

Lesson 1 - Les directions

4 coins de directions - 4 Corners of Directions

Grade: 6 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p>Demonstrate an understanding of vocabulary associated with: common physical activities neighbourhood building</p> <ul style="list-style-type: none"> - A basic plan of a neighbourhood - Common means of neighbourhood transportation - Alberta's geographical location - Knowledge of Vocabulary Cardinal and intermediate points <p>Develop and use comprehension strategies to facilitate the understanding of an oral or written message</p>	<p>Students will be able to decipher auditory riddles to decide which direction most suits the riddle.</p> <p>Students will be able to devise the most direct route to a predetermined destination.</p>	<p>Formative or summative assessment of the quickest path described for B-27.</p>

Preparation required:

- Prepare your classroom for a game of 4 corners (This game uses the 4 corners of the classroom. Each corner should be labeled with a designated answer, in this case the 4 directions. Students will have to answer questions or a series of prompts by placing themselves in a corner that has the answer they feel is correct. It is to be noted that this game has many variations so don't be scared to experiment).
- Print off B-26.2 (teacher only)
- Print off B-26 (1 for every 2 students)
 - B-26.1 (audio – digital pronunciation resource)
- Print off B-27 (1 for every 4 students - one different story per 4 students) - (written and audio support included in B-27.1 as a digital resource)
 - *Disclaimer: all stories are fiction.*
- All groups need a piece of paper to hand in.

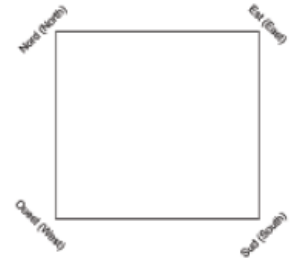
Introduction (5 minutes):

Hook/Attention grabber: Ask students “When we get lost, how do we get unlost?” If the answer is a compass, ask, “What does a compass help us do?” The answer is to tell us the cardinal directions - *les directions cardinales*.

Introduction: First of all a compass is a “boussole” in French and we are going to look at the different cardinal directions in French today!

Pre-task (20 minutes):

Engage in a game of 4 corners that use the four directions. Each corner of the classroom should be labeled with directions of a compass (if you can, relate the corners of the classroom to outside compass directions. If your corners don't match up to the real compass directions, then don't worry about it). Use B-26.2 to get students to start getting familiar with their directions.



Example of classroom:

Once this is complete, move on to the second activity. Have students partner up and hand out B-26. Students will either listen to B-26.1 (audio recording) or the teacher reading out the riddles (B-26) to decipher what cardinal direction (north, south, east, and west) corresponds to the respective riddle. Listen/read out the riddles one at a time leaving students time in between to decipher with their partner. Notify students that a variable factor of right (*droite*) and left (*gauche*) will be included occasionally in the (audio/written prompts). These prompts (B-26 or B-26.1) will showcase ‘guess the direction’ style themes, such as “Il fait froid. Quelle direction suis-je?” The variable factor of right and left will influence some prompts in that there may be more than one specific direction as an answer. After each riddle, ask a few students to justify their choice of direction as some cases have more than one answer. Mandate the use of the French words for direction when they explain their choice.

Task (30 minutes)

Students will get into groups of 4 and receive different maps of different Francophone locales across Alberta (Falher, Edmonton - Bonnie Doon, Calgary - Mission/Rouleau ville, Beaumont). They will also receive a short narrative detailing the adventure of a particular character. There is also an audio portion as an alternative or supporting resource (B-27.1). Students will look for the “départ” address with a green square (as shown in B-27). Students will have to decipher the text to unveil the destination. Once, students have found their character's destination, students will have to ask themselves if there is a quicker route than the one the character took. Have them list the directions (*nord, sud est, ouest*) and the number of streets required to arrive at the destination (i.e., 4 rues nord, 2 rue ouest) on a piece of paper. This should be clear enough for anyone to be able to find the destination.

Post-task (5 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 address the following:

- Students can compare their work with neighboring groups
- Further expansion of directions, such as “nord-ouest, nord-est, sud-ouest, sud-est, etc.”

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, omit the use of the variable factors right and left.
- To accommodate this lesson for a higher level, have students orally present directions for the fastest route to their destination.