** LESSON PLAN (2024)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Grade 5/French | School: | Imaginary Elementary School |
| Date: | Oct 25, 2024 | Allotted Time: | 45 minutes |
| Topic/Title: | Colors in French |

1. **LESSON ORIENTATION**

**Key resources:** Instructional Design Map

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| *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 to instruct students learn the French words for basic colors. It also allows students to use colors in simple sentences or phrases, for example, "C'est bleu." or "La fleur est rouge." |

1. **CORE COMPETENCIES**

**Key resources:** https://curriculum.gov.bc.ca/competencies

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| **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.* |
|  X COMMUNICATION – Communicating X COMMUNICATION – Collaborating  O THINKING – Creative Thinking X THINKING – Critical Thinking X THINKING – Reflective Thinking X PERSONAL AND SOCIAL – Personal Awareness and Responsibility O PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  O PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**: Students will practice listening respectfully as the teacher is introducing the colours. They will also practice their communication and collaboration skills as they discuss and work together in their group activity (matching colours and French colour words). They will be able to communicate their learning by using new words.* Communicating: In familiar settings, I communicate with peers and adults (Profile 2).
* Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2).

**Thinking**: Students will practice their critical and reflectivethinking skills as they are asked to look for things that have the target colours. Students will be asked to make connections with their preference of colours.* Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2).

**Personal and Social**: Students will practice being respectful as they listen and share their favourite colour as well as working together. They will develop their understanding about the connection betwen personal behaviour and well-being, learning to be responsible to themselves. |
|  | * Personal Awareness and Responsibility: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2).
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1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  O Learning involves recognizing the consequences of one's actions. O Learning involves generational roles and responsibilities. O Learning recognizes the role of Indigenous knowledge. X Learning is embedded in memory, history, and story. X Learning involves patience and time.  X Learning requires exploration of one's identity. O Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * Through the group work and the colour hunt activity, students will practice their communication skills, contributing to their holistic development.
* When working with their teacher and peers during learning activities, students learn how to collaborate to achieve a goal. This will develop a sense of community and belonging within students.
* When learning colours in French, students can reflect on their favourite colour and their own cultural background and how color is perceived in different languages. They can explore how the colors they use or learn in French may have some meanings in their own culture and Indigenous perspectives. It helps reinforce the exploration of their identity.
* The process of learning colors in French is not rushed. Teachers can encourage students to take time to understand and use colors in context, and to apply them meaningfully.
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1. **BIG IDEAS**

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

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| * Listening and viewing with intent helps us begin to understand French.
* With simple French, we can describe ourselves and our interests.
* Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures.

This lesson is designed to teach students the French words for basic colors. It also gives them the opportunity to use colors in simple sentences or phrases to express their colour preferences, which help students develop their listening and speaking skills. |

1. **LEARNING STANDARDS/INTENTIONS**

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

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| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| **Thinking and communicating*** Comprehend key information in slow, clear speech and other simple texts
* Use various strategies to support communication
* Participate, with support, in simple interactions involving everyday situations
* Express themselves and comprehend others through various modes of presentation

**Personal and social awareness*** Demonstrate awareness of connections between First Peoples communities and the French language
 | *Students are expected to know the following:** common, high-frequency vocabulary and sentence structures for communicating meaning:
* common questions
* greetings and introductions
* basic information about themselves and others
* likes, dislikes, preferences, and interests
* simple descriptions
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1. **ASSESSMENT PLAN**

**Key resources:** Instructional Design Map andhttps://curriculum.gov.bc.ca/classroom-assessment

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| *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* ***observation****s, 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?* |
| **Formative Assessment*** Observe students’ participation in the activities (colour hunt, colouring sheet, sentence building).
* Evaluate their ability to match and use colours correctly during independent and group practice.
* Review their exit slip or homework to assess their understanding of the colour vocabulary and basic sentence structure.
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1. **DESIGN CONSIDERATIONS**

