

## Cluster 2C- School Creation

Good vs. Bad - *Bon vs Mauvais*

### Lesson 3

Grade: 7 FSL	Duration: 40 minutes	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p><i>Written Production</i> Label, list, describe, ask and answer questions, give simple directions, indicate basic needs or preferences, in written form, in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate</p> <p><i>Strategies</i> Associate a gesture, a symbol or an illustration with a message</p>	<p>Students will be able to describe a friend using personality trait vocabulary.</p> <p>Students will be able to associate new vocabulary with actions.</p>	<p>Formatively assess charades to assure proper use of French vocabulary.</p> <p>Formatively assess student writing, focusing on the use of the new personality trait vocabulary.</p>

#### Preparation Required:

- Print off Resource C-2.13 (handed out in first lesson) (1 for every student)
- Print off Resource C-2.21 (1 for every student)
- Print off Resource C-2.22 (1 for every student) \*2 copies per page
- Rules for Charades found on [www.tbtfrenchgames.weebly.com](http://www.tbtfrenchgames.weebly.com)

- Rules for Balderdash found on [www.tbltfrenchgames.weebly.com](http://www.tbltfrenchgames.weebly.com)

### **Introduction (5 minutes):**

Begin by having students brainstorm characteristics used to describe friends or teachers in English. Have students pull out vocabulary list (C-2.13) and compare brainstormed words to the provided English-French translation worksheet.

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

Use the charades instructions found on [www.tbltfrenchgames.weebly.com](http://www.tbltfrenchgames.weebly.com). Have the students divided into their original groups. In these groups the students will come up with actions for the personality trait (characteristic) vocabulary. These actions will be used so that other students can guess the words.

After having played charades for 10 minutes, have students quickly discuss how charades helped them develop the strategy of associating an action or gesture with a word or phrase. Did the action help them understand the word better? Do they think they will be able to remember the word better with an action? These are all potential questions that the students can answer and discuss. This would also be a good time to address that not all students will find all strategies useful in learning a language. The students can either discuss as a large group or have them discuss in their small groups for 30 seconds and share with the class. After the discussion, have the students categorize the characteristics on their vocabulary sheet as either positive or negative. This can be done by highlighting the characteristics in different colours or by sorting the words into either a positive or negative personality trait, this can be done using resource C-2.21.

For the task the students will be describing one of their classmates in French using the new personality trait vocabulary that they learnt. This would be a good time to show an example of what an appropriate description would look like. This can be done by showing resource C-2.22 to the class, this resource also has a section where the students can write out their own description. As well, let students know that you will be looking over their work and if it is not appropriate it will not be used in the later activities.

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

Students will work individually to describe a friend in the class using the new vocabulary they learnt. For this activity to work, it would be best to assign each student a classmate that they must describe. Also, it would be beneficial in any case to go over what an appropriate description of someone is - focusing on the positives. Remind students not to use the name of their friend and to be as descriptive as possible for the class will be using the descriptions to guess the name of their classmate. They can use resource C-2.22 to write their description.

### **Post-Task (5 minutes):**

The Post-Task will most likely have to be done at the start of another class. Pick up all the descriptions that the students wrote at the end of class. Take the time to vet each description to assure that it is appropriate. This can be played a little like the game of Balderdash, the instructions can be found on [www.tbtfrenchgames.weebly.com](http://www.tbtfrenchgames.weebly.com). Have students share their description of their friend to the class. Then as a class use the description to try and guess which student is being described. You do not have to go through all of the descriptions. An option would be to choose three different descriptions and read them at the start of class and guess who the description is about.

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.

### **Differentiation/Accommodation:**

- To accommodate this lesson for a student who is more comfortable speaking in French, have them try to write the personality description as best they can and then have them explain it to you in French
- To accommodate this lesson for a higher level, encourage them to be more detailed in their descriptions. For more advanced students or students who finish early have them not only describe a classmate but themselves as well.