

# Substitute Lesson Plan

## French 1, Grades 3-5

### “Clothes We Wear”

#### CONTEXT

This 1-hour lesson was designed to be delivered by a substitute instructor to complement the existing curriculum for a French 1 class for grades 3-5. The company's present-practice-performance instructional method is utilized to deliver and reinforce the lesson's key concepts. The lesson slides utilize a mixture of images from the existing curriculum and open source images.

# Lesson Plan

**Goal:** Clothes we wear. (Je porte une jupe, Il porte un chapeau, etc)

**Opening:** (~4-5 minutes)

Introduce yourself, ask the students to introduce themselves, then review the class rules. Use the Class 0 presentation to facilitate this if you prefer. Remind students safety first, no climbing on furniture, and no playing with objects in the classroom.

**Presentation:** (~8-11 minutes)

Use the slide deck to present the lesson's vocabulary (clothes/fashion). This topic should be new for the students.

**Practice:** (~35-40 minutes)

The bulk of class will be practice. Here are suggested activities in the suggested order. If students are not having fun with an activity or if it is confusing, end quickly and try a different activity. You may skip any activities you don't feel confident teaching. There are extra activities at the end of the lesson plan if you need more.

**QUESTION RACE** (~3-4 minutes)

Students should stand or sit in a circle. Use the slide deck to have a shared reference (i.e. Slide 18 or 32). Write the question to practice on the slide or on the board (it can be different from the question in the original slide deck). Students chorally repeat the question. Set a timer for 20 seconds. Student 1 asks Student 2 the target question. Student 2 does not answer the question, but merely repeats the question to Student 3, who repeats the question to Student 4, and so on. The question is repeated until the timer stops, when the next student in the circle must answer the question. Repeat with different time limits and different reference slides.

S1: Elle porte une chapeau ?

S2: Elle porte une chapeau ?

S3: Elle porte une chapeau ? (timer beeps)

S4: Oui, elle porte un chapeau.

Set up next two activities (~4-6 minutes, including clean up).

Ask each student to draw two pictures from today's vocabulary on index cards to use as flashcards for the next two activities.

Put away drawing materials when finished.

### WHAT'S MISSING? (~4-5 minutes)

Lay out the flashcards from the day's lesson and review each vocabulary word. Say "Bonne nuit" to signal that students must close their eyes. Take away one flashcard and rearrange the other cards. Say "Bonjour" to signal students to open their eyes and guess which card is missing. They need to use a complete sentence using "Il/elle porte." You can make it more challenging by taking away two or three cards each time. The student who guesses correctly becomes the leader ("the teacher").

I: Bonne nuit. (take 1 card away) Bonjour! Elle porte quoi ?

S1: Elle porte des lunettes.

I: Excellente ! Tu es le/la professeur.

### TOUCH (~5-6 minutes)

Spread out the flashcards on the table. The students stand around the table. The teacher asks a yes/no question using a vocabulary word from the lesson (e.g. "Il porte... un jean ?"). The students race to touch the card and answer the question. The student who touches and answers first gets to be the leader ("the teacher") and ask the next question.

Use the projector to have a common image to reference. Change the image after a few questions.

I: Il porte ... un jean?

S1: (Touching the jeans card) No, il ne porte pas un jean.

I: Super ! Tu es le/la professeur.

## MEMORY STRINGS (~3-4 minutes)

This is a vocabulary string exercise. The first student says a sentence using the day's sentence structure and each student adds more vocabulary to this. Keep going until the students run out of items to add to the list. You can give students hints by using the flashcards if they are struggling to think of a word to add.

I: No slide deck / picture here. Let's see how much we can remember. Use "je porte."

S1: Je porte un jean.

S2: Je porte un jean et un tee-shirt.

S3: Je porte un jean, un tee-shirt, et un chapeau.

S4: Je porte un jean, un tee-shirt, un chapeau, et des lunettes.

## PAPER BALL (~4-5 minutes)

Write the vocabulary or tape the flashcards randomly scattered across the board. Have one student stand and close their eyes. They take a scrunched-up piece of paper and throw it at the board. The other students tell them which word they hit. They make an example sentence using the selected word. They can say a true sentence (Je porte un jean – true, I'm wearing jeans) or a fantasy sentence (Je ne porte pas des chaussures ! - I'm not wearing shoes!). Erase a word (or remove a flashcard) once it has been used. Continue until all the words are used.

S1: (hits the word "robe")

Ss: Robe!

S1: Je ne porte pas une robe.

## **Performance:** (~3-4 minutes)

Stand or sit in a circle. Each student asks a question and the next student answers.

S1: Marcel, tu portes quoi ?

