have been better if I had the map in google classroom for the students to access without having to move from their desks. When I am talking about their presentations, I want to let my students know that I will be giving them strategies to present, I think they will benefit a lot from this and I want to do a survey before and after their presentations to evaluate their comfort level after our practice rounds and strategies.
3. I eventually started asking the students to “perform” their conversations and that was really beneficial for the shy students that didn’t want to work with their partners.
4. Students struggled to infer meaning of words they had not learned

Dianne, we did alter some of the future conversations to include more geography in Canada as we discussed. We also will discuss how Indigenous people historically have predicted the weather and those elements (sundials, wind patterns, birds, sunsets and sunrises) will be encouraged to be included in their weather reports.