

Cluster8D – CSI Trois-Rivières

Crime Scene Investigation Trois- Rivières

Lesson 1

Grade: 8 FSL	Duration: 1h50min	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<i>Reading Comprehension</i> - understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts	Students will be able to describe themselves, creating a profile. Students will be able to acquire information from peers to complete profiles for the four suspects in the investigation.	Formative assessment: Assess accuracy of language used in creation of personal profile. Assess ability to acquire information through completion of suspect profiles.

Preparation required:

- Print off resource 8D-1 (1 for every student)
- Print off resource 8D-2 (1 for every student)
- Print off resource 8D-3 (1 for every student)
- Print off resource 8D-4 (There are 25 variations, enough that each student should have a different one ideally.)

Introduction (30 minutes):

Hook/Attention grabber: Have you ever watched a CSI show on television? What did you like most about the show? Have you ever wanted to participate in a crime scene investigation? Allow for student responses.

Introduce the cluster to the class by explaining that they are going to be participating in a crime scene investigation over the next few days of French class. Highlight that in each lesson they will be working on developing a more complete profile of the suspects and at the end of the unit they will use these profiles to determine who has committed the crime.

Hand out 8D-1 to each student. As a class, read the newspaper article aloud. Discuss unfamiliar vocabulary and have students summarize the key points from the newspaper article with a partner.

Brainstorm with students the type of information they would need to gather about suspects to

determine who is guilty of a crime.

Pre-task (45 minutes):

Students will complete a profile of themselves using 8D-2. Give them 8D-3 as a guide for some adjectives that can be used. Go through 8D-3 with students. Once students have completed their profile have them hand it in (NO NAMES on the paper) and then you can choose one of the following scenarios:

- 1) After collecting all of the profiles, group students in pairs. Handout a profile to each student. Students will then cut the bottom portion of 8D-2, and while one student reads profile description the other person will draw what they are hearing is the description. Once they have finished drawing, they can guess which classmate was being described. In the end students can share their guesses with the class and the true student will reveal themselves.
- 2) Cut the bottom portion of 8D-2 and hand them out to students. Assign each student a number. Read out the profiles and number them as you go (or beforehand.) When the same number profile as was assigned to the student comes up, they are to draw the profile being described. Students who are not drawing will still be making guesses on which classmate is being described. After all the profiles have been read (or this can be chunked out over a few classes) ask for people's guesses and show the pictures that were drawn.

Discuss with students the job of a sketch artist. Did they do a reasonable job as sketch artists?

Task (25 minutes)

Hand out one page of 8D-4 to each student (Note: the first copy is the teacher's copy and has the completed profile for each suspect. Each of the following 25 profiles is missing two pieces of information for each suspect). Students will go around the room asking questions of their peers to fill out the missing information in their profiles. They may only acquire one piece of information from each peer. **Can only ask one person for a piece of information.** Discuss possible questions that can be asked to obtain this information*.

E.g. *Quelle est la couleur des cheveux de _____ (le nom de la personne) ?*

After students have completed their profiles, go over the correct information for each suspect as a whole class and answer any questions students may have.

*Remind students to not simply show their paper to someone and point, but to try to ask a question to gain information.

Post-task (10 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might be the following:

- Review vocabulary presented in the suspect introductions. Aid in the comprehension of the suspect profiles.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, class discussion can take place in English. Students can also be given a longer period of time to craft the questions they will pose to complete the suspect profiles.
- To accommodate this lesson for a higher level, have students brainstorm in French.