

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>French - Carnaval de Quebec</u>	Number of Lessons: <u>~12</u>	Time (in weeks): <u>3-4</u>
Name: <u>Lauren Davis</u>	Subject(s): <u>French</u>	Grade(s): <u>7</u>

### Rationale

This unit is important because it introduces and expands students' knowledge in a second language. Students will learn vocabulary, who, what, where, when, why about the carnival in French. This will allow students to value diversity.

### Overview:

This unit will allow students to understand the history as well as the meaning of Carnaval de Quebec. Students will learn about a French community within Canada to make connections and strengthen their understanding of the French communities within their country. Students will be participating in a variety of activities including note taking on the vocabulary, bingo, word searches, colouring and more. Students will be assessed on their vocabulary comprehension as well as a few facts about Carnaval de Quebec.

### CORE COMPETENCIES

Communication	Thinking	Personal & Social
<b>Acquiring and presenting information</b> Students communicate by receiving and presenting information.	<b>Reflecting and assessing</b> Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning.	<b>Contributing to community and caring for the environment</b> Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

### BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name French	Subject Name	Subject Name
Listening and viewing with intent helps us increase our		

understanding of French.		
Using various strategies helps us understand and acquire language.		

## LEARNING STANDARDS

Curricular Competencies	Content
<b>Thinking and communicating</b> <ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> </ul> <b>Personal and social awareness</b> <ul style="list-style-type: none"> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>a variety of questions</li> <li>simple comparisons</li> <li>cultural aspects of communities</li> <li>common elements of stories</li> <li>communities where French is spoken across Canada</li> </ul>

## Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> <li>Students should have some knowledge on basic French vocabulary</li> <li>Students should have basic understanding of reading and writing</li> </ul>
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## Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> <li>Carnaval De Quebec Slideshow</li> <li><a href="https://www.youtube.com/watch?v=I_oLC6HsfeY">https://www.youtube.com/watch?v=I_oLC6HsfeY</a></li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>Important vocabulary *printed off*</li> <li>White board marker</li> <li>Lined paper</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>Important vocabulary *printed off*</li> <li>White board marker</li> <li>Lined paper</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>Slideshow loaded *google slides*</li> <li>Trip to Carnaval Worksheet (30)</li> </ul>

Lesson 5	<ul style="list-style-type: none"> <li>• Lined paper</li> <li>• Pencil</li> <li>• Red pen</li> <li>• Vocabulary "je porte.." sheet for teacher</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• Lined paper</li> <li>• Pencil</li> <li>• Red pen</li> <li>• Vocabulary "je porte.." sheet for teacher</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>• Vocabulary list</li> <li>• Worksheet with number 1-8 on it *google docs*</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• Bingo/Loto board (30)</li> <li>• Pencil crayons/markers</li> <li>• Vocabulary notes</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• Bingo board</li> <li>• Hat with vocabulary words in it</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• Wordsearch worksheet (30)</li> <li>• Crossword worksheet(30)</li> </ul>

### Cross-Curricular Connections:

ELA- Students will be required to write many sentences as well as a resume therefore there will be ELA integrated throughout each of the lessons in this unit.

### Aboriginal Connections/ First Peoples Principles of Learning:

#### First Peoples Principles of Learning:

**Learning takes patience and time.** Students will be engaging in a second language therefore they will need to be patient. Everyone learns at a different pace.

### Universal Design for Learning (UDL)

Throughout this unit, students will be participating in many different types of ways including oral, written, kinesthetic, and artistic ways. This will allow students to connect to the material in a variety of different techniques and ways that best makes sense to them.

1. **MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways:

**Oral-** Students will be listening and sharing amongst their peers in many different ways including talking circle, pairs, and small group work. Students will have the opportunity to share their ideas with the teacher and/or class.

**Media/Videos-** Students will be learning information from a variety of videos to help better their understanding of the material. This will allow students to learn from different perspectives while also engaging in a different type of instruction.

**Board Work-** Students will have instructions written on the board that they will contribute too to allow them to connect to the material in a different way.

