

Second Language Lesson Plan

UNBC - School of Education

EDUC 351 - Curriculum & Instruction: Second Language

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Quelle heure est-il, M. Loup? Core French 5



Plan de cours

NAME

Mrs. S. McManus

DATE

Fall 2022

SUBJECT / GRADE

Core French 5

TITLE OF LESSON

Quelle heure est-il, M. Loup?

DURATION / TIME

1 hour block

LESSON SUMMARY

Students will be introduced to the numbers one (un) through twelve (douze) through the classic children's game: What Time is it, Mr. Wolf? (Quelle heure est-il, M. Loup?).

Students will begin to make connections and learn new second-language vocabulary based on their prior knowledge of a fun game. Students will start to build their oral fluency and listening, as well as have vocabulary word reading exposure during this introductory skill-building lesson.

CORE FRENCH 5 BIG IDEA

Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures.

CORE FRENCH 5 CONTENT

Common, high-frequency vocabulary and sentence structures for communicating meaning:

- common questions (Example: Quel...?)
- simple descriptions (using descriptive words, such as numbers)



CORE FRENCH 5 CURRICULAR COMPETENCIES

Thinking and communicating

- Comprehend key information in slow, clear speech and other simple texts
- Respond to simple commands and instructions
- Participate, with support, in simple interactions involving everyday situations



CROSS-CURRICULAR CONNECTIONS

PHYSICAL AND HEALTH EDUCATION 5

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

MATHEMATICS 5

Applying concepts of time in real-life contexts

SOCIAL-EMOTIONAL LEARNING

BUILDING EXECUTIVE FUNCTION SKILLS

What time is it, Mr. Wolf requires students to pay attention, wait and responded quickly when instructions are given. Playing this game develops their attention skills and inhibition control.

COMMUNICATION



I can communicate my numbers one (un) through twelve (douze) in French.

I can ask "What time is it (Quelle heure est-il)" in French and understand it when someone asks me the same question.

