

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Cereal Box Advertisement – French Food Adjectives **Lesson #** 1 **Date:** Nov. 3, 2020
Name: Melissa Green **Subject:** Core French **Grade(s):** 7

Rationale:

This lesson is important as it relies on students listening and engaging in sharing and conversation with one another. Known vocabulary is expanded through conversations/sharing of commercial scripts with peers. Language is learned through listening, repeating, writing, and speaking – all of which takes place in this lesson. Students are invited to be creative which will support their learning of adjectives to describe cereal, ultimately expanding their vocabulary.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Students will be connecting and engaging with one another, focusing on their intent and purpose of sharing their written cereal script for a commercial. • <i>Collaborating</i> Students will work with partners in aspects of this lesson and will also collaborate with one another as they share and expand their French adjectives that they know, connected to describing cereal. 	<ul style="list-style-type: none"> • <i>Creative Thinking</i> Students are invited to be creative as they write their individual cereal box commercial. 	<ul style="list-style-type: none"> • <i>Personal Awareness and Responsibility</i> Students need to engage in self-regulation during this lesson, especially during times of research/inquiry and sharing with classmates.

Big Ideas (Understand)

With simple French, we can discuss our interests.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies <ul style="list-style-type: none"> • CC7: Follow instructions to complete a task • CC8: Exchange ideas and information using complete sentences, both orally and in writing • CC9: Express themselves and comprehend others through various modes of presentation 	Learning Standards - Content <ul style="list-style-type: none"> • C2: Common, high-frequency vocabulary and sentence structures for communicating meaning.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • TSWBAT listen and repeat French vocabulary as prompted. 	Formative <i>as</i> learning What: Students repeating vocabulary How: Teacher will pay attention to student participation
<ul style="list-style-type: none"> • TSWBAT complete the commercial script for a cereal type of their choosing. 	Summative <i>of</i> learning What: Commercial script

- TSWBAT share one learned French adjective.

How: Teacher will review collected commercial scripts

Summative of learning

What: Written down on sticky note

How: Teacher will review sticky notes.

Prerequisite Concepts and Skills:

- Students know the expectations around flexible seating
- Students are familiar with using the Chrome Books for research and understand the expected behaviour when using them
- Students are familiar with working with their “seat partner”, even in the midst of flexible seating
- Students are familiar with the “listen and write” and “listen and repeat” expectations during lessons

Indigenous Connections/ First Peoples Principles of Learning:

“Learning involves patience and time” –First Peoples Principles of Learning

In the midst of learning a second language repetition, patience, and a significant amount of time will be necessary for success. Living into this does not only mean that the students are forgiving of themselves as they learning something new but the teacher also needs to be prepared to slow down the pace at times, or repeat things that have been already covered, and ultimately support students in the midst of their learning.

Universal Design for Learning (UDL):

- Google read and write available for students who need it
- Throughout the lesson, wherever possible, instructions will be provided both in verbal and written form.
- Why of Learning - Engagement: Students are welcome to be creative in designing their own commercial script for a known cereal type.
- What of Learning - Representation: Information is shared through video, listen and repeat prompting, orally and visually, and through conversation and sharing.
- How of Learning - Action & Expression: There is room for flexibility in how students communicate their learning (dependent on individual student needs), with partner sharing before group sharing and telling students in advance of asking them to share their commercial script with the class.
- Multiple ways of expressing learning throughout the lesson - writing, speaking, conversation

Differentiate Instruction (DI):

- Students will have the option of where to work in the classroom, flexible seating guidelines are known in the classroom environment.
- Body and brain breaks are ready should they need to be pulled upon – students will be expected to get up and move while sharing their commercial script with other students
- Headphones will be available for those students who require them.
- Extra support will be available for students who need it.
- For students who need a challenge, they will be invited to write describing sentences of their own for the cereal they have chosen to advertise.