S2: Je porte un tee-shirt, un jean, une ceinture, et des chaussures. Lily, tu portes quoi ?

S3: Je porte un tee-shirt, une jupe, et des chaussures. Emma, tu portes quoi?

## **Clean up:** (~2-3 minutes)

Make sure the classroom is clean and all furniture is arranged as it was before class. Use the students' help for this.

## **Extensions:** (Optional; use if extra activities are needed)

DRAWING (~8-10 minutes: ~5 minutes for drawing, ~3-5 minutes for each student to talk about their picture.)

Draw a picture and describe it using the lesson's vocabulary.

I: Qui est-il ?

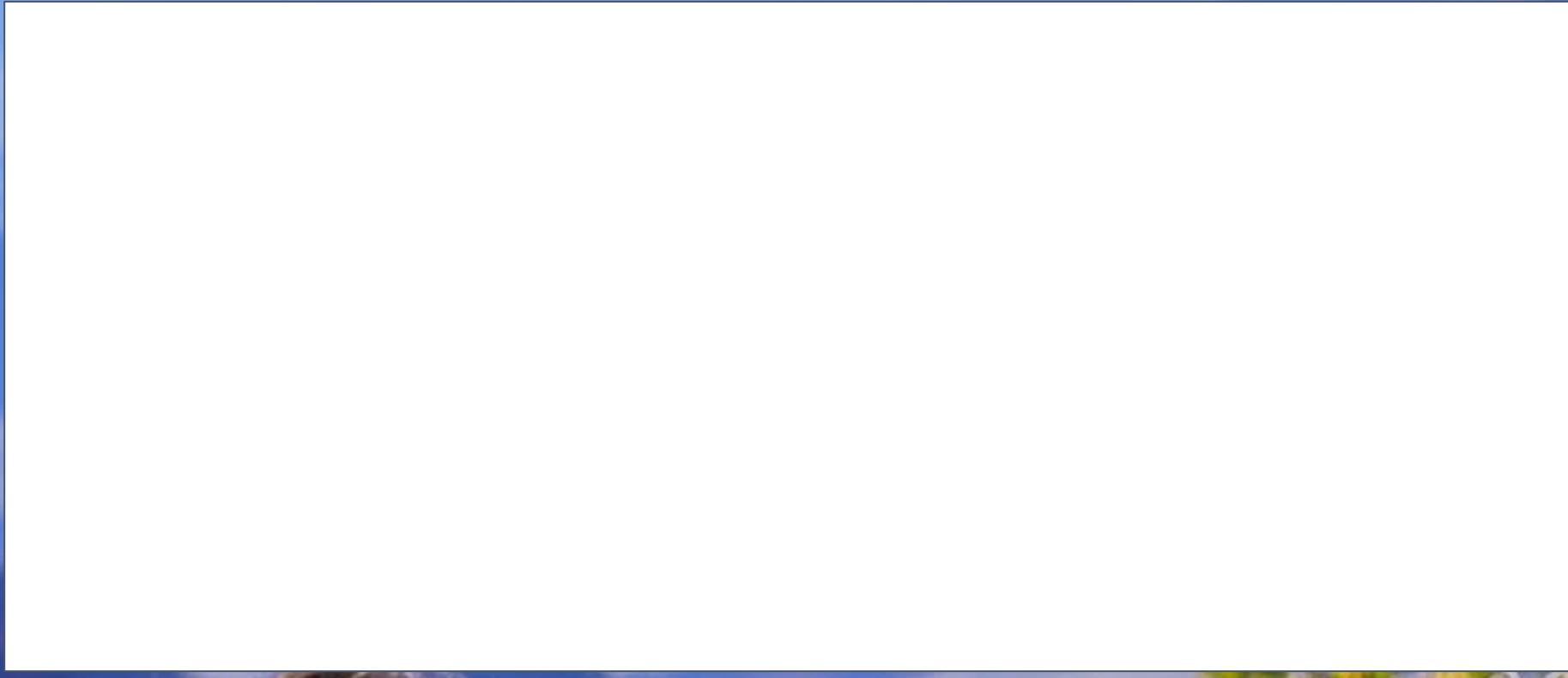
S: C'est mon frère.

I: Il porte quoi ?

S: Il porte un jean, une ceinture, un tee-shirt, et des chaussures.

## FLASHCARD LADDER (~5-8 minutes)

This is like a board game. Each student will need an avatar for the board. This could be an eraser, a pencil, a coin, or any small object, as long as each student has a unique object. Lay five or six flashcards from the lesson in a row on the table. Students take a coin and flip it (heads is one move, tails is two moves – you can use a real coin or use a website to flip a coin). Students make a sentence with the word on the flashcard they land on. The first student to get to the top of the ladder is the winner. To make it more challenging (and use more time), you could have students flip coins to come back down the ladder; this time they make a question with the word they land on and the class answers the question.

