

## Cluster 2C- School Creation

Perspectives on a School

*Point de vue sur une école*

### Lesson 1

Grade: 7 FSL	Duration: 40 minutes	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<i>Listening Comprehension</i> Understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) or isolated details about a variety of concrete topics contained in authentic or adapted oral texts.	Students will be able to summarize key points from interviews conducted in French.	Formatively assess listening comprehension by reviewing the students fill in the blank sheets and the key points shared at the end.

#### Preparation Required:

- Have video trailer C-2.16 buffered and prepared.
- Pull up chosen Audio Recordings (Resources C-2.1 to C-2.12)  
\*Administration recordings are C-2.1-2.3, Teacher recordings are C-2.4-2.7, Student recordings are C-2.8-2.12.
- Print off Resource C-2.13 (1 for every student per group)
- Print off corresponding activity for the assigned recordings. All fill in the blanks for the recordings will be labelled as C-2.X-2, so the fill in the blank for recording C-2.1 is C-2.1-2, etc. There will be three open-ended worksheets, one for Administration(C-2.1-3), one for Teachers (C-2.4-3) and one for Students (C-2.8-3). Each open-ended worksheet will work for every audio recording in that category (1 for every student per group). \* See differentiation/ accommodation at the bottom of the page for which activity to print off.

\* These will be the groups they stay in for the remainder of this cluster.

- Print off recording transcripts for correction of chosen recordings. Recording transcripts will be labelled as C-2.X-1, so the transcript for recording C-2.3 is C-2.3-1, etc. (1 for every student per group).

### **Introduction & Pre-Task (10 minutes):**

Introduce lesson with the video resource C-2.16; this video should be watched at least two times. Before watching the video for the first time, discuss with students' strategies that can be used while watching a video in another language to aid in better comprehension. Some strategies can be looking at the body language of the people in the video, listening to their tone of voice, seeing if any props or objects are used, and also consider the setting in which the video takes place. Once the video has been watched one time, ask students what they think the video is about: this can be done by asking the question *Qu'est-ce qui se passe?* (What is happening?) Ask them what strategies they used to help them come to that conclusion. Ask students if there were any words that they recognized or knew. Do these answers help them better understand what the video is about? Before watching the video for a second time, tell the students that this video is about creating a school. After watching the video for the second time, ask students if they have changed their minds on what the video is about. Discuss the strategies (previously mentioned) and see if students changed or used different strategies this time when they watched the video, since they knew that the video was about creating a school.

### **Task (20 minutes):**

Provide students with a word list of vocabulary they may hear in their interviews (C-2.13), which will also be useful for the remainder of the cluster as students can refer back to it if they need help. Divide the students into small groups (ideally groups of four), with a minimum of three groups. Students will work in small groups\* with each group being assigned different interviews to listen to. Assure that you have an equal distribution of groups listening to teacher, administration and students' interviews. The students in their groups will listen to an interview completing the associated note sheet (C-2.X-2 or C-2.X-3 sheet). After having listened to the interview at least two times they will summarize the key ideas of the interview. Tell them to note down the key ideas on the bottom of their worksheet.

### **Post-Task (10 minutes):**

The post-task is a great time to have each group share the key points that the students summarized from their interviews and to assess students' comprehension (use completed transcripts for correction of worksheets). This can be done by using the jigsaw small group method, which is when each new small group has one person from another small group that listened to a different recording (e.g., Group A has a person

who listened to an administrator, a person who listened to a student, and a person who listened to a teacher. Group B will mirror this). While a student is sharing the key points of the interview they listened to, the other students can be writing down the key points for themselves.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, students can present their key points in English. For the task, provide the students with the fill in the blank transcript (C-2.X-2) of the interview along with a word list.
- To accommodate this lesson for a higher level, students can present their key points in French. For the task, provide the students with the open-ended worksheet for the interview (C-2.X-3). For higher level students, assign recording C-2.5 Teacher 2 because this teacher speaks at a quicker pace and uses more complex vocabulary.