

Lesson 2 - Les directions

Les directions en voyage – Traveling Directions

Grade: 6 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Demonstrate an understanding of vocabulary associated with: common physical activities neighbourhood building <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 Develop and use comprehension strategies to facilitate the understanding of an oral or written message	Students will be able to follow instructions to arrive at a desired destination. Students will be able to devise the shortest route to a particular destination and compare it to a previously plotted route as validation.	Formative or summative assessment of the description of the quickest path using B-28.

Preparation required:

- Print off resource B-24 and B-25 (1 for every 3 students).
- Print off resource B-28 (1 for every 3 students).
 - *Disclaimer: all stories are fictional. Also, compass orientation on the maps may not be exactly represented as they are in the working world. This was done to make using a quadrant of streets much less complicated.*

Introduction (5 minutes):

Hook/Attention grabber: Ask students “Quelles sont les quatre directions d’une boussole?” - “What are the 4 directions of a compass” and “Qu’est ce qu’on peut utiliser une boussole pour quoi?” - “What can you use a compass for?” You may want to have a compass for students to pass around.

Introduction: First of all, a compass is a “boussole” – “compass” in French and we are going to look at maps from around the world and try to navigate the cities! But first we need help from our trusty fortune-teller travel agent.

Pre-task (15 minutes):

Have students in groups of 3. Have them pass around a real compass to look at and try to place the needle pointing north. Also, hand out B-24 and B-25 and as a group, follow the instructions on B-24 to construct the fortune teller travel agent. If students follow B-24 carefully, B-25 should turn out as depicted in the instructions and no differently.

Task (35 minutes)

Students will get into groups of 4 and receive different maps of different Francophone locales across the globe (Paris, Quebec City, Kinshasa, and Baton Rouge). They will also receive a short narrative detailing the adventure of a particular character. Students will look for the “départ” address with a green square (as shown in B-28). Students will have to decipher the **number** from the narrative (i.e., Il marche **deux rues** au sud. “He walked **2** blocks south”) as a countable number. They must use that number with the fortune teller travel agent (B-25). Students will open and close B-25 the number of times they deduced from the narrative. Then, a **direction** will be listed in the narrative (i.e., Il marche deux rues **au sud**. “He walked 2 blocks **south**”). After counting opening and closing B-25 the given number of times, students will unfold the flap with the prescribed direction (from the narrative). This will unveil the amount of streets the character walked in the particular direction. Students will then count the streets and mark the path of the character on their given map. Following in a similar manner, students will unpack the entire narrative to mark their trek. Finally, they will arrive at a destination. Students will mark the “destination” address with a red square (as shown in B-28). Once, students have found their character’s destination (it will be different for everyone most likely), 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 on a piece of paper (i.e., 4 rues nord, 2 rue ouest). 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:

- 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, students could use a bilingual dictionary to decipher the meaning of the narrative.
- To accommodate this lesson for a higher level, students should orally explain where they arrived and how to most efficiently travel to the destination.