

**Title of Lesson:** “Le Petit Poisson”

<b>Teacher:</b> Jordan Smith	<b>Subject:</b> French Language Arts
<b>Grade:</b> K-2	<b>Date:</b> February 12, 2013
<b>Curriculum Outcome:</b>  <u>Possible French Outcomes (K-2):</u>  1.3.1 Utilise divers indices pour reconnaître et comprendre des mots  1.1.8 Réagir à de textes simples de façon personnelle à l’aide chants, de mimes, de dessins, d’art dramatique  <u>Possible Music Outcomes (K-2):</u>  K.6.1 respond through movement to simple melodies with emphasis on beat, tempo and dynamics  1.6.1 Respond through movement to simple melodies, with emphasis on high/low, same/different beat/rhythm  1.6.2 Describe same/different, long/short  2.2.2 Improvise simple melodic and rhythmic ostinato accompaniments  2.2.3 Use movement to enhance their music-making	
<b>Class Objective:</b>  Classmates will learn how they can use a simple song in a core French classroom to enhance learning of vocabulary and comprehension, as well as to allow students to react and move to music.	
<b>Time Required for this lesson:</b>  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.	
<b>Materials/Resources:</b> “Petit Poisson” –song/book	
<b>Methods /Structures:</b>	

This lesson is going to be done as a whole group activity. Student will place their chairs in a large circle so that everyone will be able to see the book and everyone's actions to the song.

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

#### *Engagement:*

1. Briefly talk about French and music curriculum outcomes in the K-2 grades
2. Introduce "Petit Poisson" book
3. Teach the song briefly to the class using the book

#### *The Middle:*

1. Use the book to sing the song and initiate an understanding of the vocabulary in the song.
2. Have students discuss what happens in the story
3. Ask students to describe the fish swimming. What do they think the fish swimming would look and sound like (they can act it out). Would it be loud or soft? Fast or slow?
4. Do the same thing with the other three animals in the story (what would they look and sound like).
5. Discuss what other actions or expressions might be found in the song.
6. Divide students into groups give each of them one of the animals from the song. As a whole group make a large circle everyone on the outside of the circle will sing the song and when it comes to the part of the song where your animal is called you will move into the center of the circle and perform the action that the animal would do (can also have students in the outside circle clapping a steady beat at they sing).

#### *Explanation:*

\*Singing simple songs helps develop a vocabulary in French language, and through repetition, allows a student to remember words and what they mean. It works in literacy and creates understanding the meaning of a song or text as well. By discussing the types of words and movements and emotions associated with those words, students will develop more knowledge about the subject and about the language.

#### *The End:*

1. Briefly explain a second activity that you could have done with this book:

Using the idea of the ostinato or repeating patterns (What repeats in this song? Is there a pattern? ) You can also talk about the rhythm of the song and then incorporate this into a writing piece. The children could choose their own animals and see if they can recreate a song that matches the same rhythm / formats of the song. Or they could write their own piece that would incorporate a new ostinato (other than the "gloup gloup gloup" ostinato

from this song). They could write it down and make their own book like the one we have.