

Cluster 8C - Zombie Apocalypse

Lesson 3:

Class 1

FSL Grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<i>Reading Comprehension</i> - understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts <i>Language Learning Strategies</i> - play with language (e.g., riddles)	<ul style="list-style-type: none">● Students will be able to follow simple instructions written in French.● Students will be able to read short sentences in French aloud.	Formative: <ul style="list-style-type: none">● Assess students' ability to comprehend simple sentences in French.● Assess students' ability to follow basic written instructions in French.

Preparation Required:

- Print off resource 8C-12 (1 for every group)
- Print off resource 8C-13 (1 for every student)
- Print off resource 8C-14 (1 for every student)
- Print off resource 8C-15 (1 for every group)

Introduction (5 minutes):

Hand out resource 8C-12 to the groups facedown. Read out the challenge (on resource 8C-12) to the students before they flip over the paper. After having finished reading the instructions, students may start the challenge. In the challenge, students will be required

to identify an area in their region they can move to and materials they can use to build a shelter if they encounter flooding. The groups that identify the correct shelter and landscape terms for surviving a flood will receive points. Students can use resource 8C-2 to help them in completing the challenge.

Let learners know that the next few classes will be focused on landscapes and building shelters.

Pre-task (15 minutes):

Hand out resource 8C-13. Students will draw a house by following simple instructions. For this activity to work best, don't tell the students what the words mean prior to starting the activity. It is designed so that students can try to guess what the word means without any prior knowledge. After students have completed drawing their house, post them around the room. Take the time to do a gallery walk. Students will go around and look at the drawings that their classmates created. Students can use this time to compare how their drawings differed from their peers; this is a good way for students to see how much meaning affects what we understand and, therefore, create. This is a great moment to discuss possible strategies to use when we come across unfamiliar words. Ask students what they did when they came across an unknown word to help them understand the meaning. A possible strategy would be finding a similarity between the unknown word and a known word (la porte is similar to portal which is a type of door.)

After the gallery walk, handout resource 8C-14. Go through and label the parts of the house with the vocabulary words. Take the time to ask students where they believe each term should go on the home. These will be the same terms that were being used in the directions for 8C-13.

Task (20 minutes):

Students will play the game 'Jigsaw Puzzle' to help them with the shelter fortification terms. For instructions on how to play the game please see <https://tbltfrenchgames.weebly.com/jigsaw-puzzle.html>. Follow the instructions as presented on the website, however, the clues that the students will be using will be from resource 8C-15.

Post-task (5 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.

- For this lesson you may want to take the time to discuss how the clues that were used in the jigsaw puzzle task are a good way to develop a better understanding of vocabulary. This is an example of the language learning strategy play with language. This strategy simply means that through the use of games or activities utilizing aspects of language (in this case through questions) students will be able to remember the language and vocabulary that is being learned.

Differentiation/Accommodation:

- For more advanced students or students that finish early, have them write their own clues for the structure vocabulary terms.

Class 2

FSL Grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<i>Written Production</i> - give simple commands, directions, instructions or advice, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate. <i>Language</i> - the infinitive as a verb identifier - quantity	<ul style="list-style-type: none">● Students will be able to write simple instructions (about a chosen topic) in French.● Students will be able to identify which unspecified quantity terms are larger.	Formative: <ul style="list-style-type: none">● Assess students' ability to write simple instructions.

Preparation Required:

- Print off resource 8C-16 (1 for every group)
- Print off resource 8C-17 (1 for every student)

Introduction (5 minutes):

Hand out resource 8C-16 to the groups facedown. Read out the challenge (on resource 8C-16) to the students before they flip over the paper. After having finished reading the instructions, students may start the challenge. In the challenge, students will be required to identify an area in their region that they will move to when zombies seek higher ground (they do this because they like to see everything.) The groups that identify the landscape terms correctly for avoiding zombies that are seeking higher ground will receive points. Students can use resource 8C-2 to help them in completing the challenge.

Pre-task (15 minutes):

Start with a discussion about quantity - "*Est-ce que quelqu'une sait ce que quantité veut dire?*" (Does anyone know what quantity means?). Quantity means the amount or number of a specific item. How can we represent quantity? Quantity can be represented with numbers or terms that give unspecified amounts. "*Quelle est la quantité de pupitres dans notre salle de classe?*" (What is the number of desks in our classe?) Use this question as a formative evaluation of students' ability to count in French. To refresh numbers in French, play "*pamplemousse*" or "*dix*", two number games found on <https://tbltfrenchgames.weebly.com/>. For unspecified quantity terms, a table is affixed below with the English word and French equivalent. Play a game of 'superlatives' with the students. Students will hear two statements read out to them. They will need to determine which statement has the highest quantity.

English	French
Some	<i>Quelques</i>
A few	<i>Peu de</i>
Many	<i>Beaucoup de</i>
Several	<i>Plusieurs</i>

Superlative examples:

- *Quelle phrase indique une plus grande quantité? J'ai plusieurs pommes ou j'ai un peu de pommes? Réponse: J'ai plusieurs pommes.*
- *Quelle phrase une plus petite quantité? J'ai beaucoup d'animaux ou j'ai quelques animaux? Réponse: J'ai quelques animaux.*

Hand out resource 8C-17 to students. The sheet provides instructions on how to brush teeth, however, they are out of order. Students will have to put the instructions back into the correct order. This can be done by cutting out the statements and reorganizing them on their desk. Students will complete this activity individually and then team up with a partner to see if they agree on the order. The pair will then share the order with the whole class.