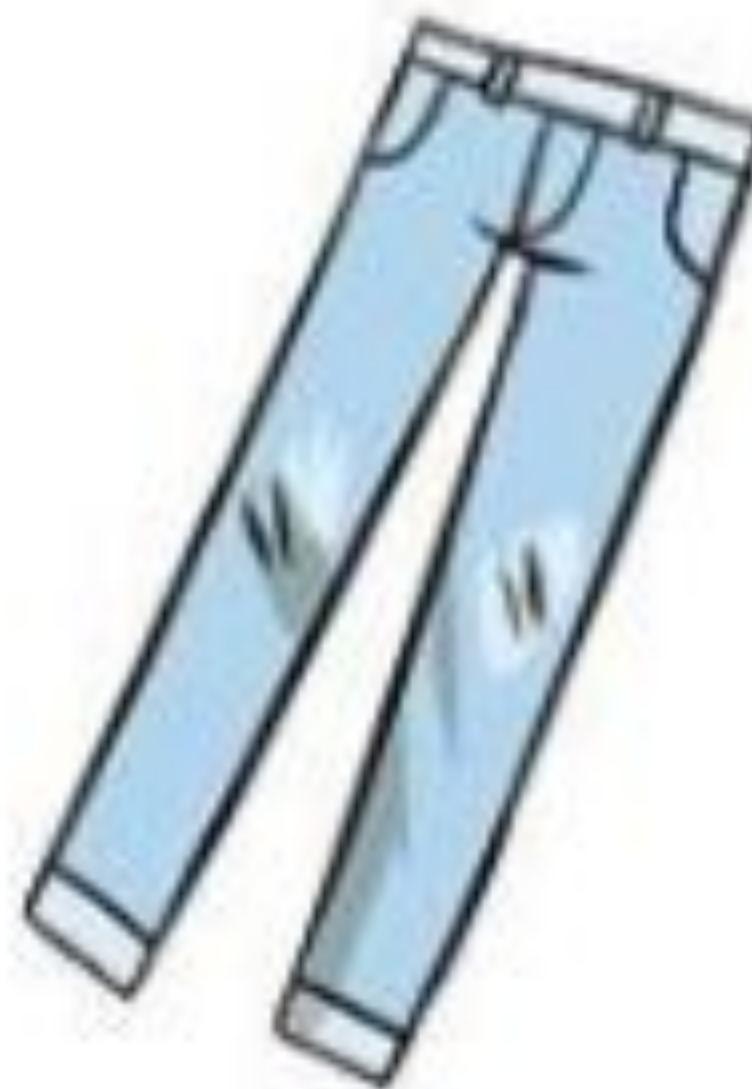


La Mode

# Objectif: La Mode



Un jean



# Un pantalon



Un tee-shirt



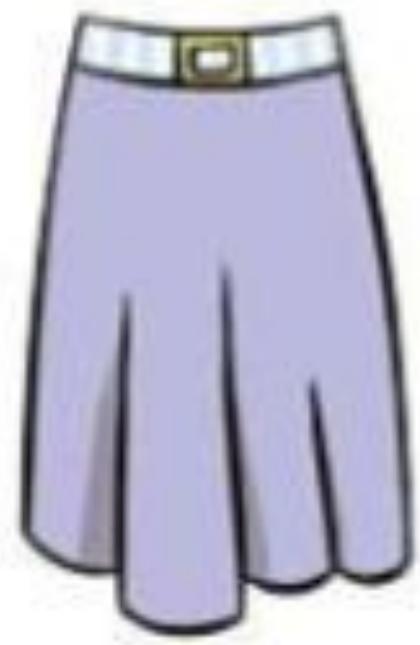
Une robe



Une jupe



# Practique!





Elle porte une robe ?



Il porte un jean ou  
un pantalon ?



Il porte... quoi ?



Il porte un tee-shirt  
et un pantalon.



Elle porte... quoi ?



Elle porte un  
tee-shirt et une  
jupe.



Tu portes ... quoi ?

Je porte ...



Je porte un  
tee-shirt et un jean.

