****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

|  |  |
| --- | --- |
| **Name:** | **Brivee Mueller** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | Kindergarten \*Note: even though this lesson is geared for Kindergarten, it can be adapted for any primary grade.  | **Topic** | French and Arts Education: Learning the French Words for Colors through Class Activity.  |  |
| **Date** | July 22nd, 2021 | **Allotted Time** | 45min.  |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/arts-education/K/core><https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/k/core>Learn the Colours in French - Song for Children (and adults): <https://www.youtube.com/watch?v=237k2uxs2gw>.  |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

|  |
| --- |
| Even though it is not until the grade 5 curriculum when French is formally introduced into the BC curriculum, learning vocabulary and language before then can help student’s success and aid with student readiness for their future. By teaching French at an early age like Kindergarten, it helps the students grasp and become familiar with the language, so they have a greater level of comfortability and knowledge in the upcoming years. Teaching French, or any other language can also promote diversity and support other language learners by fostering understanding between students. This lesson will introduce students to the French vocabulary for the various colors that they have already learned at this point in their educational journey. This learning is relevant for these students because learning the different colors is already in the Kindergarten curriculum so this lesson will expand on their existing knowledge in a fun and meaningful way. Please note that at the time this lesson would be carried out, the students would be able to recognize all of the colors mentioned in this lesson so that the new learning would only be the new French terms.  |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

|  |  |  |
| --- | --- | --- |
| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
 |
|  | **Critical and Reflective Thinking:** * **“I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.”**
* **At this point, the students have learned and are familiar with the English words for the colors. For this lesson, they will be using their previous knowledge to connect their new French vocabulary learning.**
 |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experimental and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  | **In this lesson the students will be expanding and building on their existing knowledge to learn new French vocabulary words.** **Students will have to be reflective and connect the knowledge they have learned in the past to this new learning experience.** **Students will also have to focus on their classroom relationships in order to support and respect one another as they learn a new language vocabulary together.**  |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

|  |
| --- |
| ***Understand***Big Idea(s):Français langue première K:Images and written words convey meaning.Arts Education: Engagement in the arts creates opportunities for inquiry through purposeful play. *Essential or Guiding Question(s):*How can I use my existing knowledge to help me learn a new language vocabulary?  |
| ***Do***Curricular Competencies (Learning Standards):Français langue première K:Recognize and manipulate phonological unitsArts Education: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts (specifically visual arts characteristics).  |
| ***Know***Content (Learning Standards):Français langue première K:Phonological awareness: words, syllables and phonemes Arts Education: Elements in the arts: colors |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

During this language introduction lesson, the teacher will be checking for understanding by watching student engagement, attention and participation. Students will be active agents in their learning during this lesson and will get the chance to try out the new French vocabulary. The student’s engagement in the lesson, discussion and activity will help show the teacher the student’s level of understanding. The teacher will pay attention and check up on the students that are quieter and might not voice their questions or comments during the class discussion.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

At the end of the lessons, the students will do a scavenger hunt around the classroom to find an item that is their favorite color and return to the circle carpet. In this closure activity, the students will each have a chance to try both the English and the French word for their item they have chosen. The teacher will be able to use this activity to gage the student’s level of understanding and comfortability with this new French vocabulary.

|  |  |
| --- | --- |
| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | I can remember and identify the names for each of the colors in English. I can connect my previous knowledge to the French vocabulary. I can recognize the French words for colors and find objects of various colors in the classroom.  |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students are listening and engaged in the language lesson. Students ask questions to deepen their understanding and make sense of the learning. Students can respect and support their classmates during this new learning experience.  |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | Students are using their prior knowledge to make sense of the new vocabulary they are learning. Students are practicing the new French words pronouncing. Students are connecting the colors to their French names in class activities.  |

**Planning for Diversity:**

|  |
| --- |
| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doStudents can listen to the class lesson. Students can watch the French color video and try to say the French pronunciation with the class. With help or guidance, the students can participate in the group activities. Students might need to be paired with other students to have support during these activities. Access/All | Students can doStudents can listen and participate during the lesson and group discussion. During group and independent activities, the students can try the work by themselves first before asking for help. Students can answer the teachers prompts. Most | Students could do/try toStudents can make connections between the similarities and differences between the French and English color names or pronunciation. Students can help their peers with the pronunciation and vocabulary work during group and independent times. Students are challenges to use both the French and English color names throughout activities. Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

|  |
| --- |
| Color cards – with French and English names and sample of color Smartboard and laptop to show the color song on YouTube Classroom items as examples and manipulatives  |

**Organizational/Management Strategies:** *(anything special to consider?)*

|  |
| --- |
| Management Strategies: * For students with behavioral needs: because the majority of the lesson will take place in group discussions at the carpet area, remind the students of the expectations for being at the carpet. Students who might have trouble with these rules might need to be seated near the teacher and away from their peers they might struggle to pay attention with.
* If there are students with movement needs due to ADHD or students who have some difficulty with self-regulation and might need access to their ‘regulation bin’ with objects they can fiddle with in order to listen. They know the rules with these items, but I will pay attention to the students and their usage throughout the lesson.
* Students will be reminded at the beginning of the lesson of a few of the classroom rules as today we are learning and trying something new so we might make mistakes and that’s okay, but we need to be kind and respectful to our classmates when we take these risks and try new things.

