

Unit : French - Dans une île		Level : 5
Subject of lesson	Exploring a Tropical Island	
Duration	40 minutes	
Agenda	<ul style="list-style-type: none"> • Le Calendrier – group • “Qu’est-ce qu’il y a dans une île » chant • Exploring a Tropical Island • Agadou – practice (and create movements, time permitting) 	
IRP Prescribed learning objectives (page)	<i>It is expected that students will:</i> <ul style="list-style-type: none"> • respond to simple questions about the calendar • ask and respond to simple questions about tropical islands • identify tropical island features and where items are located 	
Objectives	SWBAT <ul style="list-style-type: none"> • Answer questions related to the calendar • Say the words to the chant and follow along on the chart paper • Listen to the cd to identify the locations on the island • Participate in the theme song (and create 8 steps for the musical part) 	
Materials/Resources	Cd player, Chart paper with lyrics, Magazine p 98-99; Flashcards 107-112, Fiche de base 116, Cd – Track 2, 7, 11	
Time (min)	PROCÉDURE	
	What the teacher says/Does	What the students do
3-5	<p><u>Pre Activity:</u> Introduction</p> <ul style="list-style-type: none"> • Ask students the calendar questions. Distribute weather cards for students to use in groups. Record participation marks. 	<ul style="list-style-type: none"> • Answer the calendar questions individually; work in groups to determine the weather possibilities of the day.
8-10	<p><u>Activity:</u> A) Review Chant</p> <ul style="list-style-type: none"> • Practice the “Qu’est-ce qu’il y a dans une île” chant without the tape a few times. Then play the cd. Say it with them for the first time or two, then students say it by themselves. 	<ul style="list-style-type: none"> • Chant the song and follow along on the chart paper or in their books. For the students who were away last week, they should write in the new vocabulary.
15-20	<p>B) Exploring a Tropical Island</p> <ul style="list-style-type: none"> • Ask 1 person from each group to get a Magazine for each person in their group. • Introduce Exploramis; write Exploramis on the board and underline Explor. 	<ul style="list-style-type: none"> • Students get Magazine & open to p. 98-99. • Follow along in their book and identify the Exploramis.

5	<ul style="list-style-type: none"> • Introduce cardinal points and write them on the board. Ask students “Où est le _____?” and have them hold up their books and point to that part of the island. • Locate the main island features with the class and in which direction they are found. • Distribute handout; introduce activity. Model activity with the first question; play cd several times so students can fill in their answers. • Correct worksheet. <p>Post-Activity: CLOSURE</p> <ul style="list-style-type: none"> • Agadou – review the song without the cd a few times. Practice with the actions for the students who want to try them. Play the music and follow along on the chart paper. • Students return to seats and 1 person from each group returns the books to the front. Dismiss students to lunch by the colours they are wearing. 	<ul style="list-style-type: none"> • Point to the location on the island of those cardinal points & record directions on their map of the island. • Identify where the features of the island are located. • Put handout in their duotang. Fill in the correct answer for #1 and listen to the cd to fill in the rest of the answers. • Correct the worksheet. • Practice the song without the cd. Practice the actions. Sing the song, as much as possible, to the music. • Students clear their desks, return books and when dismissed, get ready for lunch.
Evaluation	<p>Formative: Students participating during calendar; students participating during other activities Summative: French duotangs will be marked for completing worksheets at a later date.</p>	
Link with other subjects:		
Extension Activity:	Students who find it easy to follow along may look at the board instead of in their books. They may also add in the actions for Agadou instead of just singing the words.	
Adapted activity:	Students who have difficulty with the songs may say only the key words (i.e. des montagnes) until they are more comfortable. They may follow along in their books rather than looking at the board if they want to see the words written in front of them.	
Teacher reflections):	N.B. <i>At the end of the lesson, what adjustments should I bring to the lesson?</i>	
Plan « B »):	N.B. Plan « B »: This lesson may take longer than expected. If it does, I may not do the activity where they listen to the cd to fill in the fiche. Instead, we may spend more time on Agadou, and start putting together the 8 step sequence. This would allow some review time of the island features and locations before filling in the fiche.	