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| Teacher: | Course: French II | 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** | . **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences | | Review conjugations of irregular verbs in review lesson on the board; elicit responses that employ theses verbs.  Review comparative and superlative structure and elicit oral responses that contain the comparative and superlative.  *Closure – Students state the best film, basketball player & singer* | | . Students pose questions to their peers about various artists and NBA, and NFL stars in slide photos. | |  | |  | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary. |
| **Tuesday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | Review conjugations of irregular verbs in review lesson on the board; elicit responses that employ theses verbs.  Review comparative and superlative structure and elicit oral responses that contain the comparative and superlative.  *Closure – Students state the best film, basketball player & singer* | | . Students pose questions to their peers about various artists and NBA, and NFL stars in slide photos. | | Complete *Student Information Card.*  *Assess oral responses* | | Individual heterogeneous | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary |
| **Wednesday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach clothe vocabulary with slides in a Total Physical Response exercise. Explain the verbs on the board. Read lesson story with students, and elicit oral responses about the lesson story and the stores where they prefer to shop, where clothes are in style, expensive, etc.*  *Closure – Remind class where a few students said they like to buy shoes or jeans.* | | Students in paired groups do dialogue | | Write exercise 1 | | Paired groups at times, but usually individual. | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary |
| **Thursday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach clothe vocabulary with slides in a Total Physical Response exercise. Explain the verbs on the board. Read lesson story with students, and elicit oral responses about the lesson story and the stores where they prefer to shop, where clothes are in style, expensive, etc.*  *Closure – Remind class where a few students said they like to buy shoes or jeans.* | | Students in paired groups do dialogue | | *Assess oral responses*  Write exercise 2 | | Individual heterogeneous and paired groups at times. | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary |
| **Friday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach clothe vocabulary with slides in a Total Physical Response exercise. Explain the verbs on the board. Read lesson story with students, and elicit oral responses about the lesson story and the stores where they prefer to shop, where clothes are in style, expensive, etc.*  *Closure – Remind class where a few students said they like to buy shoes or jeans.* | | Students in paired groups do dialogue. | | *Assess oral responses*  Write exercise 3 | | Individual heterogeneous and paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary |

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