

Teacher: Ms. Annie Macintosh

Date of Lesson: October 4th, 2019

Lesson Name: Birthday Balloons (La maison des anniversaires)

Big Idea(s):

- Birthdays are an important piece of personal information, and they're fun to know!
- Pronouncing basic words/phrases in another language is important.
- Knowing how to say different dates in English and French will help with planning/travelling and communicating with others.

Curricular Competencies:

Taken directly from the BC Ministry of Education curriculum website:

<https://curriculum.gov.bc.ca/>

Competency	Grade Level	Subject Area
"Participate, with support, in simple interactions involving everyday situations."	5	Core French
"Common, high-frequency vocabulary and sentence structures for communicating meaning: basic information about themselves."	5	Core French
"Know French phonemes."	5	Core French

Content:

- o **What will my students be doing?**

My students will be matching the French months of the year to their English counterparts. They will then take that information in order to be able to say when their birthday is in French. With the knowledge of what month of the year and what day of their birthday is (in French), they will then be able to communicate that information to others, and be able to say when their birthday is in 2 languages!

- o **What requirements will this fill?**

This activity will fill the requirements set forth by the BC curriculum that at the grade 5 level, students in Core French should be able to know French phonemes; and this is all part of the ability to say the number of the date of your birthday, and the month, correctly. The curriculum also states that students be able to participate in simple interactions dealing with daily life. Knowing one's birthday is often information that is asked and shared, especially amongst younger people. Finally, the curriculum states that students at the grade 5 Core French level be able to convey basic information about themselves, and there are many instances in which being able to identify your date of birth is not only useful, but necessary.

Learning Intentions (Curricular):

- 1) "I can... say and write my birthday (date and month) in French, and share that information with others."
- 2) "I can... properly pronounce the date and month of my birthday in French."

Learning Intentions (Successful Learner Traits):

"I am... creative and risk-taking **because...** I am trying to learn things in a new language, and I am showing what I have learned in a fun and artistic way!"

*(Options are **compassionate, confident, creative, enthusiastic, industrious, risk-taking, strategic and thoughtful.**)*

What does this trait look like? Sound like? Feel like?

This will look like students who are not afraid to make mistakes when learning how to say/pronounce the numbers/months, and students who show their creativity in different ways on their balloons. This will sound like students who are encouraging each other with these new French words, and it will feel like a welcoming environment where French is fun, and birthday are even more fun!

Rationale:

o What will my students explore?

During this activity, my students will be exploring the months of the year in French, their pronunciation and spelling. They will be exploring the order in which the months fall, and where their individual birthdays fall in the year. They will then be exploring not only how to say their birthday (date and month) in French, but also how that looks by writing it down on their "birthday balloon".

o Why am I teaching this?

I am teaching this activity as it covers at least 3 curricular competencies listed in the grade 5 Core French BC curriculum (listed above), and because it falls well into the knowledge and information of French that these students already have.

o __ Why is this important for my students to know?

This is important information for my students to know because basic information about one's self is good to know in different languages for a variety of reasons. Canada is a bilingual country, and whether travelling here in Canada or abroad, knowing the dates of the month and months of the year are important assets.

Teaching Sequence:

Rough outline/skeleton of your lesson.

Lay out the steps you will need to do/estimate times for steps.

Check at the beginning with a pre-assessment of your learners.

Talk about your expectations from the very start, be consistent.

LEAVE TIME FOR STUDENT QUESTIONS!

"Hook ☐ Lesson ☐ Closure"

- 1)** Ask the class if everyone knows when their birthday is. (Refer to the list of the student's birthdays on the cupboard to help those who may have forgotten).
 - 2)** Explain what my expectations for attention and behaviour will be for this activity (explain the doorbell), ask if anyone has any questions or needs clarification. TALK ABOUT THE AVERAGE NOISE LEVEL THERE SHOULD BE FOR VARIOUS PARTS OF THE ACTIVITY (CHART ON BOARD)
 - 3)** Write out on one side of the board the months of the year in English. Then on the other side of the board, put the months of the year in French connected with a dotted line. Have the months line up correctly for now.
 - 4)** Write #1-31 on the board (in both numeric and written form), for students to reference the date of their birthday.
 - 5)** Ask the students if any of them know any of the months in French already, ask them to name what they are.
 - 6)** Go through all 12 months, pronouncing the English word, then the French. Make sure to point out the ways in which the spelling and pronunciation is different for the French word. Repeat each month in French multiple times, and have the class repeat it back.
 - 7)** Take the magnetized French months off of the board and lay them out at the front of classroom.
 - 8)** Go over the particular SLTs for this activity, and ask the students what traits they think will be used for this exercise. Why do they think that? What will that look/sound/feel like?
 - 9)** Ask the students to come up one at a time, pick a French month from the table, and place it back where it belongs on the board, across from its English counterpart.
 - 10)** Once all the months are back where they belong and the students are seated again, explain the balloon activity:
 - Every student will be given a blank "birthday balloon"
 - On this balloon it will say "L'anniversaire de _____ est le _____"
 - Students will write their name, and then their birthday (date and month)
- Once they have written it down, they can decorate their balloon however they would like! USE PENCIL CRAYONS SO THAT THEIR NAMES/BIRTHDAYS CAN STILL BE SEEN ☺**

-Students could also use this time to practice saying their birthday to their neighbours and those around them

11) After everyone has completed filling out and decorating their balloons, the teacher will walk around the class and ask each student to tell them their birthday in French as they collect the balloons.