**Key resources:** Instructional Design Map

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| *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.* |
| * The short video will be presented to the class in combination with showing the flashcards to support their comprehension.
* At the beginning of the lesson, students will work collaboratively with each other to match the colours and French colour words.
* Students with special needs will have an EA to explain the questions and support them during their learning activity.
* Students who finish their worksheet early will be given extra work to help them further their understanding.
* Classroom management: If there are disruptive behaviours or the class becomes noisy during the lesson, I will pause the lesson. Using the bell to gather their attention is a good strategy. I will also remind students about their expected behaviours (for example, listen with respect or raise the hand when having the answer) in the classroom.
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| **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.* |
| * Flashcards with colour words in French and pictures (or coloured cards).
* Crayons or coloured pencils.
* Worksheet for matching colours with their French names.
* Whiteboard.
* A large colour wheel or poster (optional).
* Colouring sheet (with images students can colour and label in French).
* A video clip for pronunciation.

[♫ La Chanson des Couleurs ♫ French Colors Song ♫ Les Couleurs en Français ♫ Learn French Basics ♫ (youtube.com)](https://www.youtube.com/watch?v=fZR66TjjrDc) |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:***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* | * Start by asking the students what colours they know in English. Engage them in a quick discussion about their favourite colours.
* Introduce that today they will learn how to say these colours in French.
 | 5 minutes |
| **BODY:*** *Best order of activities to maximize learning -- each task moves students towards learning intentions*
* *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*
* *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
* *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*
 | **Introduction (10 minutes)*** Introduction to French Colours: Use flashcards or a colour wheel to introduce 10 - 12 basic French colour words:
* rouge (red)
* bleu (blue)
* jaune (yellow)
* vert (green)
* noir (black)
* blanc (white)
* gris (grey)
* rose (pink)
* violet (purple)
* orange (orange)
* marron (brown)
* Pronounce each colour slowly and ask students to repeat after you. Show them the colour as you say the word.
* Play a video for students to review the names of colours.

[♫ La Chanson des Couleurs ♫ French Colors Song ♫ Les Couleurs en Français ♫ Learn French Basics ♫ (youtube.com)](https://www.youtube.com/watch?v=fZR66TjjrDc)**Colour matching activity (10 minutes)**• Pass out a worksheet with different colours and have students work in groups of 2 – 3 students to match the colours to the correct French word for its colour.• Teacher come, check their work, and provide positive reinforcement.**Colour Hunt (5 minutes)*** Game: teacher will say a colour name and ask students to look around the classroom for items that match that colour. When they find something, they must say the colour in French.
* Example: *La chaise est bleue*. (The chair is blue.)

**Speaking, writing simple sentences and sharing about colours (10 minutes)*** Speaking: Teacher demonstrates using simple sentences that have the French colour names.

*J'aime l'orange* (I like orange)* Sharing: Discuss the meanings of colours in students’ cultures by asking a question: “What meaning do you think the colour ***rouge*** might have in our culture?”
* Writing: Ask students to write simple French sentences with blanks for colours:

*Le ballon est* \_\_\_\_. (The balloon is \_\_\_.) *La voiture est* \_\_\_\_. (The car is \_\_\_.)  | 35 minutes |
| **CLOSING:*** *Closure tasks or plans to gather, solidify, deepen or reflect on the learning*
* *review or summary if applicable*
* *anticipate what’s next in learning*
* *“housekeeping” items (e.g. due dates, next day requirements*
 | **Recap** * Go over the colours again by using the flashcards.
* Ask individual students to say the colours aloud to ensure they have grasped the pronunciation and recognition.

**Exit Slip*** As an exit slip, have students say a sentence in French using the colours they've learned.
* Example: *Mon crayon est vert*. (My pencil is green.)
 | 5 minutes |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
* *What went well in the lesson (reflection on learning)?*
* *What would you revise if you taught the lesson again?*
* *How do the lesson and learners inform you about necessary next steps?*
* *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
* *If this lesson is being observed, do you have a specific observation focus in mind?*
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