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| Teacher:  | Course: French III  | 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) |  | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss French vacations, use “que & qui as well as “depuis” with the present tense, and form the passé composé with reflexive verbes. | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions.  |  Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | Dialogue assessment | Individual heterogeneous Paired groups at times | Usual materials | ESOL students will be allowed extra time on tests and access to Spanish / French dictionaries. They can be paired with a helpful student. |
| **Tuesday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | . |  | Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | Dialogue assessment  | Individual heterogeneous Paired groups at times | Usual materials | ESOL students will be allowed extra time on tests and access to Spanish / French dictionaries. They can be paired with a helpful student. |
| **Wednesday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | 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 discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | **Exercice 1** **Qui and que – ex 2** | 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** | **ILPS.1**- I can talk about people, activities, events, and experiences. | 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.* | Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | **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** | **ILPS.1**- I can talk about people, activities, events, and experiences. | 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.* | Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | Write exercise 2 | 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.