

Cluster 5D - Stop Thief

Lesson 3: My Home - My Room

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 ask simple questions in French to find the differences in different pictures of a room. - Students will be able to give simple answers in French using vocabulary for items in a room. 	<p>Formative:</p> <p>Observation: see how students are doing at using the French vocabulary for items in a room.</p>

Preparation Required:

- Print and cut out “Lesson 3 - Word Labels” onto card stock. Put tape loops on the back of each.
- Print “Lesson 3 - Spot the Difference” page for each pair of students in the class. Cut the pages in half so each student gets one picture. Pairs need to have one of each of the pictures.
- Have “Lesson 3 - Spot the Difference Solution” ready on your computer and hooked up to the smart board to display after the task. Alternatively, you can print a copy of the solution and explain it to the students.
- Bring the following items to class today: a poster, a doll bed, a teddy bear, a doll desk, a doll chair, a lamp and a small rug. Alternatively, print pictures of these items from “Lesson 3 – Pictures.”
- Print copies of “Lesson 3 - Vocabulary Handout” for each student.

Introduction (2 minutes):

We know that the thief has stolen something from your bedroom. It's going to be up to you to figure out what it is. Today we're going to learn about some of the different items in a bedroom in French so that we will know what he or she could have stolen and try to stop him or her. We want to stop the thief « arrêter le voleur ».

Pre-task (25 minutes):

Show the students the items (or pictures) you brought to class one at a time. Put the corresponding word label up on the board as you show each item or picture saying the word aloud and having students repeat the word. Put the items out on a table in front of the class (or put the pictures up on the board). Once you have taught all of the vocabulary have students shut their eyes while you remove an item from the table or board. Ask which item was removed. Do this several times (at least once with each item). Now remove the word labels from the board and try the activity again. Put the word labels back up on the board when the activity is finished.

Pass out copies of "Lesson 3 - Vocabulary Handout" to each student. Explain the task. *What other French words might be helpful to know for this task?* Write the words in French on the board that students request such as "Does your picture have...?" (*Est-ce qu'il y a un... dans ton image?*). Students should write these words or phrases with their meanings in the blank spaces provided on their vocabulary handouts. Have students work in pairs to quiz each other on their French vocabulary.

Task (13 minutes):

Students will work in pairs and sit back-to-back. Each student will have a picture of a bedroom, with slight differences in each, and they will each have a pencil. The students will communicate with each other to find what the differences are in the two pictures using as much French as possible and without turning to look at the other person's picture. Students will circle the differences.

Post-task (another day):

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:

Show/explain all the potential differences between the rooms. Give students feedback here about vocabulary you heard while you were observing their conversations. Let them know what went well and take the opportunity to review words you heard used incorrectly. If time permits, ask students to share something about any of these items that they have in their rooms (a specific poster, a special teddy bear, etc.). You could ask a few students to share with the class, or students could turn and share with their elbow partner.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, a student could look at both pictures to find the differences individually.
- To accommodate this lesson for a higher level, when students have completed the task, they can remove something from their picture by crossing it off. They will continue their back to back conversation until they each find out which item their partner removed.