

Cluster 5D - Stop Thief

Lesson 2: My Home - Rooms in my Home

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| FSL Grade 5 | Duration: 40 minutes | |
| Specific Learning Outcomes: | Learning Objectives: | Assessments: |
| <p>Listening Comprehension</p> <ul style="list-style-type: none"> - 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 expression <p>Oral Production</p> <ul style="list-style-type: none"> - Express simple oral messages by using gestures, one-word utterances, memorized global expressions or simple, concrete sentences based on available models. | <ul style="list-style-type: none"> - Students will be able to identify the rooms in a house in French. - Students will be able to match activities to corresponding rooms in a house using written and oral French language skills. | <p>Formative:</p> <ul style="list-style-type: none"> - Post Task Worksheet: Did students correctly label the rooms in the house? - Matching: Did students correctly match the activities to the rooms? |

Preparation Required:

- Print a “Stop Thief Game Board” on card stock for every four students (keep these for future lessons)
- Print and cut out a set of “Lesson 2 - Task Cards” for every four students (on card stock if desired)
- Print and cut out “Lesson 2 - Word Labels” and attach tape loops to the backs.
- Print enough black and white copies of “Lesson 2 - Post Task” for each student.

Introduction (2 minutes):

When we are looking for the Thief, we know he or she could be hiding in any room in the house. He or she could also be hiding anywhere in a room. There are many rooms in a house.

We are going to learn about the different rooms of a house today, so we will know where our Thief could be.

Pre-task (15 minutes):

Write the words “*les pièces de la maison*” on the board. *Do any of you already know some of the names of the different rooms in a house, “les pièces de la maison”?* Write answers students give on the board. Go over any that they may have missed, writing these on the board. Divide the classroom into the rooms of a house. Put labels of different rooms in different corners and areas of the classroom. Name a room and have students walk quickly to that area of the classroom. Once you have practiced each room a few times, take away the labels. Put something distinguishing in each room now: a chair could be a toilet, a table could be in the dining room, a couch in the living room, etc. Now say the names of the rooms again a few times, having students quickly move to the different areas of the classroom.

Note: Let students know that “*la salle de lavage*” is Québécois. “*La buanderie*” is what they call a laundry room in France.

Task (15 minutes):

Have students work in groups of four. Give each group a game board and a set of “Lesson 2 - Task Cards.” Students will take turns selecting a task card, reading it aloud and sorting it to the appropriate room of the house while finishing the sentence on the card with “...dans (name of the room).”

Post-task (8 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:

Have students label the rooms of the house on the “Lesson 2 - Post Task” handout.

If you have extra time, have a discussion with students asking them some review questions. Use actions as you ask them to help with understanding:

Où est-ce que tu dors ? (la chambre à coucher) Où est-ce que tu prends une douche ? (la salle de bain) Où est-ce que tu laves le linge ? (la salle de lavage) Où est-ce que tu manges ? (la salle à manger) Où est-ce que tu stationnes l'auto ? (le garage) Où est-ce que tu gardes les albums de souvenirs ? (le grenier) Où est-ce que tu écoutes la télévision ? (le salon) Où est-ce que tu prépares le souper ? (la cuisine)

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students may sort fewer of the “Task Cards” during the task.
- To accommodate this lesson for a higher level, have students come up with tasks for their group to sort once they have gone through the pile of “Task Cards.”