THINKING

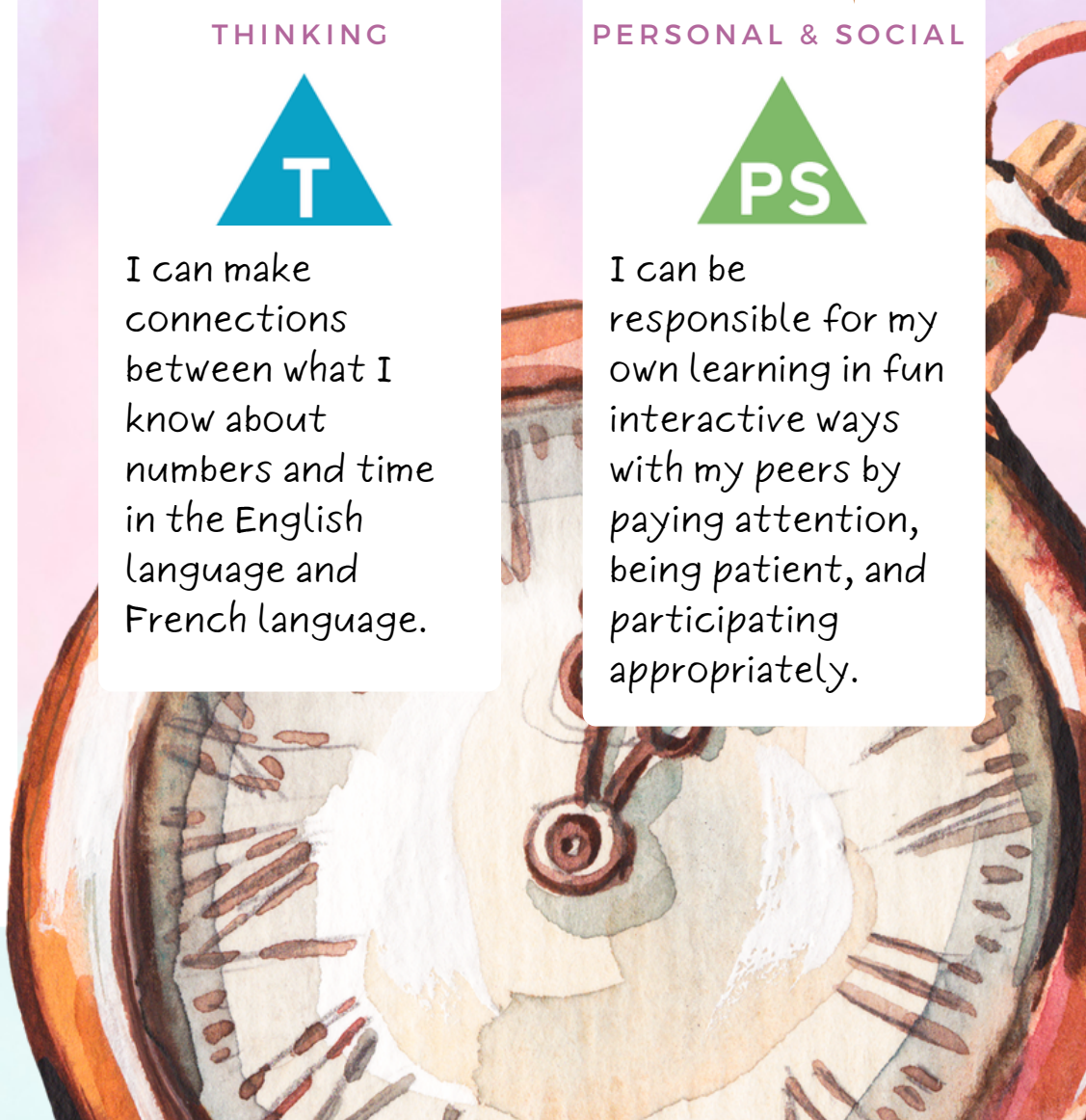


I can make connections between what I know about numbers and time in the English language and French language.

PERSONAL & SOCIAL



I can be responsible for my own learning in fun interactive ways with my peers by paying attention, being patient, and participating appropriately.





INDIGENOUS WORLDVIEWS

- If possible, teach this lesson and play the game outdoors.
- Remind students that learning a new language takes "patience and time" (FPPL).
- Allow students to engage in the playful make-believe character of the Wolf, emphasizing the grandeur of the actual animal rather than the Disney version of Little Red Riding Hood type stories. Suggest students act out traditional prey animals: deer, elk, moose, rabbit, birds...

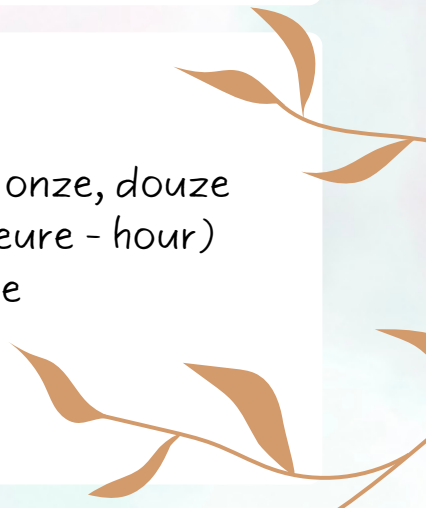
CLASSROOM REQUIREMENTS / SUPPLIES / EQUIPMENT

- Gymnasium or Outdoor Play Space
- Printed Set of Entry & Exit Ticket for each student (included)
- Printed Teacher Set of Number and Vocabulary Cue Cards (included)
- Printed Visual Cue Cards, if required
- Pencils for each student Tip: *Print Cards double-sided & laminate

ASSESSMENT

- As an introductory lesson to numbers in French, this lesson includes a simple entry ticket pre-assessment to help immediately gauge the knowledge base of the classroom's students regarding their French Language number sense; this will provide the teacher with feedback for instructional agility to help determine how much time to allot between vocabulary practice and gameplay.
- An identical exit slip will help guide the teacher in planning the next lesson to review numbers one (un) through twelve (douze), as well as provide evidence of learning for each student.

