

Lesson #31- Les directions et l'endroit

Directions and Location

Grade 4 FSL

Duration: 1 hour

Specific Learner Outcomes:
1.1 , 2.15

Learning Objective:
The students will be able to
give and respond to directions
regarding location.

Assessments:
Formative assessment based
on observations during
"Jacques a dit" and during
drawing activity.

Preparation Required: Have the dictionaries ready for this lesson. Print out the drawings for the "Partner Drawing Activity" (2 different drawings per pair).

Introduction (5 minutes):

Hook/Attention grabber : Bonjour, comment ça va? Quelle est la date? Quel temps fait-il?

Introduction: Today we are going to learn some new vocabulary about location

Pre-task (20 minutes)

Introduce new vocabulary words to students. You can write them down on the board, and have students follow along in their *Dictionnaire Personnel*

Vocabulary:

Au-dessus - above

En-dessous - underneath

Devant - in front of

Derrière - behind

À la gauche de - to the left of

À la droite de - to the right of

Once students have filled in the correct translations into their dictionaries, get set up for "Jacques a dit."

Students will use their desks as their locator. The teacher will be "Jacques" and will call out the directions.

Ex: Jacques dit, va à la gauche de ton pupitre.

Jacques dit, va derrière ton pupitre.

When you are calling out the directions, model the movements for the students at first. Then, gradually stop doing the actions and only give the directions.

Play this until you believe students have a good understanding of the directions.

Task (25 minutes): Partner Drawing Activity

Students will get into partners. One student will have a drawing with objects on it, the other student will have the same drawing but without certain objects. The first student will give directions to

describe where the objects are in the picture. The other partner will have to draw these objects based on the directions given.

The students are permitted to use English when describing what the objects are, but **must** use French when they are giving the directions.

Ex: The circle is en-dessous the square.

Each partner will have a turn giving directions, and listening and drawing. (Each pair will have 2 different drawings.)

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- At the end of this task, students should compare their drawings to the original. They will compare and see how similar or different they look.
- If there is time, discuss this activity as a class. Was this easy or hard? Did they have enough vocabulary for this? What strategies did students use if they did not know/understand a word?

Lesson #32-Les directions

Directions

Grade 4 FSL

Duration: 45 minutes

Specific Learner Outcomes:
1.1 , 1.3 , 2.15

Learning Objective:
The students will be able to
give and respond to directions.

Assessments:
Formative assessment of
completion of task.

Preparation Required: Have dictionaries ready.

Introduction (5-10 minutes):

Hook/Attention grabber : Bonjour, comment ça va? Quelle est la date? Quel temps fait-il?

Introduction: Today we are going to talk about how to give directions. Next, review directions learned from the previous class.

Pre-task (5 minutes): For the pre-task you will go over the list of directions in the personal dictionaries. Don't forget to have students repeat after you.

Tout droit- Straight (don't confuse this with 'droit' which means 'right'). *Ex: Va tout droit.*

Vers... - Towards. *Ex: Va vers le table.* (Go towards the table)

Par- By. *Ex: Va par le bureau.* (Go by the desk)

Arrête- Stop

Jusqu'à- Up to/until. *Ex: Va jusqu'à la salle de Mme Levesque.* (Go up until to Mme. Levesque's class)

Task (20-25 minutes): For this task students will be in partners and take turns giving directions to each other. Partner A will choose a location in the school, for example to the gym or to the library, and give directions to Partner B who doesn't know where they are going. Once they have successfully reached the location, they will return to the class and then switch roles, with Partner B picking a location to lead partner A to.

Alternatively, as the teacher you could choose locations for the students and have them pick out of a hat.

Rules: students must give directions in French. If you hear another team giving directions in English, they must return back to the start (the classroom). It's of course ok if a student is asking for clarification in English, but the directions must be done in French. Students may use their dictionaries if needed, but challenge them to try and complete this task using their dictionaries as little as possible.

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Review vocabulary associated with different places in the school. Ex: Bibliothèque (library), gymnase (gym), salle de musique (music room), salle de Monsieur/Madame... (Mr or Mrs. X's class), etc.
- Have students share where they went in the school.
Ex: « Ou est-ce que tu est allé? » (Where did you go?)
« Je suis allé au... » (I went to...)

