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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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) |  | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** |  |  | |  | |  | |  | |  |  |  |
| **Tuesday** |  | . | |  | |  | |  | |  |  |  |
| **Wednesday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will use reflexive verbs in the chapter in sentences in the present tense and discuss French marriage costumes. | | *Teach reflexive verbs and read lesson story with students. Elicit use of verbs and vocabulary.* | | Students do dialogues in paired groups, and create questions for teacher. | | **Practice test -deuxième** | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |
| **Thursday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will use reflexive verbs in the chapter in sentences in the present tense and discuss French marriage costumes. | | *Teach reflexive verbs and read lesson story with students. Elicit use of verbs and vocabulary.*  *Closure – The lesson explains how to use: s’inqueter, s’énerver, s’apercevoir and the way marriage works in France.* | | Model classroom routines and expectations, oral questions and answers using present tense verbs. Students pose questions about various artists and NBA, and NFL stars in photos. | | **Dialogue assessment** | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |
| **Friday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will use reflexive verbs in the chapter in sentences in the present tense and discuss French marriage costumes. | | *Teach reflexive verbs and read lesson story with students. Elicit use of verbs and vocabulary.*  *Closure – The lesson explains how to use: s’inqueter, s’énerver, s’apercevoir and the way marriage works in France.* | | Model classroom routines and expectations, oral questions and answers using present tense verbs. Students pose questions about various artists and NBA, and NFL stars in photos. | | Write exercise 3 | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |

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