1. **MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:

**Group Discussion-** The use of group discussions will be introduced in this unit that will continue throughout the semester. This will allow students to vocalize their thoughts, feelings, and opinions in a safe, comfortable environment.

**Writing-** Students will be asked to write words, or simple sentences during some of the lessons on space. The students will be able to write down their thoughts.

2. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:

**Classroom Discussion-** Throughout this unit, students will be engaged with the material in a variety of different ways. Students will be working alone, in pairs, and large groups. Students will be involved in classroom discussion to encourage them to share their own thoughts as well as listen to others.

**Partner work-** Students will be sharing information with a partner to create relationships with their peers. This will allow students to build stronger connections with their classmates as well as support their learning.

**Group Work-** Students will be working on tasks among groups to help share and compare their ideas, thoughts. This will allow students to learn about multiple different perspectives.

#### **Differentiated Instruction (DI):**

**Visual Learners-** For the visual learners in the classroom, the teacher will be including many visuals including images, diagrams, manipulatives. Teacher will be sure to clearly write instructions and expectations on the board in an organized manner using color coordination. There will be lots of stories and videos that the students will be engaging in.

**Aural-** For the aural learners in the classroom, the Teacher will be sure to use oral repetition for instructions and expectations. The Teacher will also be using storytelling as a tool during lessons. The Teacher will ensure that they are speaking in a projected clear voice as well as ensuring the volume of any media is appropriate for these learners.


**Verbal (linguistic)-** Verbal linguistic learners in the classroom can be given handouts of the instructions and expectations to assist in their learning as well as instructions clearly written out on the board with key words used. These students may also benefit from journal writing during lesson time. The Teacher will incorporate activities such as discussions, debates, and group work to accommodate these learners.

**Kinesthetic-** Kinesthetic learners in the classroom will benefit from the Teacher creating a variety of activities some of which include individual study and group work. These learners will benefit from some engaging activities such as problem solving and discussion. Some other activities that will be used are hands-on learning with manipulatives, designing, art, and writing. The Teacher will be sure to include brain breaks for these students centered around movement and variety.

#### **Overview of Lessons:**

##### **Lesson 1**

<b>Name &amp;Time (Minutes Allotted):</b>	What is Carnaval de Quebec? 1 hour
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Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to understand what the Carnaval de Quebec is</li> <li>Students will be able to repeat basic questions in French</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will not formally be assessed during this lesson.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Have students repeat after you</li> <li>Show video to engage students</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> Carnaval de Québec</li> <li><a href="https://www.youtube.com/watch?v=l_oLC6HsfeY">THE BEST OF WINTER CARNAVAL in QUEBEC CITY! - YouTube</a></li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>Begin lesson by writing Carnaval de Quebec on the board</li> <li>Ask students if they know what this word means? Carnaval and where are we talking about? Quebec</li> <li>Load video and show students what people do at the Carnaval <a href="https://www.youtube.com/watch?v=l_oLC6HsfeY">https://www.youtube.com/watch?v=l_oLC6HsfeY</a></li> <li>Ask students what events they saw in the video?</li> <li>Show slideshow about the Carnaval - ask if students have any questions</li> </ul>
Body:	<ul style="list-style-type: none"> <li>Have students repeat the French titles after you when going through the slide show</li> <li>Read through each slide and explain what is involved at the Carnaval in Quebec</li> <li>Have students ask any questions they may have</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>Remind students that they will be learning some of the important vocabulary that is involved with Carnaval de Quebec next lesson</li> <li>Have students clean up their work space and get ready for lunch</li> </ul>

## Lesson 2 \*This lesson could possibly take 2\*

Name & Time (Minutes Allotted):	Vocabulary, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> </ul>