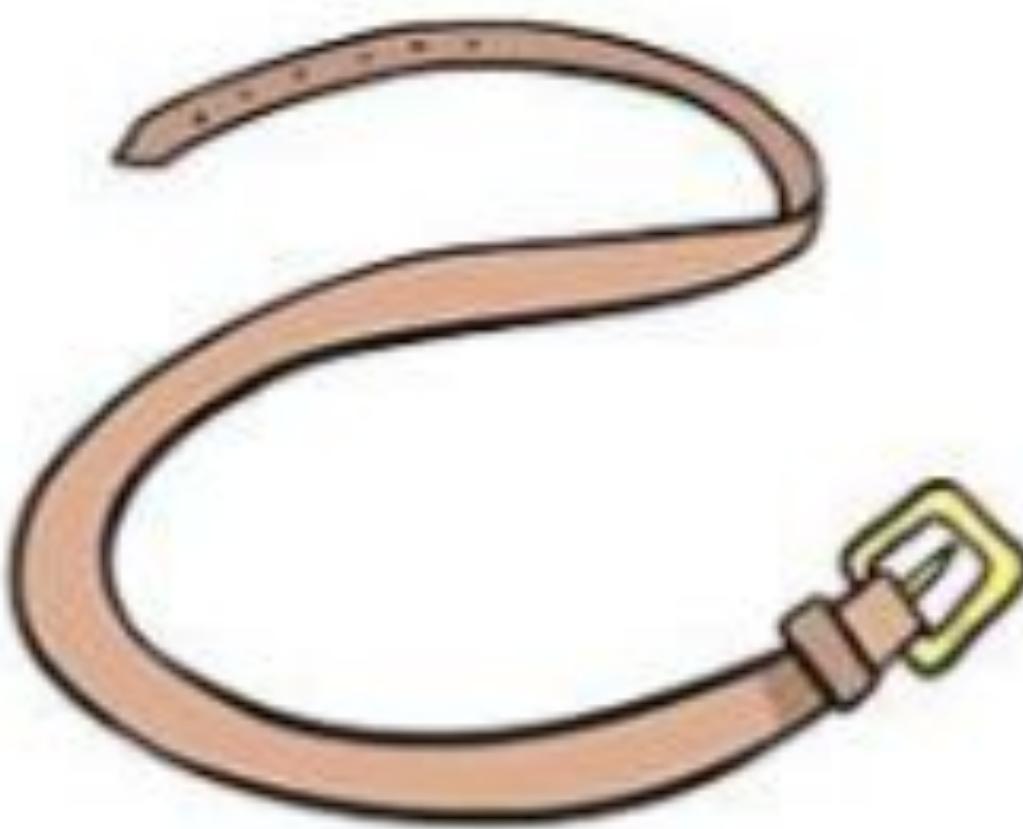
des chaussures



des lunettes



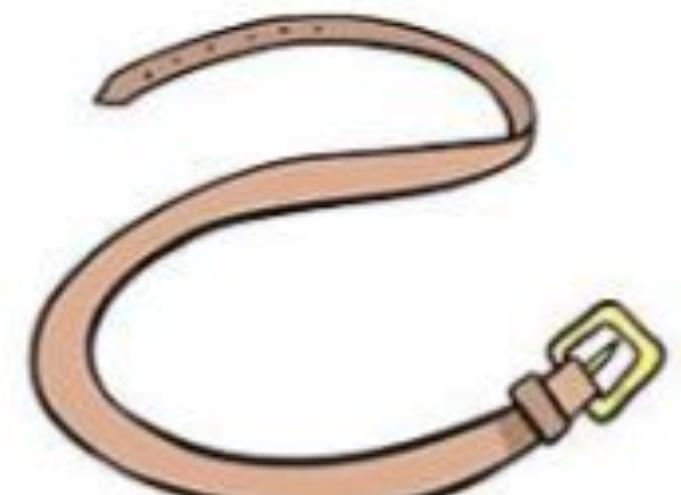
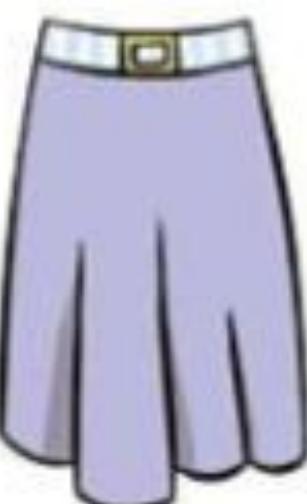
# Une ceinture



Un chapeau



# Practique!



Il porte un chapeau ?



Elle porte une  
ceinture ?



Elle porte des  
chaussures ou des  
lunettes ?





Elle porte ... quoi?



Elle porte un  
chapeau, un  
tee-shirt, un jean,  
et une ceinture.



Il porte ... quoi?



Il porte un  
chapeau, un  
tee-shirt, un  
pantalon, et des  
chaussures.



Tu portes ... quoi ?

Je porte ...



Je porte un  
tee-shirt, un  
pantalon et des  
chausseures.



**Tu portes ... quoi ?**

**Je porte ...**

Je porte des  
lunettes, un  
tee-shirt, un jean,  
et des chaussures.

