

French: Dans une île

IRP Links:

Grade 5	Grade 6
<p><i>Communicating: It is expected that students will:</i></p> <ul style="list-style-type: none">ask and respond to simple questions about tropical islandsidentify tropical island features and where items are locatedidentify greetings and expressions of politeness during calendar activities	<p><i>Communicating:</i></p> <p>The communicating expectations are the same for the grade 6 class. However, I will adjust my expectations for the project rubric.</p>
<p><i>Acquiring Information: It is expected that students will:</i></p> <ul style="list-style-type: none">identify specific information from French-language resources to create an original island mapexpress acquired information on maps in an oral presentation	<p><i>Acquiring Information:</i></p> <p>The acquiring information expectations will be the same for the grade 6 class. However, I will adjust my expectations for the project rubric.</p>
<p><i>Understanding Cultural Influences: It is expected that students will:</i></p> <ul style="list-style-type: none">identify elements that are unique to French tropical islands	<p><i>Understanding Cultural Influences: It is expected that students will:</i></p> <ul style="list-style-type: none">identify elements that are unique to French tropical islands

Le Calendrier – individual: I will ask the class the calendar questions and they will answer individually for participation marks

Le Calendrier – group: I will ask the questions and students will work in groups to make sure everyone knows the answer. They may use the weather cards to get ideas for answers. I will then call on one person per group to say what their group's answer is. They should prepare several answers in case another group says theirs; this could be done by using the cards and placing all possible answers face up. Participation marks will be given.

Lessons in bold text are the key lessons from Visages.

Ideas:

For dismissal – everyone wearing red, pink, blue etc may go for lunch.

Lesson #	Lesson Objectives	Lesson Activities	Resources
1	<p>SWBAT:</p> <ul style="list-style-type: none"> • Answer questions related to the calendar • Create a list of items that can be found on a tropical island • Sing a song and create actions to go with it 	<ol style="list-style-type: none"> 1. Le Calendrier - individual 2. Introduction to unit: Display poster (without vocab) and as a class brainstorm things that can be found on a tropical island. Guide them with a question such as: Quelles sont les différences entre l'île de Vancouver et l'île de Tahiti? Start list with "la forêt" for Vcr island etc. Write names on board with a small picture. 3. Introduce "Qu'est-ce qu'il y a dans une île" chant (track 7) to introduce the main island features. Students listen to the cd and then repeat the second time. Point to flashcards as they say them. 4. Introduce theme song – Agadou: Listen to song once, have words written on chart paper and read them as a class, introduce actions for the chorus – students follow along with words written on chart paper and perform actions, play song again while students do actions. For the non-lyric part, students work in groups to come up with a series of actions (8 count?). Show to class, vote on which ones they want to use. Sing song again with actions and words to music. (If we run out of time, we will continue this the following class and they may think of a sequence as homework). 	<ul style="list-style-type: none"> • Agadou • Cd player • Poster of island • Chart paper with lyrics • Cd: track 7 • flashcards
2	<p>SWBAT:</p> <ul style="list-style-type: none"> • Work in groups to answer questions related to the calendar • Identify the cardinal directions on the island • Identify key features of the island • Listen to a cd to identify where the Exploramis are 	<ol style="list-style-type: none"> 1. Le Calendrier - group 2. "Qu'est-ce qu'il y a dans une île" chant; play track and point to flashcards 3. Exploring a tropical island: Intro Exploramis; locate features on island; listen to cd and fill in fiche de base; correct answers. 4. Sing Agadou with actions 	<ul style="list-style-type: none"> • Agadou • Cd player • Chart paper with lyrics • Magazine 98-99 • Flashcards 107-112 • Fiche de base 116 • Cd: track 2 & 7
3	<p>SWBAT:</p> <ul style="list-style-type: none"> • Answer questions related to the calendar • Identify words in the song that they know 	<ol style="list-style-type: none"> 1. Le Calendrier – individual 2. "Qu'est-ce qu'il y a dans une île" chant; ask for two student volunteers to lead the chant – they ask the question and point to the flashcard, the rest of the class says each location. 3. Identify the directions (NESO) in the classroom and place the 	<ul style="list-style-type: none"> • Cd player • Flashcards 107-112 • Fiche de base 117 • Word cards