Take the time to remind students that when writing instructions they will be using the infinitive tense. The infinitive tense is the unconjugated verb and is used when giving impersonal commands like instructions. An example of a verb in the infinitive would be “*couper*” (cut).

Task (20 minutes):

Students will have to teach a classmate how to do something by writing out simple instructions for their peers to follow. This should be something similar to the instructions that were used in resource 8C-17. 8C-17 can be used as an example to model their instructions on. After students have finished writing out their instructions, they can switch them with a classmate. The classmate will then see if they can follow the instructions themselves.

Post-task (5 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 focus for this post task might be the infinitive tense in instructions
- The focus for this post-task might be quantity terms
- For the post-task you may wish to have a couple students share the instructions they wrote out in the task to the class

Class 3

FSL Grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<i>Written Production</i> - give simple commands, directions, instructions or advice, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate. <i>Language</i> - the infinitive as a verb identifier - quantity	<ul style="list-style-type: none">• Students will be able to write simple instructions on how to build a “fort” in French.	Formative: <ul style="list-style-type: none">• Assess students’ ability to write simple instructions.

Preparation Required:

- Print off resource 8C-18 (1 for every group)
- Load sample diagrams
- Inventory of school gym equipment for dodgeball game forts

Introduction (5 minutes):

Hand out resource 8C-18 to the groups facedown. Read out the challenge (on resource 8C-18) to the students before they flip over the paper. After having finished reading the instructions, students may start the challenge. In the challenge, students will be required to identify a defense structure that would work best in their region to protect from Zombies and explain why this structure would work best for protection. The groups that

identify a defense structure and give an appropriate reason will receive points. Students can use resource 8C-2 and 8C-13 (structure terms) to help them in completing the challenge.

Pre-task (10 minutes):

Explain the task and the following class to the students - tomorrow students will build a zombie proof fort and test it in a game of zombie dodgeball. First, students will design a fort today by writing out clear instructions for how to build the fort. Tell students what equipment they will have available to build the fort, including the quantity of each item (make sure you divide the equipment equally between groups). Use gym equipment so that when they go to play the dodgeball game they can actually follow the instructions they wrote.

Explain to students that their instructions will need to include a diagram of what the completed fort should look like. Take this time to show them what a diagram would look like. Included are links to a couple of sites that provide exemplars of what the plans/diagrams could look like. Make sure to test the links prior to the start of class to ensure they still work.

<http://denmondivorce.com/wp-content/uploads/2018/07/marvelous-new-construction-house-plans-4-collection-including-fascinating-ranch-home-floor-bedroom-pictures-with-rocking-st.jpg>

<http://www.mrktx.com/nsf-construction-plans/#.W3hozPZFzIU>

Task (25 minutes):

In their region groups, students will create a plan for a fort they will build to survive a zombie attack. This fort will be tested in a dodgeball game in the following class. Students will have to write out their instructions for the fort, making sure to include the quantity of materials that will be needed. They will also include a sample drawing of what their fort should look like when completed.

Post-task (5 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 focus for this post task might be the infinitive tense in instructions
- The focus for this post-task might be quantity terms

Class 4

FSL Grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p><i>Reading Comprehension</i></p> <p>- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts</p> <p>Physical Education Outcomes</p> <p>GENERAL OUTCOME A Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.</p> <p>- A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</p>	<ul style="list-style-type: none"> Students will be able to follow written instructions in French to construct a zombie proof fort. 	<p>Formative:</p> <ul style="list-style-type: none"> Assess students' ability to follow written instructions in French. Look for how close their fort matches the diagram.

Preparation Required:

- Have gym equipment out and ready

Introduction (5 minutes):

Today we will be testing the forts we designed in a game of zombie dodgeball. You will switch plans for forts with the other teams. Each team will try to build the other team's planned fort. Note: this will be the fort they use when playing the game. The winning team of the dodgeball game will receive points for their region.

Task (40 minutes):

Regions will switch their plans with the opposing team. They will then go and follow the instructions to try to build the fort. This fort will be the one they are using when playing the game of dodgeball (in other words, they will not use the fort they designed). They cannot make changes to the plans on the court, they have to follow the instructions exactly as written. After they have finished building their forts, the game will commence.

Instructions for Zombie Dodgeball

There will need to be some adaptations made depending on how many groups there are.

Divide the gym into four** and place one region in each quadrant (this can also easily be done with three groups, splitting the gym into three, or two groups, as is typical). These quadrants will participate simultaneously.

Once the game commences people must stay within their boundaries. However, once they have been hit, they become "zombies" and join the team that they were hit by.

If a quadrant loses all of its people then the barrier line will disappear between the empty quadrant and the team beside them. This will allow the quadrant with players to use two quadrants. For example, you start with four quadrants but quadrant 4 no longer has anyone in it, the divide line between quadrant 3 and quadrant 4 can be removed and players in quadrant 3 now are able to have half of the playing field.

Other rules to consider:

- No head shots (below the neck is accepted).
- If you catch a ball then the person who threw it joins your team.

- Bank shots count. This means that the ball is only “dead” if it hits the ground before hitting the person.
- If someone tries to block with a ball and the ball in their hands drops then they are considered hit still.
- Once the “forts” have been made, students are not able to move them. (Where they are is where they stay.)
- If the game is getting prolonged, tighten the boundary lines so the students are closer in proximity.

The team that “catches” everyone wins.

*Note: You will probably need to do the post-task in a separate class as the dodgeball games will take up most of the class.

** If you are using all six regions then there may need to be an additional day set aside for one more set of dodgeball games. This can be avoided if the gym is large enough to split it into six.

Post-task:

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 focus for this post task might be on how it was following the other group’s instructions. What were some challenges? Was information missing?