

Candidate's name: Kieron Vick

Grade/Class/Subject:	5/French Vocabulary/Core French	School:	Suwilaawks Community School
Date:	February 14, 2024	Allotted Time:	60 Minutes
Topic/Title:	French Vocabulary/Pizza Toppings → Make Your Own Pizzas in French		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this fun French lesson is to have students learn new French vocabulary by familiarizing themselves with the French vocabulary of pizza toppings, which helps improve their vocabulary overall. They will also learn how to express a like or dislike of something in French learning that je = I, J'aime = I like, and je n'aime pas = I don't like.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, help us make sense of the world and our experiences, and communicate by receiving and presenting information.</p> <p>Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas.</p> <p>Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They can express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations and understand how their actions affect themselves and others.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

<p>FPPL to be included in this lesson (check all that apply):</p>	<p><i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i></p>
<p><input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p><input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p><input type="checkbox"/> Learning involves recognizing the consequences of one's actions.</p> <p><input type="checkbox"/> Learning involves generational roles and responsibilities.</p> <p><input type="checkbox"/> Learning recognizes the role of Indigenous knowledge.</p> <p><input type="checkbox"/> Learning is embedded in memory, history, and story.</p> <p><input type="checkbox"/> Learning involves patience and time.</p> <p><input type="checkbox"/> Learning requires exploration of one's identity.</p> <p><input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<p>The FPPL in this Core French lesson will be applied in multiple ways. Firstly, learning a language that is not native to the learners will involve a lot of patience and time to understand French phoneme pronunciation, and must be patient to remember French terms in their English translation.</p> <p>Lastly, because we are diving into personal interests (although in a fun context regarding pizzas), learners will explore their own identity in recognizing what they like or dislike, and how to express it in French.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<p><i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i></p>
<p>With simple French, we can describe ourselves and our interests.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<p>Curricular Competencies: <i>What are students expected to do?</i></p>	<p>Content: <i>What are students expected to learn?</i></p>
<p>Thinking and communicating:</p> <ul style="list-style-type: none"> - Respond to simple commands and instructions - Express themselves and comprehend others through various modes of presentation 	<p>Common, high-frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> - Likes, dislikes, preferences, and interests - Simple descriptions

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use observations, have targeted conversations, or collect products? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>There will be both kinds of assessments for this lesson. For the summative, I will be collecting their pizza worksheet products. This will be a low-stakes assessment, but students will get a chance for feedback and teacher assessment after they hand in their worksheets. The assessment will be based on whether they are using the proper French vocabulary for their toppings or not and are following the expectations.</p>

There will also be some formative assessment through observations and feedback when I model the pronunciation of the French words during the PowerPoint, and targeted conversations as students are working on their pizza worksheet.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

While students are learning vocabulary for an entirely different language, there should be no huge need for differentiation, as visual cues and the spelling of these words will be provided, helping student understanding. This is a pretty relaxed lesson that should not be stress-educating and that all learners can equally participate in.

For the learners who have trouble reading the French vocabulary words, I will spend some extra time with those students to help them pronounce them properly.

If students want a challenge such as using ingredients that are not listed on the vocabulary sheet, I can give them the correct French vocab for other topping ideas.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Make sure laptop is connected to the monitor and functioning properly.
- PowerPoint ready.
- Worksheets and Vocabulary sheets printed out

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>The lesson will open with the teacher talking about introducing the PowerPoint that will cover a various amount of French vocabulary related to pizza toppings, and that there will be an activity related to building their own pizzas, with the possibility that there may be a pizza party by the end of my practicum... (I am willing to buy pizzas for the class in the last week of the practicum to celebrate with all the students).</p> <p>During the PowerPoint, there will be pictures of different toppings and the French word for it. I will say the French word aloud and then have the students model after me, building comprehension of French pronunciation. Once students model my pronunciation, I will ask them what the English equivalent of that word is, based on the visual cue with it so they make that connection and are not clueless about what the French word means.</p>	<p>10-15 Minutes</p>

Once I finish all the vocabulary terms, I will then talk about how to express something they like or don't like in French. I will go over the following with them:

je = I, J'aime = I like, and je n'aime pas = I don't like. They will need to know this because, on their pizza topping worksheet, they will be required to list the ingredients they like in French and ingredients they do not like in French, building a small foundation of French expressions.

















BODY:

- Best order of activities to maximize learning -- each task moves students towards learning intentions
- Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback
- Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling
- Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations

Once the PowerPoint has concluded, students will receive their Pizza making worksheet and vocabulary sheet. On the pizza template, students will draw various toppings that they would put on their ideal pizza, labelling the toppings they put on in French for the J'aime section. The expectation for these will be that they are to be coloured and fully labelled in French, as they have the vocabulary sheet to be able to do this.

There will be lines on the worksheet for students to express the toppings that they like and dislike, which is expected of them to also complete. Here is what the worksheet (with my example) and vocabulary sheets look like:

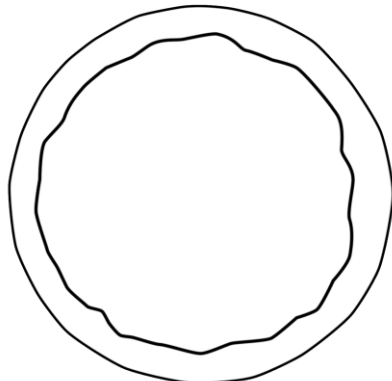
French Pizza Topping Vocabulary Sheet

 Des champignons	 Des oignons	 Des tomates	 Du fromage
 Du pepperoni	 Des poivrons rouges	 Des poivrons verts	 Des olives vertes
 Des olives noires	 De la sauce	 De la saucisse	 Des ananas
 Du bacon	 le poulet	 le jambon	 la crevette

Nom: _____

Build Your Own Pizza / Construisez votre propre pizza!

Build your own pizza, labelling your ingredients in French. Refer to your French ingredient vocabulary sheet to select pizza toppings of your choice!



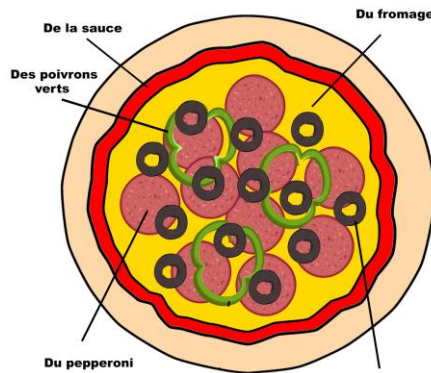
J'aime: _____

je n'aime pas: _____

Nom: Mr. Vick

Build Your Own Pizza / Construisez votre propre pizza!

Build your own pizza, labelling your ingredients in French. Refer to your French ingredient vocabulary sheet to select pizza toppings of your choice!



J'aime: Du pepperoni, Des olives noires, De la sauce, Du fromage

je n'aime pas: Des champignons, Des olives verts

35-40
Minutes

<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>The closing of this lesson will have students interact with their pizza creations, telling us about the ingredients they chose in French, and also stating what ingredients they do not like in French, summarizing their learning of familiarity with new French vocabulary words.</p> <p>I will reiterate that there will be a pizza party in relation to this activity towards the end of my practicum if the student behaviour is deserving of one! (and if my coaching teacher approves)</p>	<p>5-10 Minutes</p>
---	--	-------------------------

9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
Empty space for reflection notes