

LESSON PLAN: How to Count to 10 in French

Candidate's name: Madison Webb

Grade/Class/Subject:	Grade 5 Core French	School:	Imaginary Elementary
Date:	October 25, 2024	Allotted Time:	~20 minutes
Topic/Title:	How to Count to 10 – with a little song https://www.youtube.com/watch?v=76qsPzD1PTk		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This lesson is designed to introduce students to the numbers 1-10 in French. This lesson plan assumes that students are coming into the lesson with little to no experience with Core French. Introducing students to the numbers 1-10 will give them some tools to describe and explain things in French. If I were to use this lesson in my classroom, I would make it part of a daily "calendar" routine where we would practice things like counting, colours, days of the week, months of the year, the date, how to introduce yourself, etc.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking & Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communicating: In a safe and supported environment, I can respond meaningfully to communication from peers and adults (Profile 1).</p> <ul style="list-style-type: none"> Students will repeatedly practice the numbers 1-10 in French by following the prompts given by the teacher. <p>Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2).</p> <ul style="list-style-type: none"> Students will participate in whole group practice of numbers 1-10 in French. They will participate as a community of learners in cooperation with one another.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	<p>Students will learn to count to 10 in French in a whole group setting by rehearsing the vocabulary through a little song. Students will learn in a safe, positive, and encouraging environment that is focused on fostering their progress. Learning in this way is holistic and experiential. Learning a second language in this way helps to broaden</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>students' horizons and understanding of different cultures which ultimately supports the overall well-being of the community.</p> <p>This lesson introduces students to counting in French. All assessments for this lesson will be formative. If this lesson were delivered in a real elementary classroom, students would continue to practice this skill over the course of several sessions which would demonstrate that learning involves patience and time.</p>
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

This lesson pertains to the following Big Ideas:

- Listening and viewing with intent helps us begin to understand French.
- Both verbal and non-verbal cues contribute meaning in language.
- Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures.

Students will listen intently to the teacher and the song first, then they will be invited to repeat the words, and eventually sing along. Students will gain confidence in their understanding through this process. Step 1: Listen; Step 2: Repeat the words with the actions; Step 3: Sign along with the actions. The teacher will indicate each number by holding up the associated number of fingers which supports the Big Idea that verbal and non-verbal cues contribute to meaning.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Thinking & Communicating</p> <ul style="list-style-type: none"> ● Comprehend key information in slow, clear speech and other simple texts. ● Interpret non-verbal cues to increase comprehension. ● Respond to simple commands and instructions. 	<ul style="list-style-type: none"> ● Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> ○ Simple descriptions.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

During this lesson, all assessments will be formative. The teacher will make observations as the lesson takes place. The teacher will take note of student participation and pronunciation. Instead of calling out incorrect pronunciations in front of the whole group, the teacher will aim to repeat the proper pronunciations repeatedly so students have the opportunity to hear them multiple times.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

This lesson will be delivered in a warm, supportive, positive environment centred on celebrating student participation and progress. Learning French as a second language requires students to be a bit vulnerable and attempt new skills. They may hesitate to participate fully if they feel unsure about the environment. My classroom would be a place that acknowledges effort and encourages students to do their best through positive praise and recognition.

This lesson prioritizes repeated practice and repeated exposure to the correct pronunciation of French vocabulary as opposed to public corrections.

Students with limited verbal ability will sit and/or stand with their peers during this lesson. They will be encouraged to watch and listen, participate in the actions, and attempt whatever level of verbal participation they can. Their peers will be expected to treat them with respect and dignity.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Materials & Preparation Needed:

- An area where students can sit and stand comfortably and follow along with the actions – ideally a carpet area, but desks would work as well.
- Access to the video “French 1 to 10 children’s song | Learn French for kids”:
<https://www.youtube.com/watch?v=76qsPzD1PTk>
- Colour cue cards

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>-Greet students warmly with “Good morning Grade 5!” They will respond with “Bonjour Miss Webb.”</p> <ul style="list-style-type: none"> • Explicitly teach students to do this so that it becomes a routine. <p>-Share today’s learning intentions.</p> <ul style="list-style-type: none"> • “Today, we will begin learning how to count in French! Today, we are going to learn the numbers 1-10 and we’ll use a little song to help us get there!” <p>-Invite students to come take a seat on the carpet.</p> <ul style="list-style-type: none"> • Release students from their desks by inviting students who are wearing certain colours to come and join us on the carpet. Use the French names for colours (eg. rouge, orange, jaune, vert, bleu, noir, gris, rose, blanc). <p>-Once all the students are settled onto the carpet, transition into instruction.</p>	<p>~2 minutes</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>-The teacher will play the song all the way through once. Use hand gestures to reinforce the numbers.</p> <ul style="list-style-type: none"> • Let students know that their task is to watch the video and listen closely. <p>-After the song ends, the teacher will count to ten without the song while using hand gestures.</p> <ul style="list-style-type: none"> • Use a strong, confident voice so that those at the back can hear easily. • Let students know that their task is to watch my hands and listen closely to the words I am saying. <p>-Then, students will be invited to speak or sing along with the song while following along with the hand gestures. The teacher will stand up at the front and reinforce the song with hand gestures again.</p> <p>-Next, the teacher will prompt students to stand up and sing along with the song while using hand gestures.</p> <ul style="list-style-type: none"> • Let students know that their task is to sing along enthusiastically to the best of their ability. <p>-The teacher will offer feedback based on students’ performance at this point.</p> <ul style="list-style-type: none"> • Provide positive praise, acknowledgement of solid effort, or formative corrections in the form of repeated pronunciation. 	<p>~10-15 minutes</p>

	<p>-Next, we will sing the song one more time. Students will remain standing.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>-Announce that we are coming to the end of our lesson and lead students in one final practice through the song.</p> <p>-Ask the class, "Who's feeling ready for a little challenge? Who thinks we can change up the speed of this song?"</p> <p>-If students are feeling ready, we will speed the song up and sing it for fun at 1.5x.</p> <p>-Students may find a spot anywhere in the front of the classroom so long as they can see the board. Demonstrate the actions again during this final practice.</p> <p>-Thank students for their participation and assure them that we will continue to practice this skill over the next several lessons.</p> <p style="text-align: center;"><i>Lead students in transitioning to the next activity.</i></p>	<p>~2-5 Minutes</p>

9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i> 	
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