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| Teacher:  | Course:  | Period(s):  | Week of: / Dates: |
| Unit Title: |  |  |
| State Standards:  |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World)  | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | **NM. 1R.1**I can recognize words and phrases and characters with the help of visual | Students will be able to identify various items in a room, and use salutations in French, count to 20, and read simple words with French phonics. | Teacher will use total physical response & conversation to elicit use of vocabulary and salutations  Closure – On identifie ce qu’on voit dans une salle. | Students write indefinite articles with corresponding nouns. TPR counting game, conversation, written exercises. | Teacher assesses oral responses and practice test and pronunciations of French words and phonetics and numbers. | Individual heterogeneous | Requires usual materials | IEP students receive extra time on tests and may go to resource for extra help. |
| **Tuesday** | **NM. 1R.1**I can recognize words and phrases and characters with the help of visual | Students will be able to identify various items in a room, and use salutations in French, count to 20, and read simple words with French phonics. | Teacher will use total physical response & conversation to elicit use of vocabulary and salutations  Closure – On identifie ce qu’on voit dans une salle. | Students write indefinite articles with corresponding nouns. TPR counting game, conversation, written exercises. | Teacher assesses oral responses and practice test and pronunciations of French words and phonetics and numbers.**Chapter test on Leçon 1** | ndividual heterogeneous | Requires usual materials | IEP students receive extra time on tests and may go to resource for extra help. |
| **Wednesday** | **NM. 1R.1**I can recognize words and phrases and characters with the help of visual | Students can say rules and procedures.Students will be able to identify various items in a room, and use salutations in French, count to 20, and read simple words with French phonics. | Teacher will use total physical response & conversation to elicit use of vocabulary and salutations  Closure – On identifie ce qu’on voit dans une salle. | Students write indefinite articles with corresponding nouns. TPR counting game, conversation, written exercises. | Teacher assesses oral responses and ex 1 in leçon 2 and pronunciations of French words and phonetics, numbers, and salutations.  | Individual heterogeneous | Requires usual materials | IEP students receive extra time on tests and may go to resource for extra help |
| **Thursday** | **NM. 1R.1**I can recognize words and phrases and characters with the help of visual | Students can say rules and procedures.Students will be able to identify various items in a room, and use salutations in French, count to 20, and read simple words with French phonics. | Teacher will use total physical response & conversation to elicit use of vocabulary and salutations  Closure – On identifie ce qu’on voit dans une salle. | Students write indefinite articles with corresponding nouns. TPR counting game, conversation, written exercises. | Teacher assesses oral responses and ex 2 in leçon 2 and pronunciations of French words and phonetics, numbers, and salutations.  | Individual heterogenious | Requires usual materials | IEP students receive extra time on tests and may go to resource for extra help |
| **Friday** | **NM. 1R.1**I can recognize words and phrases and characters with the help of visual | Students can say rules and procedures.Students will be able to identify various items in a room, and use salutations in French, count to 20, and read simple words with French phonics. | Teacher will use total physical response & conversation to elicit use of vocabulary and salutations  Closure – On identifie ce qu’on voit dans une salle. | Students write indefinite articles with corresponding nouns. TPR counting game, conversation, written exercises | Teacher assesses oral responses and written sounds quiz practice and pronunciations of French words and phonetics  | Individual heterogenious | Requires usual materials | IEP students receive extra time on tests and may go to resource for extra help |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.