	<ul style="list-style-type: none"> Identify the cardinal directions in the class 	<p>word cards there.</p> <p>4. Exploramis chant about a tropical island: Identify words in the song that they know and cognates; chant song</p>	<ul style="list-style-type: none"> Chart paper with chant (2 pgs) Cd track 3 & 7
4	<p>SWBAT:</p> <ul style="list-style-type: none"> Sing a chant about an island Write a simple letter describing what is on the island 	<ol style="list-style-type: none"> Le Calendrier - group Exploramis Chant (with directions); chant the song – start by pointing in the correct direction so that students who need to can see the chart paper still; the second time, students face the correct direction (set up flashcards ahead of time). Writing a letter to your class: Students work in groups to write a letter to the class, draw photos and address the envelope; exchange with another group and read letters Agadou 	<ul style="list-style-type: none"> Magazine 100-101 Fiche de base 118 Chart paper letter text Chart paper from lesson 3
5	<p>SWBAT:</p> <ul style="list-style-type: none"> Sing a chant about an island and face the correct direction Identify animals found on an island Work individually or in pairs on the vocabulary handout 	<ol style="list-style-type: none"> Le Calendrier - individual Exploramis chant (with marching and directions) Discovering interesting animals and items found on an island: Listen to cd and repeat new vocab One student stands at front of class and chooses an image, hiding it from the class; students try and guess which card the student is holding (make sure that students use the correct question format and pronunciation – “Est-ce qu’il y a un/e...” when asking the questions. Students unscramble the letters to form words on handout “Une île paradis” 	<ul style="list-style-type: none"> Cd track 4 Magazine 102-103 Fiche de base 119-120 Chart paper L&P 127
6	<p>SWBAT:</p> <ul style="list-style-type: none"> Sing a chant Complete worksheet individually Identify several animals found on a tropical island 	<ol style="list-style-type: none"> Le Calendrier – group Exploramis chant (with marching) Students complete “Dans une île” worksheet Classifying animals and items found on a tropical island : Students work in groups to classify animals by their location; present their findings using full sentences (i.e. Il y a des poissons tropicaux dans un lagon.) Explain how quiz will work and what they should study. 	<ul style="list-style-type: none"> L&P 126 Magazine 102-103 Chart paper Markers
7	<p>SWBAT:</p> <ul style="list-style-type: none"> Fill in a worksheet about the island Answer true/false questions about what is found on an island 	<ol style="list-style-type: none"> Tropical island chant (with marching) Students complete “J’observe!” in pairs Singing a song about island discoveries: Intro vrai/faux; listen to song (students will either say the teacher’s part, or say the student part, rather than sing it as the voices are quite high), ask questions; model worksheet Agadou 	<ul style="list-style-type: none"> L&P 129 Cd track 5 Magazine 104-105 Fiche de base 121 Chart paper from lesson 6