	<ul style="list-style-type: none"> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to write down important vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the vocabulary notes.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Repeat after teacher</li> <li>Write down instructions on board</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Important vocabulary *printed off*</li> <li>White board marker</li> <li>Lined paper</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>Say "Bonjour" to students and have them repeat Bonjour</li> <li>Ask students if they remember the topic that we are learning about in French? Carnaval de Quebec</li> <li>Have students take out lined paper and pencil</li> <li>Begin writing important vocabulary on the board for students to follow and copy down</li> </ul>
Body:	<ul style="list-style-type: none"> <li>After each word, say it aloud, and have students repeat after you 2-3 times</li> <li>Students will copy down each vocabulary word in English and in French</li> <li>Walk around and ensure students are completing the notes</li> <li></li> </ul>
Closure:	<ul style="list-style-type: none"> <li>Have students say their favorite word that they learn today in French to the best of their ability</li> <li>Thank students for their effort in the note taking</li> <li>Have students place their notes in their french section of their binder</li> </ul>

### Lesson 3

Name & Time (Minutes Allotted):	Continue vocabulary, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to write down important vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>

Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the vocabulary notes.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Repeat after teacher</li> <li>Write down instructions on board</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Important vocabulary *printed off*</li> <li>White board marker</li> <li>Lined paper</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>Say "Bonjour" to students and have them repeat Bonjour</li> <li>Ask students if they remember the topic that we are learning about in French? Carnaval de Quebec</li> <li>Have students take out lined paper and pencil</li> <li>Begin writing important vocabulary on the board for students to follow and copy down from where you left off the day before</li> </ul>
Body:	<ul style="list-style-type: none"> <li>After each word, say it aloud, and have students repeat after you 2-3 times</li> <li>Students will copy down each vocabulary word in English and in French</li> <li>Walk around and ensure students are completing the notes</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>Have students say their favorite word that they learn today in French to the best of their ability</li> <li>Thank students for their effort in the note taking</li> <li>Have students place their notes in their french section of their binder</li> </ul>

#### Lesson 4

Name & Time (Minutes Allotted):	Plan a trip to Carnaval, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to write down important vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Show slideshow</li> <li>Individual worksheet</li> <li>Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Slideshow loaded *google slides*</li> </ul>

	<ul style="list-style-type: none"> <li>• Trip to Carnaval Worksheet (30)</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• Greet students by saying Bonjour and have students repeat after you</li> <li>• Explain that today they will be learning about how to plan a trip to the Carnaval as well as describe what they will be wearing</li> <li>• Go through slideshow of "Plan a trip to Carnaval" in google slides and have students choose one of the options for each category (hotel, restaurant, activity, etc)</li> <li>• Read each slide and have students write down each heading to allow them to choose an option for their trip</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Students will copy down the headings of each slide as well as the places, activities, or objects associated with them</li> <li>• Once the slides are finished, hand out the question and answer sheet to the students</li> <li>• They will fill in the worksheet answering questions about which place, restaurant, activity, and extra that they will be participating in at the Carnaval de Quebec</li> <li>• Students will be allowed to use their notes as they will need them to refer back to answer the questions</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• Give students a ~5 minute warning to finish their worksheet</li> <li>• If time provided, ask students to share what they chose - if not, it will be collected during the next French block and discussed then</li> <li>• Have students put their French away and clean up for lunch</li> <li>• Thank the students for their participation</li> </ul>

## Lesson 5

<b>Name &amp; Time (Minutes Allotted):</b>	Clothing vocabulary, 30 minutes
<b>Learning Standards: Curricular Competencies</b>	<ul style="list-style-type: none"> <li>• Recognize the relationships between French letter patterns and pronunciation</li> <li>• Follow instructions to complete a task</li> <li>• Express themselves and comprehend others through various modes of presentation</li> <li>• Explore and share information about Francophone communities across Canada and around the world</li> </ul>
<b>Learning Standards: Content</b>	<ul style="list-style-type: none"> <li>• French letter patterns</li> <li>• Communities where French is spoken across Canada</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Students will be able to write down important vocabulary</li> <li>• Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be assessed on their completion of the French worksheet</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• Use loud, clear voice</li> <li>• Show slideshow</li> <li>• Individual worksheet</li> <li>• Note taking</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Lined paper</li> </ul>