Materials and Resources

- <https://www.oneschoolroom.ca/lessons-to-do-at-home/>
- <http://www.oneschoolroom.ca/bilingual-packaging-cereal-box-project/>
- Honey Pops commercial: <https://www.youtube.com/watch?v=FS9vRvcEMo0&feature=youtu.be>
- Quizlets French food adjective flashcards: <https://quizlet.com/4090504/french-food-adjectives-flash-cards/>
- French food adjectives handout
- Popsicle sticks with students names on them
- Chrome Books in the classroom
- Printouts of bilingual cereal boxes
- Commercial “script” written on the board or shared through the SmartBoard.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> • Students are sitting at their desk • In preparation for viewing the commercial say to students, “Écoutez attentivement (listen very carefully) pour mots familiers (for familiar words).” • Ask students to raise their hand if they can share the instructions, or part of the instructions, with the class. • Repeat the instructions a second time after students have shared • Show the Honey Pops commercial in French and English (to 1:56): https://www.youtube.com/watch?v=FS9vRvcEMo0&feature=youtu.be 	<ul style="list-style-type: none"> • Students arrive at class and take their seat • Students listen to instructions. • Students raise their hand to contribute and speak when called upon. • Students are listening • Students watch the video 	4 min.
<p>Body:</p> <ul style="list-style-type: none"> • Invite students to raise their hand if they noticed a familiar French word in the video and invite responses. • Share with students that we will be creating our own “commercial” to advertise a cereal of their choosing. To begin, have students use the Chrome Books or Bilingual cereal box printouts to make a quick list with their seat partner of the French words they see in the advertising on the box that they know/recognize. • “Lis et Écrivez” (read and write). “Des questions?” (any questions?) • Provide students with five minutes for partner brainstorm/inquiry and then bring the class together by ringing the chime. • “Écoutez et répondez” (listen and respond). Students listen for their name being called, teacher calls names by pulling popsicle sticks, students share one word from their list. • Share with students that for our commercials we need some adjectives that may be used to describe food. Pull up the Quizlet French food adjective flashcards and invite students to “Écoutez et répète” (listen and repeat) the French words that are spoken, not all of these words will be useful in our commercials! • Start the Quizlet flashcards, guiding the class in repeating each word. https://quizlet.com/4090504/french-food-adjectives-flash-cards/ • Hand out the French food adjectives list and have students “Écoutez et répète” (listen and repeat) as you go through the list. 	<ul style="list-style-type: none"> • Students raise their hand if they have a contribution of a connection/familiar French word that they noticed. Students share when called upon. • Students listen to instructions. • Students ask any clarifying questions they have. • With their seat partner, students begin inquiry as directed using either the classroom Chrome Books or the Bilingual cereal box printouts. • Students share from their inquiry when called upon. • Students are listening to instructions • Students listen to the French food adjectives and repeat each one • Students listen and repeat as they see the words on the list and hear the words spoken. 	<p>2 min.</p> <p>2 min.</p> <p>5 min.</p> <p>2 min.</p> <p>3 min.</p> <p>2 min.</p>

<ul style="list-style-type: none"> • Introduce the commercial script with this sample: Bonjour! Je m'appelle <u>Madame Green</u>. Voici <u>Chex céréale</u>. Moi, j'aime <u>Chex céréale</u>. C'est <u>croquant, savoureux, et sain</u>. Au revoir! • Review the script together as a class, inviting students to share what they heard line by line. Bonjour! (Hello) Je m'appelle _____ . (my name is) Voici _____ . (Here is) Moi, j'aime _____ . (I like) C'est _____ . (It is / It's) Au revoir! (Good bye) <ul style="list-style-type: none"> • Tell students they will create their own commercial with one type of cereal and up to three describing words, when the chime is rung they will share their commercial verbally with three different classmates, clarifying the adjectives you are hearing and speaking to one another. Make note of the adjectives you learn. • Ask students to repeat the instructions back while seeking clarification about available resources and the outlined task. Commercials can be accurate or less so. Creativity is welcome! • Student work period; teacher circulates the classroom. • Ring the chime after 7 minutes, or when it appears that students have completed their script • Invite students to share their commercial with at least three others in the classroom, provide 5 minutes or until the room is ready for a transition. Teacher will circulate the classroom and speak to five students to ask them to share with the class when we gather back together. • Ring the chime and invite students to go back to their seats. • Have the five presenting students share their commercial script. 	<ul style="list-style-type: none"> • Students are listening • Students raise their hand to contribute • Students are listening • Students raise their hand if they can repeat back the instructions • Students work on their commercial script • Students stop and listen • Students share with classmates • Students stop and then go take their seats • Students are listening 	<p>2 min.</p> <p>2 min.</p> <p>7 min.</p> <p>5 min</p> <p>2 min.</p>
<p>Closure:</p> <ul style="list-style-type: none"> • Have students write on a sticky note one new adjective they learned today and to create a new cereal name – these will be used next class when students create their own cereal and video commercial/Instagram advertisement post. Sticky notes can be placed on the “ticket out” bulletin board when you are finished and hand 	<ul style="list-style-type: none"> • Students write on sticky notes and place them on the “ticket out” board while also handing in their “script” into the classroom “inbox” by the bulletin board. 	<p>3 min.</p>

<p>their “script” into the “inbox” by the bulletin board.</p> <ul style="list-style-type: none"> • Thank the students for their engagement in today's lesson. 		
--	--	--

Organizational Strategies:

- Sticky notes are handed out on student desks/work areas when the teacher is circulating the class during commercial sharing with peers
- A list of adjectives is printed and ready to be handed out
- Popsicle sticks with student names for calling upon students
- Chime is used to gather students’ attention
- Use of technology for showing and teaching
- Bilingual cereal box printouts are on the central table for student access

Proactive, Positive Classroom Learning Environment Strategies:

- Classroom routines that are already in place will be continued and expected through this lesson.
- Teacher will move around the room and provide encouragement and support to student
- Expectations around behaviour will be made clear before and during the lesson, tapping into regularly known classroom expectations
- Challenges will be dealt with in a respectful manner and not publically wherever possible
- Teacher will spend more time near students who are distracting one another or off task and provide ongoing support, if necessary students who are distracting each other will be moved to different work areas

Extensions:

This is a great lesson to be extended. In a next lesson have students create their own cereal brand and commercial script following the outline they learned in this lesson. Students create an image of their cereal box, video themselves advertising using their prepared script, and/or create an “Instagram post” advertisement of their cereal. Add further teaching and learning around terminology and advertising to extend the “script” even further. This can easily become an activity where students are working with a partner to develop their script and the two students engage in conversation back and forth with one another as the advertisement.

Reflections (if necessary, continue on separate sheet):

To be completed after the lesson has been taught.