

Lesson Sequence – Core French 6

Food (likes and dislikes)

SWBAT : Students will be able to

<i>Lesson Objectives</i>	<i>Lesson Activities</i>	<i>Resources</i>	<i>IRP Links</i>
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • identify common foods • indicate preferences for common foods • ask questions about likes and dislikes 	<ol style="list-style-type: none"> 1. Calendar warm-up 2. Introduce foods on flashcards; students will repeat names & will check off on their sheet “J’aime beaucoup, J’aime or Je n’aime pas” depending on preferences 3. Intro questions needed; in pairs, students will ask each other whether they like certain foods and respond according to the checklist; they will then share one item with the class 	<ul style="list-style-type: none"> • See website below • flashcards • activity sheets 	<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • ask and respond to simple questions • communicate likes, dislikes, wants and needs • express acquired information in oral and visual forms
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • discover the food preferences of classmates • create conclusions about the most popular foods • present findings to the class 	<ol style="list-style-type: none"> 1. Calendar warm-up 2. Intro activity; review questions/answer format 3. Students will fill out a survey of class likes/dislikes 4. Share answers in groups (most people like etc); share answers with class 5. As hwk, ask students to bring in pictures of foods (drawn or from magazines etc) they like or dislike for the project the following week (~3 of each) 	<ul style="list-style-type: none"> • flashcards • surveys 	<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • ask and respond to simple questions • communicate likes, dislikes, wants and needs • express acquired information in oral and visual forms
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • identify foods found in the text • answer specific questions about likes and dislikes • collaborate to create a pizza that everyone in their group would like 	<ol style="list-style-type: none"> 1. Calendar warm-up 2. Read text about food preferences as a class; answer questions about the text; review answers 3. Read “Moi, j’adore la pizza” 4. In groups, come up with a pizza that includes toppings that everyone likes; draw and label the pizza; present pizza to the class using format provided (On aime... les champignons, les ananans etc) 	<ul style="list-style-type: none"> • food text & questions • <i>Moi, j’adore la pizza</i> (Imagination, Pearson) • Flashcards of pizza toppings 	<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • communicate likes, dislikes, wants and needs • express acquired information in oral and visual forms
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • identify three likes and dislikes • present their preferences in a booklet format following guidelines 	<ol style="list-style-type: none"> 1. Calendar warm-up 2. Prepare booklet of likes and dislikes (J’aime... mais je n’aime pas...); include pictures of each item 3. Present booklet to groups 4. Hand in booklet for marking 	<ul style="list-style-type: none"> • advertisements with food pictures • Magazine pictures 	<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • communicate likes, dislikes, wants and needs • express acquired information in oral and visual forms

Lesson Sequence - Grammar

Compound Words & Sentences

SWBAT : Students will be able to

<i>Lesson Objectives</i>	<i>Lesson Activities</i>	<i>Resources</i>	<i>IRP Links</i>
<p>SWBAT</p> <ul style="list-style-type: none"> • identify common compound words • differentiate between compound subjects and compound predicates 	<ol style="list-style-type: none"> 1. Introduce compound words 2. As a class, create a list of compound words that they know 3. Introduce compound subjects and predicates; as a class identify them in several sentences 4. Complete exercises D & E (p.36) in the workbook 	<ul style="list-style-type: none"> • Communicating Skills Workbook p. 35 	<p>SWBAT</p> <ul style="list-style-type: none"> • use a variety of sentences in their written work • use correct capitalization and basic punctuation consistently
<p>SWBAT</p> <ul style="list-style-type: none"> • join sentences by adding compound subjects or predicates 	<ol style="list-style-type: none"> 1. Mark exercises D & E 2. Explain how to combine sentences using compound subjects or predicates 3. As a class, complete a few examples 4. Complete exercise B (p. 38) in the workbook 	<ul style="list-style-type: none"> • Communicating Skills Workbook p. 38 	<p>SWBAT</p> <ul style="list-style-type: none"> • use a variety of sentences in their written work • use correct capitalization and basic punctuation consistently

Lesson Sequence - Art

Andy Warhol Endangered Species

SWBAT : Students will be able to

<i>Lesson Objectives</i>	<i>Lesson Activities</i>	<i>Resources</i>	<i>IRP Links</i>
<p>SWBAT</p> <ul style="list-style-type: none"> • Identify painting characteristics in Andy Warhol's Endangered Species collection • Draw an outline of an animal and choose contrasting colours for painting 	<ol style="list-style-type: none"> 1. Introduce Andy Warhol's Endangered Species paintings; as a class, identify characteristics that are common in each picture 2. Students will look at a variety of magazine, books and calendar pictures to get ideas for their picture 3. Students will draw a rough and good copy of their chosen animal 	<ul style="list-style-type: none"> • See below for websites • I will be looking for books from the library for display pictures, and will list them once found 	<p>SWBAT</p> <ul style="list-style-type: none"> • draft ideas for images using feelings, observation, memory, and imagination • make 2-D and 3-D images: <ul style="list-style-type: none"> - using a variety of design strategies, including selection - in various styles
<p>SWBAT</p> <ul style="list-style-type: none"> • Paint four copies of their animals in different and contrasting colours 	<ol style="list-style-type: none"> 1. Review criteria for the painting; review contrasting colours 2. I will hand back their photocopied pictures (so that they have four of the same picture) 3. Students will paint their four pictures in different colours; when dry, they will outline where necessary in black 4. Students do self evaluation. 	<ul style="list-style-type: none"> • Same as above 	<p>SWBAT</p> <ul style="list-style-type: none"> • draft ideas for images using feelings, observation, memory, and imagination • make 2-D, 3-D images: <ul style="list-style-type: none"> - using a variety of design strategies, - in various styles

<http://www.princetonol.com/groups/iad/lessons/elem/denise-warhol.htm>

http://www.warhol.org/education/elementary_lessons.html

Lesson Sequence – PE Games

SWBAT : Students will be able to

<i>Lesson Objectives</i>	<i>Lesson Activities</i>	<i>Resources</i>	<i>IRP Links</i>
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • use problem solving skills to complete challenges • work cooperatively to complete challenges 	<ol style="list-style-type: none"> 1. Warm Up (tag or other short game) 2. Great Divide – start with pairs; students must stand side by side with their inside feet touching; they must cross to the other side of the gym without their feet coming apart; then try groups of 4 3. Cooperative Relay – using hula hoops, bean bags, and a blindfold; 1st person directs 2nd person with words only to a hula hoop; person 2 must bend down and pick up bean bag while 1st person hulas 2 times; 1st person directs 2nd back to team and 2nd person hands beanbag to team member; sits at back of line and passes blindfold to next person 4. Human Knot & wrap up 	<ul style="list-style-type: none"> • see website below 	<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • select and combine locomotor and non-locomotor skills when creating and participating in game activities • demonstrate body and space awareness when performing game activities
<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • actively participate in activities • throw underhand to hit a target • pay attention to game play to get back into the game 	<ol style="list-style-type: none"> 1. Warm up 2. Three’s company tag game 3. Skittles; one skittle for each student; four students are on the sidelines; students throw beanbags underhand and try to knock over other skittles; when one is knocked over, that person leaves the game and one person from the sidelines goes in to that place 4. Concluding activity 		<p><i>SWBAT</i></p> <ul style="list-style-type: none"> • select and combine locomotor and non-locomotor skills when creating and participating in game activities • demonstrate body and space awareness when performing game activities

<http://mrgym.com/Cooperatives/Crossing.htm>