VOCABULAIRE FRANÇAIS CONVERSATIONNEL

- Numbers One through Twelve - les nombres un à douze
 - Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze
 - What time is it? Quelle heure est-il? (Quel - What, heure - hour)
 - Mr. Wolf - M. Loup (Monsieur) Alternate: Mademoiselle
 - It is ____ o'clock -> C'est ____ heures (**une heure)
 - est-il - is it, c'est - it is <--Note differentiation
 - Lunchtime - dîner (not din-ner, pronounced d-in-eh)
- 

Detailed Instructional Guide

• Part 1 - Entry Tickets

(~5 mins)

- These entry tickets will provide a low-risk, soft start to introducing numbers in Core French 5 for students.
- Provide the entry tickets and a pencil to each student as soon as the class arrives at its outdoor or gymnasium location.
- This simple matching exercise only requires instructions for students to write their names and to match the written french numeral to the corresponding number. Students should try this exercise but not stress as they may not have previous exposure to French numbers previously.
- Students should complete this task immediately and hand it back to you, the teacher, who should quickly glance-review it for the student's name and proficiency level to assess the background knowledge of the class.

• Part 2 - Opening the Lesson

(~5 mins)

- Sit in a circle/horseshoe formation. Thank the class for their vulnerability in trying something that might have been new for the entry ticket.
- Let the students know that they will play a game in today's lesson (but don't give away the name just yet).
- Discuss with students that in today's lesson, they will be developing their Core Competencies in the following ways, and therefore they should keep these goals in mind during the lesson:
 - *I can communicate my numbers one (un) through twelve (douze) in French.*
 - *I can ask "Quelle heure est-il" in French and understand it when someone asks me the same question.*
 - *I can make connections between what I know about in English and French on this topic.*
 - *I can be responsible for my own learning in fun, interactive ways with my peers by paying attention, being patient, and participating appropriately.*

• Part 3 (~15 mins)

- Vocabulaire des nombres

Using the Cue Cards provided, introduce the students to the number one (un) to twelve (douze) in sequence.

• Choral Vocabulary Exercise :

I say, we say, you say!

- Begin by showing the students the number side first, then say the numeral en français with slow, purposeful pronunciation.

- Next, flip the cue card and have the whole class repeat the numeral en français in with you

- Then, have the students repeat the numeral en français as a group.

(Monitor and encourage!)

[i.e., Cue Card "1". Teacher says, "un," Flip Card Class Says "un," Students Say "un."]

- Proceed through number 12.

- Shuffle the numbers and repeat the choral exercise. Try in different orders with increasing speed and decreasing choral repetitions—alternate between showing numbers and written numerals en français. Repetition is key. Move among the students to reinforce pronunciation.

• Partner Vocabulary Activity

Inside-Outside!

- Split the students into two equal groups. Have the first group stand in an "inside" circle and the second group surround them in an "outside" circle.

- With the two circles of students facing each other, spread out the 12 number cards to either the inside or the outside ring.

- Students take turns quizzing each other on the numerals en français before the cards are rotated to the left/right.

• Part 4 (~10mins)

- Vocabulaire des questions

The students should be eager to know and play the game by now. Reassure they have unlocked the first key to the game - counting to twelve in French! You may wish to let them guess the game.

Using the Cue Cards provided, introduce the students to the question, the possible responses, and all the vocabulary variations they will require to play.

• Similarly to the numerals, introduce

one word at a time, using the choral exercise of I say, we say, you say!

- Begin by showing 'le mot de

vocabulaire français' (the french vocabulary word) as you slowly pronounce the one word.

- Next, have the class say le mot de

vocabulaire français together with you.

- Then, allow the students to say the word without you.

- Lastly, show the students what they said in English to make the connection.

• Rather than repeating all of the words in a big row. Begin by pairing phrases:

- Quelle
- heure
- Quelle + heure
- est
- -il,
- est + -il,
- Quelle + heure + est + --il
- M. / Monsieur/ Mademoiselle
- Loup?
- Quelle heure est -il, M.Loup?

* Take a moment to celebrate learning!

- C'est
- Heures
- Heure
- Dîner!

Note: This is an essential lesson for students, as they will realize that learning a second language often is not a straightforward substitution of one word for another. C'est _____ heures - translates to It is _____ hours, not the expected English answer of It is _____ o'clock. Students need to differentiate between one hour versus multiple hours.