	<ul style="list-style-type: none"> <li>● Pencil</li> <li>● Red pen</li> <li>● Vocabulary "je porte.." sheet for teacher</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<ul style="list-style-type: none"> <li>● Greet students and explain that we must discuss what is usually worn at the Carnaval de Quebec</li> <li>● Go through and write down each vocabulary word on the board and have students copy on lined paper</li> <li>● Say each vocab word in French and have students repeat after you - students must write English and French version of word</li> </ul>
<b>Body:</b>	<ul style="list-style-type: none"> <li>● The vocabulary will take up this whole 30 minute lesson. After 5 words, walk around and ensure each student is writing the notes and has them down on their page</li> <li>● Continue writing vocabulary on the white board</li> <li>● If time is limited, stop and continue vocabulary definitions next French lesson</li> </ul>
<b>Closure:</b>	<ul style="list-style-type: none"> <li>● Have students put their vocabulary into their French section of their binders - we will be adding to the notes next class</li> <li>● Students will be practicing the vocabulary in the next few French lessons with a partner therefore they should go home and practice how to pronounce the words properly</li> </ul>

## Lesson 6

<b>Name &amp; Time (Minutes Allotted):</b>	What will you wear? 30 minutes
<b>Learning Standards: Curricular Competencies</b>	<ul style="list-style-type: none"> <li>● Recognize the relationships between French letter patterns and pronunciation</li> <li>● Follow instructions to complete a task</li> <li>● Express themselves and comprehend others through various modes of presentation</li> <li>● Explore and share information about Francophone communities across Canada and around the world</li> </ul>
<b>Learning Standards: Content</b>	<ul style="list-style-type: none"> <li>● French letter patterns</li> <li>● Communities where French is spoken across Canada</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>● Students will be able to write down important vocabulary</li> <li>● Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>● Students will be assessed on their completion of the French worksheet</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>● Use loud, clear voice</li> <li>● Show slideshow</li> <li>● Individual worksheet</li> <li>● Note taking</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Lined paper</li> <li>● Pencil</li> <li>● Red pen</li> <li>● Vocabulary "je porte.." sheet for teacher</li> </ul>
<b>Lesson Activities:</b>	

Introduction/Hook:	<ul style="list-style-type: none"> <li>• Greet students and introduce the verb to wear</li> <li>• Use worksheet to write down the “je porte, tu porte, etc” on the board</li> <li>• Have students repeat after you each time</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Students will repeat after the teacher for each vocabulary/sentence</li> <li>• Instruct students to write down each phrase after repeating it to ensure they have it to refer back to</li> <li>• Have students add these notes to their other vocabulary notes in French</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• Students will finish writing vocabulary words down</li> <li>• If time permits, have students practice saying it aloud to their desk mate</li> <li>• Thank students and have them clean up their work space</li> </ul>

## Lesson 7

Name & Time (Minutes Allotted):	Partner clothing drawing, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Recognize the relationships between French letter patterns and pronunciation</li> <li>• Follow instructions to complete a task</li> <li>• Express themselves and comprehend others through various modes of presentation</li> <li>• Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• French letter patterns</li> <li>• Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>• Students will be able to write down important vocabulary</li> <li>• Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Students will be assessed on their completion of the French partner worksheet where they will be drawing and then colouring images of French vocabulary for clothing.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Use loud, clear voice</li> <li>• Show slideshow</li> <li>• Individual worksheet</li> <li>• Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Vocabulary list</li> <li>• Worksheet with number 1 -8 on it</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• Begin lesson by greeting students</li> <li>• Explain that today students will be practicing speaking in French as well as show their comprehension of the French vocabulary</li> <li>• Explain that students will be placed with a partner - each partner will take a turn going through each number on their</li> </ul>