Lesson #33-Le printemps

Spring

Grade 4 FSL

Duration: 1 hour

Specific Learner Outcomes:
2.14 , 2.15 , 4.1

Learning Objective:
The students will be able to recognize vocabulary related to spring weather and activities.

Assessments:
Formative assessment of memory game. Formative assessment of discussion and observations throughout lesson.

Preparation Required: Print off “Go Fish – Spring Activities” (one for each group), and “Odd One Out Spring Worksheet.” Have dictionaries ready.

Introduction (5 minute):

Hook/Attention grabber : Bonjour, comment ça va? Quelle est la date? Quel temps fait-il?

Introduction: Today we are going to be looking at spring weather and activities. Who can remember some of the weather words and phrases that we already know?

Pre-task (20 minutes): For the pre-task students will play a game of memory in groups of 4 using the “Go Fish – Spring Activities” cards. All cards will be face down, and student will flip over two cards at a time, trying to make a match. If the cards match (one has a sentence, and the other has a picture with the sentence below), then you keep those cards and then play again. If the card do not match you must turn them back over and your turn is over.

After students have played memory, you will go through the dictionaries and add the following words to the list. Students may be able to give many of the answers already after having played memory.

Jouer au soccer- To play soccer

Jouer au frisbee- To play frisbee

Jouer dans les flaques-To play in the puddles

Jouer à la marelle-To play hop scotch

Aller au zoo-To go to the zoo

Aller au parc-To go to the park

Faire de la bicyclette-To ride a bike

Faire du jardinage-Gardening

Faire de la randonnée- To go for a walk

Faire un pic-nique-To have a picnic

Task (20 minutes): For this task student will work in partners to complete the “Odd One Out Spring” worksheet to decide which sentence is the odd one out. Students may use their dictionaries.

Post-task (15 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Share answers, read sentences out loud, discuss why a sentence is the odd one out.
- Talk about strategies used to decide what sentences mean
- Discuss the meaning of different sentences

Lesson # 34 – Pioche: Les activités de printemps

Go Fish - Spring Activities

Grade 4 FSL

Duration: 30 minutes

Specific Learner Outcomes:
2.9 , 2.14

Learning Objective:
The students will be able to identify vocabulary related to spring activities and weather.

Assessments:
Formative assessment based on observations and conversations during Go Fish.
Formative assessment of verb sorting activity.

Preparation Required: Print off and cut out the “Go Fish - Spring Activities” worksheet (one for each group). Print off “Verb Sorting Worksheet.”

Introduction (5 minutes):

Hook/Attention grabber: Bonjour, comment ça va? Quelle est la date aujourd’hui? Quel temps fait-il?

Introduction: Today, we will continue learning about and solidify our understanding of spring activities.

Pre-task: (10 minutes)

Students will fill out the “Verb Sorting Worksheet”, and will sort each activity into the appropriate verb category. The 3 categories are: “jouer”, “aller”, and “faire” Students will take their verb worksheet, and place the spring activity with the appropriate verb.

Ex: le Frisbee would be placed under the verb “jouer” (Jouer le Frisbee)

La bicyclette would be placed under the verb “faire” (Faire de la bicyclette.)

The activities are already sorted under the correct verb in the Personal Dictionaries. Encourage students to complete their categorization *without* using their dictionaries; however, they may wish to look and see if they have completed the worksheet correctly *afterwards*.

Task (10-15 minutes)

In groups of 4, students will take one set of “Go Fish” (Pioche) cards. This time when playing, students must use complete sentences. The game has been slightly modified for today’s activity. Instead of asking whether a student has a certain card, students will pretend they are asking someone to do that activity with them. The other student will respond whether they will “do” that activity with them or not based on if they have the matching card.

To ask for a card: “Est-ce que tu veux _____” (Here, the question is asking “Would you like to”)

To say yes: “Oui, je veux _____” (Yes, I would like to)

To say no: “Non, je ne veux pas _____” (No, I would not like to)

Example: “Est-ce que tu veux jouer dans les flaques?”

“Oui, je veux jouer dans les flaques”

OR

“Non, je ne veux pas jouer dans les flaques”

“Est-ce que tu veux faire du jardinage?”

“Oui, je veux faire du jardinage.”