-Use this time to ask students what month (in French) certain holidays are in

12) Once all the balloons are collected, the teacher will “attach” them to “la maison des anniversaires” to help decorate the classroom!

Materials:

o What will you need for this lesson?

- a large blue poster board for the background of “la maison des anniversaires”
- 30 small white “birthday balloons” with the necessary questions written on each one
- twine/something to “attach” the balloons to the house
- 12 laminated and magnetized months of the year in French
- assorted markers/pencil crayons

o Where/how will you get it?

- Michaels/Walmart (I will be going to get the supplies and do all the necessary assembly and production prior to the lesson date.)

Assessment:

Learning Intention(s): <i>What will students learn?</i>	By the end of this lesson, students will be able to... Identify and properly say/pronounce their birthday (date and month) in French, and share that with their teacher and classmates. They will have a better understanding of the months of the year in French and how they look/sound in comparison to the English words.
Evidence of Learning: <i>How will students show their learning?</i>	Tools they that might use... Students can show their learning by way of repeating the months of the year, and trying to remember how they are said/pronounced. Students will show their learning by being able to properly write down, and say their birthday (date and month), and share that information with their peers.

<p>Criteria: <i>What will help students know how to be successful?</i></p>	<p>Indicators of success are...</p> <p>Students will be able to tell if they are being successful because they will be able to answer the question “when is your birthday?”, and they will be able to see how they have written it down on their balloon.</p> <p>Indicators of success will be if the students are proactively saying the names of the months out loud, and repeating them to help with the odds of retention. Students can indicate success by asking for help/clarification when they don’t understand something, and by being able to place their birthday where it falls in the year.</p>
--	--

Accommodations (if any):

- o Do certain students need something different?**

Marina and Arthur may work with Carla and perhaps only do the balloon portion, as opposed to repeating and placing the French months with their English counterparts. By giving them a bit more time to listen to the months in French before decorating their balloons, all students should at least have some understanding of the months in French, and how their individual birthday fits into that.

- o What will you do for those who might need a different/altered activity?**

I think that everyone should be able to do the decorating of the balloon, they just may not be able to fully say/write their birthdays independently.

- o Look back at your “teaching sequence”, does it need changing now?**

Due to the nature of this activity, I think that my original teaching sequence will still be able to accommodate all the students in the class.

Classroom Management:

- o How will you run this activity?**

I will run this activity by explaining my expectations and the lesson clearly, then circulating the classroom when the students are working on completing their balloons. With the help of the doorbell is need be, I will be able to re-center the student’s attention and focus on myself or another student.

While walking around, I will engage with students and ask if they can tell me when their birthday is (in English and in French), how they are going to decorate their balloons, and if they need any help. At this time, if there are students who need further help with pronunciation or writing it down, I can individually assist them.

o How will you manage all the students and their different personalities/needs?

A strategy for classroom management that I will use is a wireless doorbell. The will provide a nice and calming chime for when I would like to students to pause what they're doing and turn their attention to me. I can also use it as a reminder for students to quiet down a little bit if that is necessary. I will explain the doorbell at the beginning of the lesson and ask if there are any questions.

For the students who might need a bit more one-on-one attention, I can ask Ms. Gannon or another student teacher to work with them, I could also suggest that students work with their elbow buddies if they need help with something small.

o What will you do for those students who have finished before the rest of the group?

For students who have finished decorating their birthday balloon early, they can go around and try to say the birthdays of others. They can also work on saying fully "Mon anniversaire c'est le _____" to the teacher, and their peers.

o Did you lay out your expectations at the beginning? Are you being consistent with them?

By letting the class know at the beginning what the average noise level of the class should be throughout, and what SLTs we are shooting for, I will be able to refer back what was stated and agreed upon by us all at the beginning of the lesson. Then, if need be, I can ask specific students, or the group as a whole, to think back about what was said, and if our current behaviour is reflecting that. By having my expectations explained as the very first step in my "teaching sequence", hopefully students will be listening and aware of them for the duration of the lesson and activity.

Questions for Students:

1) Does anyone know any of the months of the year in French already? Hands up if you do!
2) What patterns do we notice about the way the month is written in French, as compared to English words? (<i>ex: all the months start with the same letters, or in English, a lot of months end with "er" and in French they end in "re", and in French you don't capitalize the first letter of the month</i>)
3) What SLTs do you think we will show during this activity? What will that look like in this class?

4) What month of the year (in French) is Halloween in? What about Canada Day or Christmas?

5) Who can tell the class their birthday (date and month), as well as their elbow buddy (in French)?

Reflection:

What went well:

- the kids loved the doorbell
- everyone was engaged and willing to participate

What didn't go well:

- too many notes to ask students to take down?
- level of French needs to be fairly low still

What you would want to know for next time:

- more time for group participation!
- make sure that you estimate the time you think each station will take