8	<p>SWBAT:</p> <ul style="list-style-type: none"> • Complete a quiz based on oral instructions • Work in groups to create a new song with true/false statements 	<ol style="list-style-type: none"> 1. Le Calendrier – individual 2. Quiz –students have a list of the answers and must write the correct letter of the response on their sheet after I ask the question. 3. Sing a song about island discoveries. 4. Creating a new song about island discoveries: Students work in groups to create a new version of the song (they can say it rather than sing it) creating true and false statements about the island (4); practice 	<ul style="list-style-type: none"> • Cd track 5 • Magazine 104-105 • Fiche de base 122 • Chart paper • Markers • L&P 130
9	<p>SWBAT:</p> <ul style="list-style-type: none"> • Present a song to the class • Answer statements with true or false • Complete a worksheet 	<ol style="list-style-type: none"> 1. Time for students to practice song before presenting 2. Presenting songs to the class: Students present their song to the class; class answers the statements with true or false 3. Students complete “Mais qu’est-ce qu’il y a” and correct it 4. Agadou 	<ul style="list-style-type: none"> • Cd track 5 • Songs from lesson 8 • L&P 130
10	<p>SWBAT:</p> <ul style="list-style-type: none"> • Identify islands based on description • Speak in French to play the board game 	<ol style="list-style-type: none"> 1. Le Calendrier – individual 2. Song about island discoveries. 3. Identifying islands – En avion! Students listen to the dialogue and write the names of the island on the worksheet; correct activity 4. Students complete “Je vérifie!” worksheet and correct it 4. Cherchons la hutte: Model playing the game, explain expectations for play (i.e. in French!). Students play the board game using the vocabulary learned (time permitting – if we run out of time, we will play it in the following class) 	<ul style="list-style-type: none"> • Cd track 10 • Plus 50 • Magazine 108-109 • Plus 51 • Number cubes • Game markers
11	<p>SWBAT:</p> <ul style="list-style-type: none"> • Answer questions about an island • Write a postcard from the island to a friend or family 	<ol style="list-style-type: none"> 1. Le Calendrier – individual 2. Song about island discoveries 2. Reading about a real tropical island: Students look at the map and answer questions about where features are located on Tahiti. Show pictures of other islands where French is spoken. 3. Students write a postcard from one of the French islands saying what they have seen. 	<ul style="list-style-type: none"> • Magazine 106-107 • World map •
12	<p>SWBAT :</p> <ul style="list-style-type: none"> • Present postcard to their group • Follow directions to complete a map 	<ol style="list-style-type: none"> 1. Students complete postcard and present it to their groups. 2. Completing an island map: Students listen to the cd to complete the map with the correct symbols. 3. Students complete “C’est extra 1” worksheet 4. Agadou 	<ul style="list-style-type: none"> • Cd track 6 • Fiche de base 123 • L&P 135

13	SWBAT: <ul style="list-style-type: none"> • Complete worksheets about the island • Develop criteria for map and oral presentation 	<ol style="list-style-type: none"> 1. Le Calendrier 2. Correct worksheet from previous class. 3. Song about island discoveries. 4. Students complete “Des phrases, s’il te plait” to prepare for presentation. 5. Explain final project to the class; develop criteria for map and oral presentation as a class (make sure to have rubric beforehand to make sure that all criteria are included). 	<ul style="list-style-type: none"> • L&P 139
14	SWBAT: <ul style="list-style-type: none"> • Create their own island following established criteria 	<ol style="list-style-type: none"> 1. Le Calendrier or song 2. Beginning a tourist map: Students work individually to prepare a map of an imaginary island. (min. 2 classes) 3. Agadou 	<ul style="list-style-type: none"> • Materials to create map
15	SWBAT: <ul style="list-style-type: none"> • Use a French search engine to find authentic items to include in map 	<ol style="list-style-type: none"> 1. Le Calendrier or song 2. Explain mini research project to students. They will go online and use a French search engine to find information about a real French island. I will provide a list of possible topics and where they could search for the information. (i.e. la gastronomie, les sites touristiques...). They will include these items on their map. (2 classes – if students finish early, they may type information for their map, or browse some French sites that I will provide) 	<ul style="list-style-type: none"> • Computer lab • List of websites • List of possible topics
16	SWBAT: <ul style="list-style-type: none"> • Prepare a presentation for the class following established criteria 	<ol style="list-style-type: none"> 1. Le Calendrier 2. Preparing a presentation about an island: Students prepare and practice their presentation for the class about their island. 	<ul style="list-style-type: none"> • Maps • Format for presentations
17	SWBAT: <ul style="list-style-type: none"> • Present their island to the class 	<ol style="list-style-type: none"> 1. Le Calendrier 2. Presentations about the island (2 classes) 	<ul style="list-style-type: none"> • Maps • Presentation cues