

Cluster 5D - Stop Thief

Lesson 4: My Home - Interior Design

FSL Grade 5	Duration: 40 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p>Written Production</p> <ul style="list-style-type: none"> - express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models. <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 label the rooms in a house or the items in a bedroom. - Students will be able to use simple sentences to present their design. 	<p>Summative: Interior Design Project: see that students correctly labeled the rooms or items.</p> <p>Formative: Observation: see how students do in presenting their projects to their peers.</p>

Preparation Required:

- Have ready: “Lesson 2 - Word Labels” and “Lesson 3 - Word Labels” from previous lessons.
- Have some graph paper available for students to use for their house design, or print some simple graph paper from “Lesson 4 - Graph Paper.”
- Print some copies of “Lesson 4 - Empty Room” for students to use.
- Have “Lesson 4 - Vocabulary Review” ready to show on the Smart Board.
- Have “Lesson 3 - Pictures” ready to show on the Smart Board.

Introduction (2 minutes):

You have learned all the rooms in a house and many items that are found in your own rooms. Today you are going to get to design your own house plan or bedroom plan. Use the design you would like in your own home or bedroom. The only catch is that each of the rooms in your house or the items in your bedroom need to be labelled correctly. You will need to use at least 7 of the 8 rooms that we know, or all 7 of the bedroom items that we learned.

Pre-task (8 minutes):

Review the names of the rooms in a house and the names of items in a bedroom. Put the labels for this vocabulary up on the board.

Display “Lesson 4 - Vocabulary Review” on the Smart Board. Each student should work with their elbow partner. The students should decide who will be Partner A and who will be Partner B. Click on the links and scroll through the photos. Some of these are from the homes of famous people. Students will take turns telling their elbow partner the name of these rooms in French.

Now put “Lesson 3 – Pictures” up on the Smart Board. As you scroll through the pictures, have students take turns telling their elbow partner the names of these items.

Task (20 minutes):

Students will design the layout of a house or the placement of furniture in a bedroom. Students need to label rooms or items. They can use blank paper, graph paper or the empty room template to complete their project. Once they have finished, they can add colour to their design or do the project they haven't done yet.

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 be the following:

Students will present their projects in groups of two or three. They will show and tell where each room or item is. An example could be given to students such as: “*Voici la salle de bain*” or, “*voici le lit.*” Then they will tell their group why they designed their house or room the way they did.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students can search for a house design or bedroom design online and label it, instead of creating their own.
- To accommodate this lesson for a higher level, students can look up additional room names or items in a bedroom in French, and include these in their design as well.