Lesson 5: La révision

Review

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| Grade: 6 | Duration: 1-3 hours, depending on how many review activities students do. | |
| **Specific Learner Outcomes:** | **Learning Objectives:** | **Assessments:** |
| This lesson reviews concepts learned throughout the unit. It especially focuses on the following outcomes:  -Demonstrate an understanding of vocabulary associated with:   * basic food items * common physical activities * seasonal sports and activities   - Use the following linguistic elements, mainly orally and sometimes in written form, in modelled situations, to communicate a simple message:   * singular forms of the verbs: manger, faire, and common –er verbs (e.g., jouer, danser) | Students will apply their knowledge of concepts learned in this unit to complete a digital escape room. | Formative  Teacher observation of the review games and escape room. Students cracking the code for the escape room shows evidence of learning from this unit. |

**Preparation required:**

This lesson serves to review the content learned throughout the unit. The teacher and the students can choose which activities are necessary/desired for review. Links are provided to copy and paste into your browser as needed.

1. Open the “Comment faire des smoothies sains avec des fruits et des légumes” video ([Video Link](https://tbltfrenchresources.weebly.com/1-listing.html)) and print copies of the “SmoothiesListingBooklet2021” that is associated with this video.
2. Download and print the “Vegetable dominoes” ([Vegetable Dominoes Link](https://tbltfrenchgames.weebly.com/vegetables-dominos.html)) and the “Fruit dominoes” ([Fruit Dominoes Link](https://tbltfrenchgames.weebly.com/fruits-dominos.html)) games. Consider laminating the dominoes for re-use.
3. Look at the instructions for the following games on the TBLT games website and decide which ones the students would enjoy and benefit from. All games can be played with vocabulary learned in this unit. To access vocabulary and grammatical concepts explored in this unit, go back to materials from previous lessons, such as “B-29 Food Memory Game” for food vocabulary, or “B-41 Jeu de mémoire” for verb conjugations.
   1. Hangman ([Link to game instructions](https://tbltfrenchgames.weebly.com/hangman.html))
   2. Pictionary ([Link to game instructions](https://tbltfrenchgames.weebly.com/pictionary.html))
   3. Camping game ([Link to game instructions](https://tbltfrenchgames.weebly.com/camping-game.html))
   4. Do you like your neighbours? ([Link to game instructions](https://tbltfrenchgames.weebly.com/do-you-like-your-neighbours.html))
   5. Name Everything ([Link to game instructions](https://tbltfrenchgames.weebly.com/name-everything.html))
4. Print and cut the B-47 “J’ai… Qui a…?” cards. Each finished card should contain both a “J’ai…” and a “Qui a…?” section (e.g. The first card is “J’ai les oeufs. Qui a le curling?”).
5. Prepare the digital escape room. Each student or small group of students will need a printed copy of the B-48 **Escape Room Clue Tracker**, a device that connects to the Internet (laptop or tablet), and the link to the **FITNESS CENTRE ESCAPE ROOM** Google Slide ([Escape Room Link](https://docs.google.com/presentation/d/1vC8rhUQgT9lThWjVmJMudqyl-7pXDj6FRhVkwV_MZng/preview?usp=sharing)). Note that the **LOCK FORM** Google Form can be accessed by clicking on the **door** on the Escape Room slide. You can also provide the students with a direct link to the **LOCK FORM** if you would like ([Lock Form](https://forms.gle/tWyttb8JzrQDTNuAA)). You can send students the link to the Escape Room via email or post it on Microsoft Teams or another platform your school uses. ***Consider playing through the escape room yourself before getting your students to do it.*** This way, you can help students if they get stuck on any of the clues.

**Introduction (5-10 minutes):**

Tell students that in a future class period, they will begin a performance task that will let them apply their knowledge of language concepts learned throughout this unit. Ask them if there are any concepts from the unit they want or need to review. Based on student answers, decide which of the review activities are most appropriate to do before the Escape Room Task.

**Pre-task (30-60 minutes, depending on how many activities you do):**

1. Present students with instructions for the various activites you and/or students have selected to do. All students can work through the same activities, different students/groups of students can work on different activities, or you can rotate students through various activities using a centres format.
2. The smoothie video and associated booklet asks students to watch a video and identify the ingredients that go into different people’s smoothies. It also allows them to design their own smoothie and name the ingredients. This activity will help practice food vocabulary.
3. Another way to practice food vocabulary is with the Vegetable and Fruit dominoes. In this game, students practice pairing food vocabulary words with associated images.
4. The games listed in Preparation step 3 are all great opportunities for student-led practice with various language concepts. These games all primarily target nouns learned in this unit, but students can be challenged to also include verb conjugations, adjectives and other language learned in this unit whenever possible.
5. “J’ai… Qui a…?” is best played as a whole class. This is a collaborative activity where students can help each other with vocabulary. Mix up cards and randomly distribute one to each student. Students can have more than one card if needed. Keep one or two cards for yourself. The teacher starts the game by saying “J’ai [NAME OF IMAGE]. Qui a [NAME OF IMAGE]?” The student who has the “Qui a…?” image in their “J’ai…” section will continue the game. For example, if the teacher has the “J’ai les oeufs. Qui a le curling?” card, the student who has the “J’ai le curling” image will continue the game. This game continues until you have gone through all the cards and gone back to the first image (in our example, that would be “les oeufs”). After the class gets the hang of the game, you can time how long it takes to get through all the cards and challenge yourselves to beat your time.

