

French: Dans une île 5/6

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 islands identify tropical island features and where items are located identify 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 map express 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

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. 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. 	<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 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 • Identify the cardinal directions in the class 	<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 word cards there. 4. Exploramis chant about a tropical island: Identify words in the song that they know and cognates; chant song 	<ul style="list-style-type: none"> • Cd player • Flashcards 107-112 • Fiche de base 117 • Word cards • 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 	<ol style="list-style-type: none"> 1. Le Calendrier - group 2. Exploramis Chant (with directions); chant the song –students face the correct direction (set up flashcards ahead of time). 3. Writing a letter to your class: Students work in groups to 	<ul style="list-style-type: none"> • Magazine 100-101 • Fiche de base 118 • Chart paper letter text

	describing what is on the island	write a letter to the class, draw photos and address the envelope; exchange with another group and read letters 4. Agadou	<ul style="list-style-type: none"> 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 	<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 Vocabulary work: Brief written group activity. 	<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 : 	<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: Follow up worksheet – fiche de base. 	<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"> Le Calendrier – individual Quiz –students have a list of the answers - I ask questions about where items located on island. Sing a song about island discoveries. Creating a new song about island discoveries: 	<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 	<ol style="list-style-type: none"> Time for students to practise song before presenting Presenting songs to the class: Students complete “Mais qu’est-ce qu’il y a” sheet; correct it. Sing 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"> Le Calendrier – individual Song about island discoveries. Identifying islands – En avion!: Students listen and complete a worksheet; correct activity Cherchons la hutte: Model playing the boardgame in text, 	<ul style="list-style-type: none"> Cd track 10 Plus 50 Magazine 108-109 Plus 51 Number cubes

		Students play the game in small groups.	<ul style="list-style-type: none"> • Game markers
11	SWBAT: <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: Tahiti (in Visages text). 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	SWBAT : <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. Correct worksheet from previous class. 2. Song about island discoveries. 3. Explain final project to the class; develop criteria for map and oral presentation as a class. 4. Students complete “Des phrases, s’il te plait” to prepare for presentation. 	<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. Possible topics: la gastronomie, les sites touristiques...). They will include these items on their map. 	<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 practise 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