

Cluster 5D - Stop Thief

Lesson 1: My Home - Structure of a room

FSL Grade 5	Duration: 40 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
Listening Comprehension - demonstrate understanding of key words and ideas contained in simple, concrete oral texts by responding with physical actions; by answering in English; by using graphic representations; yes/no statements, simple identification at the word level or global expressions	<ul style="list-style-type: none"> - Students will be able to follow simple oral instructions in English and French. - Students will be able to respond with appropriate actions to oral instructions in French. 	Formative: <ul style="list-style-type: none"> - Pictures: see how well students were able to follow simple oral instructions by looking at the pictures they made. - Observation: watch if students do the correct action while following instructions in French.

Preparation Required:

- Have “Stop Thief” Video ready to play
- Print and cut out Lesson 1 Word Labels onto card stock and have tape loops on the back of each
- Print Lesson 1 Room Scenes and provide one blank room image for each student
- Print Lesson 1 Room Scene Instruction (print one page for four groups). Provide each student with one list of instructions (ensure that each pair of students have two different sets of instructions)
- Students will need pencil crayons for the task

Introduction (5 minutes):

Show “Stop Thief” Video to introduce the new cluster. Over the next few classes we *get to be detectives to find out where the Thief is hiding and what he or she stole from the house.*

Pre-task (13 minutes):

Go over the vocabulary of parts of a room: le plancher, le plafond, le mur, la porte, la fenêtre. Tape these word labels to the board. Ask students to stand beside their chairs. Students will listen for the words they learned and do the following actions when they hear them: plafond (jump up and reach to the ceiling), plancher (lay on the ground in a plank position), mur (become as tall, straight and flat as you can), porte (pretend to open a door handle and say “creak”), fenêtre (bring one hand above your eyebrows like a visor to pretend you’re looking). Go through the words and actions and then say the words in a random order and have students perform the actions that go with the words they hear. Go through the words a couple times each. For even more of a challenge,

read a paragraph in French with those words included. As students hear the words “plancher, plafond, mur, porte and fenêtre” they will do the corresponding actions.

Paragraph:

La fille ouvre la porte pour entrer dans la maison. Elle voit que le plafond est blanc et les murs sont gris. La fille se penche pour ramasser une pièce de monnaie sur le plancher. Tout à coup, elle entend une voiture qui s’arrête. Par la fenêtre, la fille voit que quelqu’un s’approche. Où est-ce qu’elle va se cacher ?

Task (10 minutes):

Working in pairs students will take turns giving instructions to their partner about what to draw or colour in the drawing of a blank room they’ve been given. For example, the first student would read Instructions #1, while the second student would draw/colour on the blank room scene based on the instructions provided. Once they are done, the students switch roles.

Post task (12 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 be the following:

Was it hard to follow the instructions your partner gave you? Thieves can hide in many places. Where could he or she be hiding? Tape labels to the black board, then ask the following questions. Est-il au plafond? Est-il sur le plancher? Est-il contre le mur? Est-il derrière la porte? Est-il près de la fenêtre? After each question, have a student take the corresponding label and place it correctly in the room. Then play a game where you ask one of the above questions to a few students at a time. Have them go to the designated area that you mention and then answer the question, “Non, il n’est pas sur le plafond” etc. Repeat the activity until all students have had an opportunity to answer a question.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, omit reading the paragraph during the pre-task.
- To accommodate this lesson for a higher level, use the reading of the included paragraph as part of the pre-task.