**Task (1 hour)**

1. Now, it is time for students to use their knowledge from this unit to escape from the Fitness Centre Digital Escape Room! The basic premise of a digital escape room is that students need to solve clues to unlock a series of locks. A portion of the code used to unlock each lock will then be used to unlock the final door code to “escape” the room. Students will click on clickable elements in the fitness centre Google Slide (FITNESS CENTRE ESCAPE ROOM) that will lead them to various clues. They will write their answers to these clues on their B-48 Escape Room Clue Tracker paper, then input an indicated portion of those answers into the Google Form (LOCK FORM). This activity has a lot of moving pieces and needs to be explained carefully, but can be highly engaging and fun for students. This activity is best completed in small groups (2-3 students per group) but can also be done individually or even by the whole class at once. **Important: All clues are designed to be “View Only” so students cannot accidentally edit the clues. Please tell your students to NOT “Request Edit Access” on the clue documents if they have a Google account. Thank you!**
2. Project the **FITNESS CENTRE ESCAPE ROOM** slide and the **LOCK FORM** Google Form for students to see. Show students an example of clicking on an element in the Escape Room slide to be led to a clue, and where they will find the associated section on their B-48 **Escape Room Clue Tracker paper** and the Google Form **LOCK FORM**. Students may solve clues in any order, so it is important that they check the number of the clue at the top of each clue page. The **LOCK FORM** can also be accessed by clicking on the door on the Escape Room slide.
3. It is important that students use the B-48 **Escape Room Clue Tracker paper** before inputting their answers in the Google Form. This Tracker has been carefully designed to keep all answers in one place and transition students from a “complete answer” (e.g. pomme) to the type of answer the Google Form is looking for (e.g. first letter 🡪 p). Not using this form may result in students losing track of their answers or becoming frustrated if they cannot figure out how to change their answers to accommodate what the Google Form is looking for.
4. It is also important that students read the LOCK FORM instructions carefully. If students do not follow the format instructions (e.g. The answer needs to be written in all capital letters and the students do not use all capital letters), their answer will be considered incorrect, even if the content of their answer is correct.
5. After explaining the 3 components of the escape room (Google Slide **FITNESS CENTRE ESCAPE ROOM**, Google Form **LOCK FORM**, Printed **Escape Room Clue Tracker**), hand out the printed Escape Room Clue Tracker sheets and get students to access the link to the FITNESS CENTRE ESCAPE ROOM and the LOCK FORM (however you have chosen to give students access to the link) on the devices they are using. Small groups can share one device.
6. Once students have accessed the Escape Room and the Lock Form, they can click the embedded YouTube video timer in the Escape Room to start the time (on some browsers, the video timer will start automatically). Note that the timer is just for fun, and students will still have access to the Escape Room after the time is up. Students will work through the clues, track their answers on their Tracker paper, and input their answers using the instructions in the Lock Form. Once they have all the correct clue answers, they can follow the instructions to input the code to unlock the door. As students work through the clues, the Lock Form will show an “incorrect answer” message if students input an incorrect answer, but will show no message if the answer is correct. If they enter the correct code, they will be taken to another page that tells them they escaped the escape room. If they do not enter the correct code, they will receive a message to try again. If students repeatedly get the code wrong, they likely need to go back to their Tracker paper and ensure their answers to individual clues are correct. **IMPORTANT: An answer key for all clues and the door code can be found at the end of this lesson plan.**

**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 address the following:

* Further review of any concepts students still need to work on and the chance to ask questions before beginning the performance task in the next class period.
* Give students the chance to discuss and share their experience escaping the escape room.

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| **Differentiation/Accommodation:**    ● To accommodate this lesson for a lower level, have students do more review games and activities before starting the Escape Room. Consider doing the Escape Room as a whole class or in slightly larger groups of students. Provide students with materials from previous lessons to support their completion of the task.  ● To accommodate this lesson for a higher level, encourage students to go beyond just using nouns in their review games and activities. Encourage them to include verbs, adjectives, and even full sentences while playing the games. Though the Escape Room is ideally done in small groups of 2-3 students, if your students are motivated and looking for an individual challenge, you could get them to do the Escape Room individually. Still have materials from previous lessons available to students, but encourage them to see what they are able to do without these materials. |

**Answer Key for Escape Room Clues**

Clue (Indice) 1: NRLO

Clue (Indice) 2: LE POISSON

Clue (Indice) 3: PV

Clue (Indice) 4: B

Clue (Indice) 5: 18:00

Clue (Indice) 6: BFBF

Clue (Indice) 7: C

Clue (Indice) 8: A

DOOR CODE: NLPB1BCA