

Title of Lesson: L'arbre est dans ses feuilles

Teachers: Jordan	Subject: French Language Arts
Grade: K-2	Date: February 12, 2013
Curriculum Outcome: <u>Possible French Outcomes:</u> Communication et langue: 3.1.6 Participe dans une variété d'activités interactives 3.1.8 Réagit à des textes de façon personnelle à l'aide de chants, de mimes, de dessins, d'art dramatique Culture: 3.2.1 Identifie certaines réalités par rapport à la culture francophone provinciale 3.2.3 Identifie des collectivités francophones de leur région Formation langagière générale: 3.3.1 Utilise divers indices pour reconnaître la signification de nouveaux mots, par exemple des suffixes et des préfixes 3.3.2 Utilise des indices textuels pour comprendre un texte, par exemple, le contexte ou la mise en page 3.3.3 Démonstre l'habileté de travailler au sein d'un groupe pour accomplir une tâche <u>Possible Music Outcomes for K-2:</u> GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression. GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.	

Class Objective:

Students will be exposed to the Acadian culture while simultaneously learning French vocabulary.

Time Required for this lesson:

This activity will take approximately 12 minutes to do with our classmates but in a real classroom would take a full class period of 30 minutes. We would expand on the Acadian culture in further lessons and return to the vocabulary throughout the year.

Materials/Resources:

Vocabulary visual cue cards

Guitar

Lyrics for each group

Short YouTube clip: <http://www.youtube.com/watch?v=15DOfHiMKs>

Methods /Structures:

This lesson begins as a full group activity, to learn the chorus.

We use the numbered cards method to sort students into eight groups for the singing portion.

Instructional Strategies/Procedure for the Class:*Engagement:*

1. YouTube video to engage class and demonstrate what they are going to learn

The Middle (teaching):

1. Teach the chorus to the class. This will be done in a repeat-after-me manner.
2. Class will divide into groups and will receive their vocabulary word/part of the song.
3. Teachers will circulate to ensure comprehension.
4. Once it has been established that all class members understand their part, class will reconvene for an explanation of the final production.
5. Teacher will explain that song will be sung in a repeat-after-me manner. Students each have a copy of the lyrics to ensure participation.

Explanation:

*Singing simple songs helps develop a vocabulary in French language and through repetition allows students to remember words and what they mean.

The End:

1. The final product of this lesson is the performance of the song that the students learned throughout this portion.
2. We conclude by discussing the importance of French culture within the classroom, which leads into the final part of our presentation (Brittany and Chelsea).