	<p>sheet, students will say the word associated with each number and their partner will draw an image of what the word was</p> <ul style="list-style-type: none"> <li>• This will allow students to show their understanding of the vocabulary as well as allow students to practice speaking their French in a comfortable environment</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Students will be working with their partner - each student has a set of 8 words on their page, students will take turns one at a time saying the word on their page while the other student draws an image of what the vocabulary word is</li> <li>• Students will take turns saying the vocabulary aloud (without looking at their notes) and the other partner will have to draw the vocabulary word on their sheet</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• Have students put their names (both partners) on their sheet and hand it to the front of the class</li> <li>• Collect students sheet and have them clean up their work space</li> <li>• Ask students if they could remember any of the vocabulary off the top of their head? How many do they think they got correct during the activity?</li> <li>• Thank students and instruct them to get ready for lunch</li> </ul>

## Lesson 8

Name & Time (Minutes Allotted):	Loto Board making, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Recognize the relationships between French letter patterns and pronunciation</li> <li>• Follow instructions to complete a task</li> <li>• Express themselves and comprehend others through various modes of presentation</li> <li>• Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• French letter patterns</li> <li>• Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>• Students will be able to write down important vocabulary</li> <li>• Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Use loud, clear voice</li> <li>• Show slideshow</li> <li>• Individual worksheet</li> <li>• Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Bingo/Loto board (30)</li> <li>• Pencil crayons/markers</li> <li>• Vocabulary notes</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• Greet students and explain that we are going to be using the vocabulary we have learned to create a bingo board</li> <li>• Show students the board and explain that each student will be required to fill out their entire board with a variety of different vocabulary words that we have learned thus far</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain that the students must fill in each box with the vocabulary word as well as a picture to explain the word</li> <li>● Students will be required to write the vocabulary word, draw a picture, and colour it</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● During this lesson, students will be working on their Bingo board - writing, drawing, and colouring it</li> <li>● Students can use any of the vocabulary words that they have learned so far from their notes</li> <li>● Walk around and ensure students are staying focused and picking a variety of words</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● Give students a ~5 minute warning</li> <li>● Ask students how many students need more time with a show of hands?</li> <li>● Explain that they will be given more time (if needed) but next class we will be playing Bingo as a class</li> </ul>

## Lesson 9

Name & Time (Minutes Allotted):	Play Loto, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>● Recognize the relationships between French letter patterns and pronunciation</li> <li>● Follow instructions to complete a task</li> <li>● Express themselves and comprehend others through various modes of presentation</li> <li>● Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>● French letter patterns</li> <li>● Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>● Students will be able to write down important vocabulary</li> <li>● Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>● Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Use loud, clear voice</li> <li>● Show slideshow</li> <li>● Individual worksheet</li> <li>● Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Bingo board</li> <li>● Hat with vocabulary words in it</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● Greet students and have them bring out the bingo board that they created last French lesson</li> <li>● Explain that we will be picking vocabulary words out of a hat and if you have it on your board you will put a "X" in the corner</li> <li>● You must form an X on your page to get Bingo - once you get it, you must say it aloud to the class</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● Go around and have random students pull out the next vocabulary word - read it aloud and have students repeat after you</li> <li>● If students have it on their board, they will cross it off</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep going until a student wins Bingo!</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• If time permits, play another round of bingo</li> <li>• Give the winner a piece of chocolate and have students put their Bingo board in the French section of their binder</li> <li>• Have students clean up and get ready for lunch</li> </ul>

## Lesson 10

Name & Time (Minutes Allotted):	Wordsearch/crossword, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>• Recognize the relationships between French letter patterns and pronunciation</li> <li>• Follow instructions to complete a task</li> <li>• Express themselves and comprehend others through various modes of presentation</li> <li>• Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>• French letter patterns</li> <li>• Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>• Students will be able to write down important vocabulary</li> <li>• Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Use loud, clear voice</li> <li>• Show slideshow</li> <li>• Individual worksheet</li> <li>• Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Wordsearch (30)</li> <li>• Crossword (30)</li> </ul>

### Lesson Activities:

Introduction/Hook:	<ul style="list-style-type: none"> <li>• Greet students</li> <li>• Introduce the activities for today - students will be completing a wordsearch and crossword of French vocabulary to practice spelling and searching for the vocabulary words</li> <li>• Students will practice identifying French vocabulary words</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Hand out the crossword to start - students must complete the crossword before they move on to the wordsearch</li> <li>• Explain that students can use their notes if needed but try your best to do it without</li> <li>• Students will work through the crossword and word search</li> <li>• Walk around and help any students who may need it</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• Give students a ~5 minute warning to complete their final thoughts</li> <li>• Ask students if it is getting easier to identify the French vocabulary words?</li> <li>• Have students hand in their word search and crossword puzzle if completed</li> <li>• Instruct students to clean up and get ready for lunch</li> </ul>

