

Backward Design Lesson Plan (2019)

Name	Ashweena Rumajogee	Date	October 22, 2019
C&A Plan Title	La vie des Inuits du Nunavut (The lives of the Inuits in Nunavut.)	Lesson # in unit	1
Subject	French	Grade/level	Grade 9 French Immersion (Academic) FIF1D
Strand	Listening and Speaking	Class length (mins.)	
Location	In class		

Planning Stage One: Desired Results

Brief Description

In this lesson, students will practice their listening and oral comprehension skills by watching the video "5 choses à savoir sur le NUNAVUT!". They will also practice their verbal communication skills during the discussion with peers. Students will help each other clarify and confirm the information. They will be introduced to the summative task (poster presentation). In addition, each student will prepare for their group presentation for which they will practice public speaking skills. By introducing the summative task in the first lesson, students are introduced to the learning intentions and success criteria that should be accomplished by the end of this unit.

Lesson's Guiding Question (What question will students be able to answer at the end?)

Qu'est-ce que j'apprendrais des Inuits et de leurs vies si j'allais leur rendre visite?
(What would I learn from the Inuits and their way of life if I were to visit them?)

Overall & Specific expectations for this lesson (Numbers and descriptions from Ministry documents)

A1 Listening to Understand - Determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies.
B1 Speaking to Communicate - Communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience.

Prior Knowledge Activation (Prior to this lesson, students will have...)

The present tense in French
The conditional present
Masculine/Feminine nouns

Planning Stage Two: Learning experience and instruction

Learning Goals: "Clearly identify what students are expected to know and be able

Success criteria: "Describe in specific terms what successful attainment of the learning goals looks like."

to do, in language that students can readily understand.”	(Growing Success p. 33)												
<p>Discuss with students & post:</p> <p>1. Learning Intentions</p> <p>Today I will be able to explain the geographic location, resources, climates of Nunavut and its significance to Canada.</p> <p>2. Why?</p> <p>So that I am able to work on the essential question product and chose a topic/area I want to focus on one.</p>	<p>Success Criteria for this Lesson: (complete phrases below)</p> <ul style="list-style-type: none"> * I can understand the summative task * I can complete the graphic organizer * I can complete the worksheets provided by the teacher. * Discuss with my peers and use appropriate pronunciation in the target language 												
<p>Work Skills and Habits</p> <p>(Check <input checked="" type="checkbox"/> those addressed in this lesson)</p>	<p>Learning Environment</p> <p>(e.g., Student Groupings; transitions; physical set up):</p>												
<table border="1"> <tr> <td>✓</td> <td>Responsibility</td> </tr> <tr> <td>✓</td> <td>Organization</td> </tr> <tr> <td>✓</td> <td>Independent Work</td> </tr> <tr> <td>✓</td> <td>Collaboration</td> </tr> <tr> <td>✓</td> <td>Initiative</td> </tr> <tr> <td>✓</td> <td>Self-regulation</td> </tr> </table>	✓	Responsibility	✓	Organization	✓	Independent Work	✓	Collaboration	✓	Initiative	✓	Self-regulation	<ul style="list-style-type: none"> - Students will be put in groups of 3 - For this lesson they will work in the classroom with the teacher.
✓	Responsibility												
✓	Organization												
✓	Independent Work												
✓	Collaboration												
✓	Initiative												
✓	Self-regulation												
<p>Resources and Materials</p> <p>(What do you need for this lesson? (e.g., YouTube clip, chart paper, markers)</p>	<p>Technology Integration</p> <p>(Will students need personal devices and/or internet connections?)</p>												

Chromebooks for Research

A graphic organizer to fill

Planning Stage Three: Three Act Lesson Plan

Act I Set (Hook): Focuses attention on the learning intention to come. Provides a framework for the learning, and examples/analogies for understanding. Promotes interest and involvement and bridges from past lesson(s)/learning or prior knowledge.

Three Types of Hooks:

1. **Orientation** – introduce, motivate, focus on new learning (hook to engage the brain),
2. **Transition** – links prior knowledge (relevance, meaning) through examples, analogies, activities, lets the brain know that new things are coming (novelty)
3. **Evaluation** – questions, examples, activities, quizzes, games that are student-centred, evaluation will inform instruction (what do they need to know next)

Timing: (# of minutes)	15 MINUTES of the 60 minutes lesson
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Description: Students will first be handed the summative task handout and will have a whole class question time with the teacher about the task. They will brainstorm together about prior knowledge and will be put in groups of 3.

Act II Development: Provides experiences that guide and support student. Introduces content that is meaningful and relevant. Challenges the students without frustrating them. Actively engages the

students. Involves a range of instructional approaches and activities. Gradual release of responsibility is event.	
Timing: (# of minutes)	30 MINUTES
Description: Students will be given the Graphic organizer and will start their research. They will also complete different worksheets related to the summative task and that set the tone for Lesson 2 which is more grammar focused.	
<p>Act III Closure: Brings together ideas, <u>helps students to make sense</u> of what they've learned (metacognition), highlights key ideas, reinforces, summarizes. Involves the students in actively consolidating their learning.</p> <p>Three Basic Kinds of Closure:</p> <ol style="list-style-type: none"> 1. Review – students tie the learning in a concise manner – revisit, rethink, restate, synthesize/summarize 2. Transfer – reinforces key ideas, ask students to make connections to real world 3. Serendipity – natural but unplanned closure – a “teachable moment” occurs through a student response/question, unusual event, sudden insight/connection 	
Timing: (# of minutes)	15 MINUTES
Description: Students and teacher come together to set targets for the summative task and all questions are answered.	
<p>Assessment Tool (Gathering data to check for understanding) Using bullet points, briefly describe your assessment strategies (for, as, of), the tools will you use, and for what purpose.</p> <ul style="list-style-type: none"> - Graphic organizer - Worksheets 	
Post Lesson reflection: What went well (WWW)?	
Post Lesson reflection: Even Better If (EBI)?	