

Cluster 5D - Stop Thief

Lesson 5: My Home - Stop Thief

FSL Grade 5	Duration: 40 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<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. <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>Reading Comprehension</p> <ul style="list-style-type: none"> - demonstrate understanding of key words and ideas in simple, concrete adapted or authentic written texts by responding with physical actions or by underlining, highlighting, matching, drawing or using English. 	<ul style="list-style-type: none"> - Students will be able to make guesses in French about what the thief stole, what room of the house he is in, and where he is hiding. 	<p>Summative:</p> <p>Observation: listen to how students do at making their guesses in French. Give them a mark of 3(Excellent), 2(Very Good), or 1(Getting There). Adjust the minimum for these marks to 50% so that a 1 is worth 67%, a 2 is worth 83% and a 3 is worth 100%. Half marks may be given.</p>

Preparation Required:

- Have enough “Stop Thief Game Boards” for each group of four students. You should have printed these for Lesson 2.
- Print and cut out a set of “Stop Thief Game Cards” for each group of four students.
- Print and cut out enough “Stop Thief Evidence Tally Sheets” for each student. These can be used for two games.
- Print copies of “Stop Thief Game Instructions”. These can be cut out and glued to the back of the game boards if desired.

- Have game markers for each student; ideas include erasers with initials on them, bingo chips of different colours, small bits of different coloured construction paper, or coins of different values or different dates of creation.
- Each student will need a pencil for the game.

Introduction (2 minutes):

You've done great work so far detectives. Today you get to go to the scene of the crime. The crime was committed in a house. The thief stole an object from the bedroom. It's up to you to figure out what the thief stole, what room he or she is in now, and where he or she is hiding in that room. Good luck! I know you will solve this crime!

Pre-task (7 minutes):

Use the game instructions to explain to the class how to play the game. Talk to the students about the question of where the thief is hiding. *Where might a thief hide "au plafond" (maybe on a light fixture or on a high piece of furniture and he/she is touching the ceiling). Where might a thief be hiding "sur le plancher"? (under a rug, crouched under a desk).* Continue giving example for "contre le mur", "derrière la porte" and "près de la fenêtre. Give students an example of how they could make guesses during the game. Use the present tense for your example but don't mention this. Example: *"Le voleur a volé une lampe. Il est dans la cuisine. Il se cache au plafond."* These phrases are included at the bottom of Evidence Tally Sheets with blanks for them to insert the different vocabulary words. You could also teach them how to say, "Am I wrong?" They could say, *"Est-ce que je me trompe ?"*

Task (29 minutes):

Students will play "Stop Thief" in groups of four (see Stop Thief Game Instructions for details on the procedure for the game).

Post task (2 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:

Congratulate the winners of each game, and let all the students know what a great job they did today. During a follow up lesson go over any vocabulary or other struggles you noticed during the game. Students may want to have another opportunity to play the game as well.