OR

“Non, je ne veux pas faire du jardinage.”

If the student you asked has the matching card you will take his/her card to make a pair and then you may ask another player for a card. If the other player does not have the matching card, you must pick up a card from the draw pile. Each student is dealt 4 cards at the beginning of the game and the remaining cards are part of the draw pile. Once all the cards are gone, the player with the most matched pairs wins.

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Review usage of verbs. What is a verb? (An action word)
- Review how to form questions (« Est-ce que tu veux... »), and how to answer (« Oui je veux... » or « Non, je ne veux pas... »)

Lesson #35-Quelle heure est-il M.Loup?

What Time is it Mr. Wolf?

Grade 4 FSL

Duration: 1 hour

Specific Learner Outcomes:
2.15

Learning Objective:
The students will be able to tell
time in French.

Assessments:
Formative assessment of class
discussion and of observations
during "Quelle heure est-il M.
Loup."

Preparation Required: Print out "Clock Worksheet" for students. It is best if the task in this lesson is completed outside or in the gym.

Introduction (10 minutes):

Hook/Attention grabber: Bonjour, comment ça va? Quelle est la date? Quel temps fait-il?

Introduction: Today we are going to look at how to tell time in French. Since we already learned our numbers, this will be a great time to review them, and also learn how to tell time in French!

Before we start telling time in French, we first need to review how to tell time in English. Review this with the class. This is a great opportunity to incorporate math into your French lesson.

Pre-task (20 minutes):

Students should take out their dictionaries, and as you explain telling time in French, they can fill out some of the key words.

How do we tell time in French? It's actually quite easy. If we want to say, "It is **3 o'clock**," we would say: "Il est **trois heures**."

If we want to say: "It is **4:15**" we would say: "Il est **quatre heures et quinze**" OR "Il est **quatre heures et quart**," which means: "**It is quarter after 4.**"

"It is **2:30**" = "Il est **deux heures et trente**" OR "Il est **deux heures et demi**."

"It is **7:45**" = "Il est **sept heures quarante-cinq**" OR "Il est **huit heures moins quart**" (which translates to "It is quarter to 8").

NB: 1 o'clock is **une heure**. There is no "s" at the end of heure, because it is only 1 hour.

How can we tell if we are talking about morning, afternoon or evening?

"It is **6 o'clock in the morning**" = "Il est **six heures du matin**."

"It is **noon**" = "Il est **midi**."

"It is lunchtime" = "Il est **l'heure du diner**."

"It is **2 o'clock in the afternoon**" = "Il est **deux heures de l'après-midi**."

"It is **9 o'clock in the evening**" = "Il est **neuf heures du soir**."

Pass the clock worksheets out to students. Students will need to match the clock with correct time in French. It may be a good idea to do the first question together as a class. If you know there are

students that struggle with telling time, you can put them in partners, so that they can have support from a classmate.

Task (25 minutes): Once students have completed their clock worksheet, and you feel confident they have a good understanding of how to tell time in French, it is time to relocate outside, or to the gym. You will need lots of space for this activity.

Ask students if they have ever played “What time is it Mr. Wolf?” (In French, it is called “Quelle heure est-il M. Loup?”) If some students have, you may ask them to explain it to the class, or you may wish to quickly explain it.

Here is a link with instructions on how to play the game: <http://www.kidspot.com.au/things-to-do/activities/whats-the-time-mr-wolf>

The teacher should start by being M. Loup. The students will line up, and when they are ready, they will say: “**Quelle heure est-il M. Loup?**” M. Loup replies by saying: “**Il est** *(choose an hour)* **heure(s).**” ex: “**Il est quatre heures.**” Then the students would take 4 steps forward. Each step the students take, they need to call out the number. Ex: “**Un, deux, trois, quatre.**”

When you decide to say: “It’s dinnertime!”, instead you should say “**Il est l’heure du diner!**” (Which translates to “It’s lunchtime!”).

Do this as many times as possible, making sure to support the students in case they need help remembering what to say.

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- This is a great opportunity to talk about how some people use a 12-hour clock, and Québec uses a 24-hour clock. It is not necessary for them to be able to tell time on a 24-hour clock, but it is interesting to point out that we tell time differently in different parts of Canada.