

Back to School Unit Plan: Grade Five

In this unit, our students will learn how to greet and interact with each other through dialogue. They will also create comic strips that will continue throughout the french lessons continuing until the end of the year.

Big Ideas:

- Both verbal and non-verbal cues contribute meaning in language.
- Stories help us to acquire language.

Curricular Competencies:

- Comprehend key information in slow, clear speech and other simple texts
- Express themselves and comprehend others through various modes of presentation
- Participate, with support, in simple interactions involving everyday situations
- Interpret non-verbal cues to increase comprehension

Content:

- greetings and introductions
- common questions

Getting to Know You: Lesson One

Introduction: Have students stand in a circle. Each person will introduce themselves and pick an action to go along with their name. Each word will have an action that goes with it, and the class will repeat them all until we get to the last person.

The activity sounds like:

Student #1: Bonjour Je m'apelle _____ (action).

Class: Salut! _____ (action).

Student #2: Bonjour, Student . Je m'apelle _____ (action).

Class: Salut! _____(action), _____(action).

And so on!

Core: Teach students common greetings and how to ask and tell people their names. Write on the board the english word and the french word beside it. Ask students

if they know how to say each word or if anyone in the class is familiar with some of the words to include the students. Write up all vocabulary words and have them copy it in their notebooks as a reference sheet.

Standard Greetings:

Bonjour - Hello

Salut - Hi / Bye

Au revoir - Goodbye

Bonsoir - Good Evening

Bonne journee - Have a good day

A demain - See you tomorrow

À bientôt - See you soon

And you Are?:

et tu es? - And you are?

Comment t'appelles tu? - What's your name?

Je suis - I am

Je m'appelle- My name is

Student Resources:

Every student will write their vocab sheet based on what the teacher writes on the board. The teacher can handout for students who have trouble reading from a distance or other special requirements.

Meet 'n' Greet: Lesson Two

Introduction: Have students scatter around the classroom and start walking around and engaging with other students. Have students Greet and ask each other's names and share their own. Try to have students engage with all classmates while walking around the classroom.

The activity sounds like:

Student #1: Bonjour!

Student #2: Salut!

Student #1: Comment t'appelles tu?

Student #2: _____. Salut!

And so on!

Core: Have students make a comic strip of two characters meeting. Have them introduce themselves, say hello and goodbye in French, and have the students draw and colour their comic strips together. Have each student cut out their first strip and glue it into their book, where we will keep adding comic strips of dialogue throughout the year.

Example:



Student Resources:

The students will use the vocabulary sheet from yesterday as well as the comic strip provided below.

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Check In's: Lesson Three

Introduction: Have students watch the video, and then we will engage in discussion. Once we watch the video, ask students to see if they can guess what questions the characters were asking each other. Ask if students understood how to say any of the questions or answers.

Link:

<https://www.youtube.com/watch?v=9BgyvEXTZbk>

Core: Lead students in teaching new vocabulary write each word on the board and have the class call and repeat so they can practice pronunciation. Teacher says the word and the class repeats it, you can go over specific sounds that need pronunciation

as well. ?Have students write down all new vocabulary words in their journals and write the english translation beside it.

How we are feeling:

Bien - Good

Tres bien - Very good

Pas mal- Not bad

mal - Bad

Comme ci comme ca - So So

How Are you?:

Comment Ca va? - How are you?

Je vais ____ - I'm ____.

et toi? - And you?

Student Resources:

Vocabulary sheet they can add new words to as well as necessities such as pencil, eraser.

How we Feel: Lesson Four

Introduction: Have students sit in a circle, and we will go around and ask how people are today. The whole class will start by asking the first student, and we will go from there.

The activity sounds like:

Class: Comment ca va _____?

Student #1: Je vais _____.

Student #1: Comment ca va _____?

Student #2: Je vais _____. Merci!

And so on!

And so on!

Core: Have students make a comic strip of two characters meeting and asking how they are. Get the students to keep the same character as last time and continue the conversation. Have each student cut out their strip and glue it into their book where we kept our previous strip; we will be adding comic strips of dialogue throughout the year.

Example:



Student Resources:

A comic strip outline is needed and necessities such as a pencil, paper, and an eraser.

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Pair and Share: Lesson Five

Introduction: Have students look through a page of french names and pick one they think suits them. Have students refer to themselves as their chosen french name when in french class. Have students get into small groups and showcase their comic books so far!

Core: Put students into small groups and work together to create a short skit to present to the class next time. Have them pick a scenery that the class will have to guess! This will lead to our next unit on learning places in french. The group will have to create a dialogue to introduce the people in the scene, and they will use their french names! Costumes and props are optional but always appreciated.

Student Resources:

Current Name Sheet:

<https://www.behindthename.com/top/lists/france/2019>

Skit Outline:

<https://www.flipsnack.com/winterfestival/new-flipbook.html>

French Skit Outline

In groups of 3-5 create a short skit including vocabulary learned to date on meeting and greeting new people. Set the scene and have the class guess where your skit takes place.



Example Locations:

- Restaurant
- Movie Theatre
- Mall
- School
- Playground
- Supermarket
- Library

Skits!: Lesson Six

Introduction: Have students get into their groups and have ten minutes of practice and preparation before watching each of the skits.

Core: Each group will go up one by one and present for the rest of the class. We will review how to be a polite and supportive audience as it is scary to perform for our class. At the end of each performance, we will put our hands up and see if we can guess where the scene took place. We will write each place on the board so next class, we can learn how to say these words in French!

**Student Resources:
Assessment**

Back to the Drawing Board	In Rehearsals	Opening Week	Hello Broadway!
<p>The group is trying, however, did not follow guidelines and did not use all vocabulary. Extra practice is needed; the setting was not clear.</p>	<p>The group included most vocabulary and followed guidelines. Pronunciation needs extra practice, but the group put in a reasonable effort, and the setting was semi-clear.</p>	<p>The group included all the needed vocabulary and followed guidelines. Great effort and pronunciation are good. The setting is clear, and there was an effort towards props/costumes.</p>	<p>The group included all learned vocabulary and extras. Group added props and costumes to enhance the scene; pronunciation was excellent. The setting was apparent.</p>