# Family Lesson Plans Beginning/Emerging Level Unit



## **Introducing Family Vocabulary:**

- 1. i fluf bdi fslesb tlbl fc!pol u flc pbse! u l u fl pse! bn ml sbe u pot l ol u fl center circle.
- 2. The teacher shares examples of his/her own family traditions.
- 3. Students work in pairs or small groups to discuss ideas of personal family traditions.
- 4. The teacher distributes a large unlined piece of drawing paper. The students fold the paper in half. On the right, they draw a picture representing a family tradition. On the left they write a description of the tradition.
- 5. The teacher could bind all of the stories together to form a class booklet.

### French Language Sample Unit Plan

The sample lesson plan below is meant to be integrated into the daily content lesson plan. The number of days and activities are suggestions for the teacher. Each teacher will individualize the approach. The lesson plan takes students from the silent period of language production to actively using the language. This same procedure can be used to introduce any vocabulary in a second language.

#### **Activity Sequence**

1. <u>Stage One:</u> Preproduction or Silent Period (Day 1)
The teacher shows visuals that represent a father, mother, grandfather, grandmother, son, and daughter while modeling the phrase in French that represents each visual. Review several times.

a. Visual of father !!) Say leuh pear)

(This is the dad)

b. Visual of mother - (Say lah mehr) (This is the mom.)

c. Visual of grandfather. -pèr (Say leuh grahng pear) (This is the grandfather.)

d. Visual of grandmother -mère !)Say lah grahng mehr)
(This is the grandmother.)

e. Visual of son (Say leuh fees) (This is the son.)

f. Visual of daughter (Say lah feey) (This is the daughter.)

- 2. TPR (Total Physical Response) (Day 1)
  - a. Place the family visuals on the chalkboard, wall, etc.

    Demonstrate the meaning of the dpn n boe! pse! Touchez !(pl) (Too-sayh)

    )Pof! fstpo! p m!cf! Touche !!(too-seuh) Touch. For example, say

    Touchez la grand-mère !(Too-shay lah grahng mehr) and touch the visual pgu f!hsboen pu fs!! pefmi f!! Touchez !dpn n boe! u !u f!sfn b o oh family members.
  - b. (<u>Day 2</u>) Review by repeating Day 1 procedures. Next, ask a pair of students to come to the front of the room and point to the family member according to the command given by the teacher. F ! **Touchez le fils** (*too-shay leuh fees*) (Touch the son.) Continue practicing the family members until all children have had a turn to identify the family members. (Note: A class set of the family visuals could be made so all the students at their desks could practice the vocabulary simultaneously with the pair of students at the front of the room.)
- 3. Charades (Day 3) After a brief review, the teacher does the following steps:
  - a. The teacher says one of the family phrases and does an appropriate action to represent the phrase. For example, mow the lawn for dad, jump rope for the daughter, etc. The teacher models the phrase and action until all family members have been practiced.
  - b. The students do the actions and phrases with the teacher.
  - c. The teacher says the family phrase in French while the students do the action.
- 4. Stage Production Yes-No Questions (Day 4)

### 5. Either Or Questions (Day 5)

The teacher holds up one of the family visuals and asks an either-or question regarding what the visual represents. The students answer with the appropriate family member phrase. For example, the teacher holds up the visual of the hsboen pu fs! boe! bt! t! Est-ce le fils ou la grandhsboen pu fs!! i f!tu efout!ti p re! bot fs! u !! -mère

- 6. Single Word Answers (Day 6)
  - a. The teacher calls six students to the front of the room and gives each student one of the family members.
  - c!!! i f!ufbdi fs! btl t! **Qui a** )gbn m!n fn cfs! o!ubshfutboh bhf! (key ah \_\_\_\_?) The students answer with the name of the student who is holding 0 1 15t4e4ey ah

- 7. Stage 3 Speech Emerges (Day 7)
  - a. The teacher holds up the family visuals and the students identify each in French.
  - b. The students construct a family tree identifying their father, mother, and grandparents. The students tell a partner in French who each of the family members are.
- 8. Games the !hbn ft!t di!bt! **Memoire** (Memory)(may-mawhr) to practice the French family vocabulary.

### **Notes about the Power Point**

**Strasbourg**,: Strasbourg, France is located in the northern part of France in a region called Alsace-Lorraine. Strasbourg is the old capital of this region. The Romans established a military outpost in this area. The city celebrated its 2,000<sup>th</sup> birthday in 1988. Strasbourg is the seat of several European institutions such as Council of Europe, European Court of Human Rights, and the European Parliament.

On the sdi pprhi p tf! o! ui f! p fs! p ou! ui f!c ma oh! sf bet! Fdprfil eft! mfit! !! upof! un f! ui t! bt! b! h sm! tdi pprho ulopubo! n psf!c pui!c p t! boe! girls attend.

**French bread:** The French have bread with every meal and the typical bread that is eaten is **une baguette** which is a long thin bread, crusty on the outside and soft and chewy inside.

**Un arbre de Noël** (a Christmas tree) Legend has it that the Christians started using the symbol of a Christmas tree in the region of Alsace. The first mention of it was in 1521 when this region was a part of Germany. After the war of 1870, the people of Alsace-Lorraine who emigrated to France brought the tradition of the tree. (This region has been disputed over throughout history but it now a part of France.) At the end of the 19<sup>th</sup> century all of France had adopted the Christmas tree.

**Quiche Lorraine:** Quiche is a dish from this region.