## Lesson 11

Name & Time (Minutes Allotted):	French vocabulary quiz, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to write down important vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Show slideshow</li> <li>Individual worksheet</li> <li>Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Vocabulary quiz (30)</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>Greet students and explain that today they will be doing a vocabulary quiz with some of the French vocab words they have been learning</li> <li>Remind students to try their best</li> <li>Explain that when students finish, they will work on their crossword/word search from the day before</li> </ul>
Body:	<ul style="list-style-type: none"> <li>Students will be writing a vocabulary test during this lesson</li> <li>When students finish, they will work on their crossword/word searches from the day before or work on any other work that is unfinished</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>Collect quizzes and explain that next week there will be a bigger test on this French unit</li> <li>Frontload - next class we will be working in groups and playing heads up</li> <li>Ask students if they know the game heads up? Explain that students will have to give hints of whichever vocabulary word is on the students head and the student guessing must say the French word to get it correct</li> </ul>

## Lesson 12

Name & Time (Minutes Allotted):	Heads up, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>

Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to play a game of Heads up by describing French vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> <li>Show slideshow</li> <li>Individual worksheet</li> <li>Note taking</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Heads up cards for each group ~20-40</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>Greet students and explain that activity for today</li> <li>Split the team up into two different groups</li> <li>Have one student stand at the front of their group one at a time and place a French vocabulary word on their head <ul style="list-style-type: none"> <li>At this time, other students will give descriptions of what the activity/word/object is and the student will try to guess it in French</li> </ul> </li> </ul>
Body:	<ul style="list-style-type: none"> <li>Students will practice describing French vocabulary words to their other classmates</li> <li>Students will try to give details to their classmates to help them guess the French vocabulary word</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>Have students return to their desk</li> <li>Ask students how this activity was? Was it hard to remember the french vocabulary? How many did each group get?</li> <li>Thank students and have them clean up for lunch</li> </ul>

### Lesson 13

Name & Time (Minutes Allotted):	French Test, 30 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>Recognize the relationships between French letter patterns and pronunciation</li> <li>Follow instructions to complete a task</li> <li>Express themselves and comprehend others through various modes of presentation</li> <li>Explore and share information about Francophone communities across Canada and around the world</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>French letter patterns</li> <li>Communities where French is spoken across Canada</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>Students will be able to write down important vocabulary</li> <li>Students will be able to repeat important vocabulary after the teacher to help better understand how it is pronounced</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Students will be assessed on their completion of the French worksheet</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Use loud, clear voice</li> </ul>

	<ul style="list-style-type: none"> <li>• Show slideshow</li> <li>• Individual worksheet</li> <li>• Note taking</li> </ul>
Materials:	
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• Greet students and explain the test - students will answer a few questions about Carnaval as well as spell a few French vocabulary words and convert French to English.</li> <li>• Hand out the test and have students start it, they will have 30 minutes</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• Students will write the test during the body of this lesson.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• When students finish, they will hand in their test to the teacher and return back to their desk and silently read while others finish their test.</li> </ul>

#### Resources:

<ul style="list-style-type: none"> <li>• Carnaval de Quebec TPT</li> <li>• Bonhomme Carnaval resources from the District</li> </ul>
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#### Extensions to Unit:

<ul style="list-style-type: none"> <li>• This unit could be extended by having students practice full sentence structure more often. This unit could also be extended by students creating a skit about a trip at the Carnaval.</li> </ul>
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#### Reflections and Revisions

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### CARNIVAL FRENCH UNIT

Diagnostic (assessment for learning), formative (assessment as learning), and summative (assessment of learning) evaluations occur at the beginning, middle and end of each unit of study.