• Part 5 - Playing the Game

(~20 mins)

- One student is selected to be 'M.Loup.' This student will stand at one end of the play space (outdoor field/gym).
- 'M. Loup' is instructed to turn their back to the rest of the students.
- The remainder of the students are lined up at their 'home base', typically at the alternate end of the play space (i.e., touching the far wall/line of field). This is where students are SAFE from 'M.Loup.'
- The students will collectively call, "Quelle heure est-il, M. Loup?"
- 'M.Loup' will respond either one of two ways:
 - "Ç'est cing heures!" Inserting a random number between one (un) and twelve (douze).
 - The students will collectively pace the number of hours by choral chanting the number of steps to match 'M.Loup's' stated time. i.e.; une, deux, trois, quatre, cinq.
 - 'M.Loup' must keep their back turned away not to see the approaching group of students.
 - "Dîner," at which time 'M.Loup' will give chase to all students. 'M.Loup' tries to tag as many students as possible before they get back to their home base. Tagged students are to sit down where they were tagged until the next round.
- The goal of the students is to sneak up and be the first to softly touch 'M.Loup' before 'M.Loup' calls "Dîner." The next 'M.Loup' is either the first to make it to 'M.Loup' or the last student not tagged.
- To increase the level of physical activity, those who are tagged can join 'M.Loup' and help capture additional students until only one student is left to become the new 'M-Loup'; however, this speeds up each round.



Universally Designed:

The choral engagement of students during the explicit lesson in parts 2 & 3 of the lesson, as well as the repetitive chanting of steps, encourages students to speak as a group; this allows all students the opportunity to practice oral speaking in the second language without fear of being put on the spot as they build confidence.

Adaptation Options

- Students wear "flags" instead of touch tag.
- Peer Buddies/Partner Assist
- Change Pace/Modify Game Rules for Inclusion
- Visual Game Play Cards Included.

• Part 6 - Exit Tickets

(~5 mins)

- These exit tickets will provide a low-risk assessment of each student's first experience of learning numbers in Core French 5.
- Provide the exit tickets and a pencil to each student before the end of the block when it is time to return to the classroom location.
- This matching exercise slightly varies from the entry ticket. Students should require minimal instruction to write their names and to match the written french numeral to the corresponding number.
- Students should complete this task immediately and hand it back to the teacher at the door.
- The exit tickets can be used as formative feedback to help the teacher develop/modify the next class lesson on numbers in French.

Lesson Reflection

• Post Lesson

- Was I surprised by any information gathered from the entry tickets?
- Was my number vocabulary lesson effective? Did it reach the breadth of my students? Are there students that I need to connect with based on the exit tickets?
- Were there any students of note during the question, response and variations part of the lesson who may require extra support or compliments?
- Are any modifications necessary for the game to be played as a quick review?



1



2



une



deux

3



4



trois



quatre

5



6



cinq



six

7



8



sept



huit

9



10



neuf



dix

11



12



onze



douze

Quelle



heure

What



time

est



-il,

is



it,

M.

(Monsieur/Mademoiselle)



Loup?

Mr. / Miss



Wolf?

C'est



heures

It's



hours

heure



dîner

hour

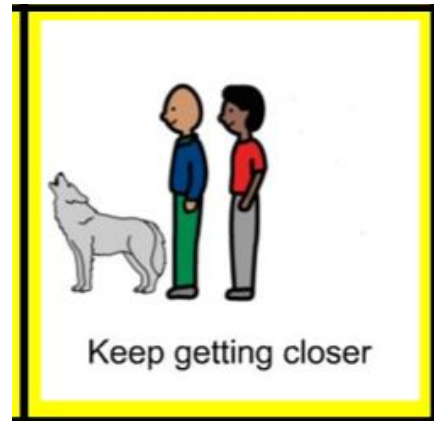


lunchtime

Visual Cue Cards for Game Play



**Quelle heure est-il,
M.Loup?**



**une - 1 deux - 2 trois - 3 quatre - 4 cinq - 5 six - 6
sept - 7 huit - 8 neuf - 9 dix - 10 onze - 11 douze - 12**



"Diner!"



Name: _____

1	2	3	4	5	6	7	8	9	10	11	12
douze	neuf	huit	dix	sept	onze	trois	six	cing	une	deux	quatre

**ENTRY
TICKET**

Name: _____

1	2	3	4	5	6	7	8	9	10	11	12
douze	cing	sept	deux	huit	onze	une	six	neuf	trois	dix	quatre

**EXIT
TICKET**

Formative Asssessment Slips

<https://curriculum.gov.bc.ca/curriculum/languages/5/core-french>



**THE WORLD IS BETTER
BECAUSE YOU ARE IN IT**

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