Organizational Strategies: * Due to the fact that this is a lot of information that they students will be processing here, make sure to use the various activities as chances to incorporate movement so that the students are not just sitting and can give their brains a rest by making the learning fun and engaging.
* To make the learning accessible to all students, the teacher will show the students the colors in French video so that the students can hear and see both the colors and the French spelling to help familiarize the students with these vocabulary words.
* On the back of the color cards, have the pronunciation written out for teacher fluency when modelling the language.
* As the lesson progresses, the teacher will implement a gradual release of responsibility where the students will gain independence to increase both their knowledge and confidence with this new learning.
 |

**Lesson Development:**

|  |  |
| --- | --- |
|  |  |
| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.***Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice***Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?***Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** **Color Review [Connect]:** At the beginning of the lesson, get the students to gather at the carpet area in a circle so that the teacher can see each student. When the students find a place and are settled, let the students know we will be learning more about colors today, so we are going to review what we know about colors. For this review activity – first show them a sample of a color and get them to raise their hands to say which color it is. Ask the rest of the class if they agree so everyone gets to participate. After reviewing the basic colors they know (red, blue, yellow, green, orange, purple, white, black, grey, pink] do a mini ‘Simon says’ game where you show them a card with the English color name, say the name and if the students are wearing it, the teacher will say either: * Stand up
* Touch your nose
* Clap your hands
* Wiggle your fingers
* Turn around

**French Color Name Introduction and Video [Process]:** Once it is clear the students are experts with their colors, explain that today we are learning the French names for the colors we know. Get out the cards that have the color, the English and French name. For this lesson the teacher will model the pronunciation for the students and then ask that we can all say it together. During this activity the teacher will exaggerate the pronunciation so that it can be clear for the students on how to say these new words. Once the teacher and students have gone through the pronunciation for each color, then the teacher will get the students to face the smartboard and watch the color song which shows a visual of the color, the word itself and also the pronunciation in a fun song. During this activity, the teacher will sing along and encourage the students to do the same. It is important for the students to try the new words out and in this setting, no one is singled out and everyone is doing it together. **What Colors Are We Wearing – A Mini Game [Transform]:** After the video, the teacher will get the students to turn and face the teacher at the front (if they are not already). The teacher will explain that we are now going to play the color ‘Simon says’ game that we played in the introduction of the lesson but with the French colors. For this game, the students will start by playing the same game as before, but the teacher will slow down and allow more wait time as this content will be newer for the students. During this activity the wait time will also allow the students to learn from one another as students who might catch on quicker can model for their peers. Throughout the game, the teacher will continue to reference the poster with the French and English and the color samples to help the students. To help students that need support, the teacher will give hints like “make sure you check the color of our socks” “what color are your socks” and when they respond in English then the teacher will use the French name to help them make the connection between the two languages. **A Color Scavenger Hunt and Closure:** For this closure activity, the students will get to go on a scavenger hunt around the classroom to find something that is their favorite color. The teacher will explain that once you find your item, then find a spot on the carpet in a circle and we will share out the item and its color in both French and English. For this activity, there is a few rules: * The students need to choose something that they are able to grab and isn’t too big
* This is a quick activity so don’t be too picky about which item you are grabbing
* Whatever you grab has to go back in its place when you are done.

After the instructions, the teacher will put up a poster with all the colors and their French names on them so that the students have a visual aid for this activity that they can reference. The students will be given a few minutes to go find their item with their favorite color and return to the circle. Throughout this time the teacher will give updates on how much time the students have left so they can pace themselves. After doing a 10 second count down, all of the students should be sitting at the carpet in a circle like instructed. Once everyone is listening, the teacher will use an item she has chosen to model the expectations for the share-out (show them the item, say both the French and English pronunciation). Explain the students that the teacher wants them to at least try the French name. for each student the teacher will help them and guide them to the poster and show and pronounce the French word. Students can either try it by themselves or with the teacher depending on their comfort level. During this activity share-out, the teacher will be monitoring which students are catching on to these new vocabulary words and which ones need more support. This information will help determine future lessons. When everyone has shared out, the teacher will thank everyone for trying something new and being respectful for one another during this lesson. The teacher will gradually dismiss the students to go put their items away based on who was a good listener, respectful and helpful during this lesson to encourage respectful behavior in future lessons.  | **Students will** Students will come and sit crisscross apple sauce on the carpet area. Students will listen to the teacher’s instructions and participate in class discussion when prompted.Throughout the review, some students will need to self-regulate, stand up, get one of their fidgeters. Teacher will watch students and make sure that they are using them for their intended purposes and staying on task. Students can use their sign language signals to show their thinking. (if they agree or if they have a connection). Students can raise their hands to share their thoughts and try not to call out. During the short game, the students can make connections between what they are wearing and the colors and participate by following the instruction given to them. Students can once again find a spot on the carpet and listen/ respond to what the teacher is telling them. Students can use the cards as visuals to help them learn this new vocabulary.Students can try these new words as a class with the teacher to familiarized themselves with the new words. When watching the video, the students can see the new terms in another context. They can sing along and continue to learn the new language. Students can listen to one another and use their modeling to help them learn if the students are less confident with the material. Students can listen to the teacher’s instructions and participate in the familiar game. Students can use the wait time to process these new terms. Students can watch the teacher and their peers to help them learn these new words together. Students will also get up and move during this game to get some movement in this learning activity. Students who are struggling can use the teacher’s prompts and gestures to help them.Students can listen to the teacher’s instructions and ask questions if they need clarity. When students are dismissed, the students will listen to the teachers rules and find an object within the time frame that has been set. When back on the carpet, the students will listen to one another and use them as another way to learn the new vocabulary. Students will model their own share out after the teacher’s first example. As the students are dismissed, they will go and put their items back where they got is so nothing is left on the floor or out of place.  | 5min. 15min. 10min. 15min.  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

|  |
| --- |
| Now that the students have learned the French color names, this language can be casual introduced to other lessons and subjects as a way to challenge and familiarize the students with this language/ vocabulary. Another adaptation depending on the class and grade would be introducing a few words at a time to increase comfortability without overwhelming the students.  |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**