

Student Teacher	Ms. Francky	Observer	
Topic / Unit	French – food and drink in French speaking countries	Date	12.11.24.
Class / Key Stage	8b2	Room	1.07

My related targets this week are:

Implementation of adaptive strategies for SEND learners
Engagement of demotivated learners through ‘playful’ activities

After discussions about my progress, I have identified the following focus for my observer:

Engagement of demotivated learners through ‘playful’ activities –(Phase expectation: I am beginning to help pupils to journey from needing extrinsic motivation to being motivated intrinsically.)

What do I want the students to learn? What are the objectives of this lesson?

Pupils will learn how to

- Say what they eat and drink for different meals, focussing on accuracy in their pronunciation when reading aloud / will also use the verb prendre (with support materials if appropriate), and should gradually be able to say this without reference to written text.
- [They will learn to say the above through comprehension of this vocabulary via a vis reading and listening (so will develop reading /listening skills and phonetic awareness).]
- Adapt sentences to create new ones to support them to speak and write independently later.
- They will express what they eat/ drink for each meal in the written form as a homework task.

What is this lesson building on, and building towards?

Pupils have learnt vocabulary for different food and drinks, and the verbs manger, boire and prendre in 1st and 3rd person singular.

They have also met the phrases for different meals but only briefly: (For lunch / dinner etc.)

They have seen du / de la, de l', des in front of nouns but this has not yet been taught as explicit grammar point. The teaching of this grammar points will come in a future lesson.

What might the pupils find difficult, or what misconceptions might they already have?

Inaccurate pronunciation

Mixing up je bois / je mange, not understanding that je prends can be used generically, mixing up of du / de la etc.

What key / new terminology am I introducing?

No meta language in this lesson

What resources do I need?

Powerpoint
Scaffolded worksheets for LAPs
Cards for sentence stealer game
Mini whiteboards, pens and erasers

What health and safety considerations do I need to make?

N.A.

Lesson Parts

How will the pupils enter the classroom?

Who is doing what?

12.15 – 12.20

Welcome class using TL and also ask each student how they are today: **Comment ça va?** (I will place mini whiteboards, pens and erasers AND 4 cards for sentence stealer game on desks as I am in the classroom the lesson before.)
Equipment check – **Montrez-moi ton stylo, ton cahier, ton journal de devoirs**

Make record of all those who have equipment and respond to **Comment ça va?** in TL to for credits (in medium term).

Students will stand in a line outside the classroom and wait for me to welcome them in. They are to answer in TL how they are feeling and then sit down quietly and place all expected equipment on their desks.

What adaptations are needed?

Prompts, extensions, praise and possibly stern approach with entry questions at the door as appropriate

Part 1 Key Learning

Who is doing what?

12.20 – 12.30

Provide starter activity on first slide of Ppt– pupils to match up pictures of various food and drinks, drinking person, eating person, meals with correct French words / phrases.

Model how to respond: **La réponse pour numéro 1, c'est quelle lettre?** Expect some students to be able to tell me the correct letter (saying correctly in French) and then write on whiteboard to show how I want them to complete exercise. Tell them to do this on mini whiteboard. **Répondez sur les mini tableaux.**

Complete register – **Je vais faire l'appel**

Use visible timer to show pupils how long they have to complete the activity.

Pupils quietly complete match up activity

Pupils expected to answer register with **Oui, mademoiselle Francky / Je suis là.**

What adaptations are needed?

During register, more able may be able to say: **Il / elle n'est pas là** for any absentees.

More able students to construct 2 sentences using this vocab if they finish in advance of time limit set.

If students cannot remember vocabulary or are finding it difficult, they can look back in their books.

How do I check understanding?

Check answers.. if pupils make errors with pronunciation, model correct way of saying the word, also doing some whole class repetition / 1-1 support as appropriate. (Consider in advance which words they might find most difficult to pronounce / which words (e.g. bois) need most pronunciation practice – if possible remind pupils of pronunciation of previous words learnt with any similar sounds, e.g. trois).

How will I transition to the next part?

Pupils are used to seeing slide with header: Aujourd'hui on va ... which they know signals the learning objectives for the lesson

Part 2 Key Learning

Who is doing what?

What adaptations are needed?

How do I check understanding?

<p>Slide 2 – provide learning outcomes for lesson on slide in TL – check comprehension of these following think and pair activity</p> <p>Qu'est-ce que ça veut dire en anglais? Ecris sur ton mini tableau et compare à ton partenaire</p> <p>Slide 3 – Show 4 sentences with sentences where words have not been separated (are in snake shapes).</p> <p>Vous séparez les mots and model physically...</p> <p>Again, work on pronunciation with students of more difficult words. Provide lots of praise in TL for correct responses</p>	<p>Seating plan supports pupils who may benefit from support from fellow pupils</p> <p>Provide scaffolded support sheets for GH and PL, where there are some gaps between words with fewer words to separate out.</p>	<p>Check answers, looking at whiteboard responses (moving around room). Then ask some pupils (depending on how comfortable they feel to do this) to read out their answers.</p>
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How will I transition to the next phase?

3,2,1 countdown (in TL) Wait for silence – nothing in hands , all eyes on you (if possible, stay in TL)

Part 3 Key Learning

Who is doing what?	What adaptations are needed?	How do I check understanding?
<p>12.40 – 12.50</p> <p>Slide 4 Mind Reading Game</p> <p>8 sentences on the slide which say what I eat or drink for various meals. I take my own mini whiteboard and write one of these sentences on it. Pupils need to guess which one.</p> <p>J'écris une phrase sur mon tableau. C'est quelle phrase? Dites-moi. Vous devinez.</p> <p>Be selective in who I ask to respond – may take volunteers or those who do not respond / lolly sticks. Use as another opportunity to practise reading aloud with correct pronunciation / sensitive correction if necessary (can be done with questioning).</p> <p>Provide lots of praise for effort with reading aloud / good pronunciation.</p>	<p>Push the more able for increasing accuracy/ support those who may struggle sensitively. Be supportive / attentive to LAPs</p>	<p>Assessment of letter sound correspondence / pronunciation</p>

How will I transition to the next phase?

Sentence stealer slide displayed – silence and attention required

Part 4 Key Learning

Who is doing what?	What adaptations are needed?	How do I check understanding?
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<p>12.50 – 13.00</p> <p>Sentence stealer game – Slide 5</p> <p>12 sentences displayed (all in first person). They say what I eat / drink for different meals.</p> <p>Students are given 4 blank cards – asked to secretly write on each card any of those sentences / simply the number of it.</p> <p>Choisissez quatre phrases et écrivez secrètement chaque phrase ou le numéro de chaque phrase sur une carte (use exaggerated miming to model).</p> <p>Ok .. on va jouer 'sentence stealer' – model how to play with one other student for rest of class. Set time limit of 8 mins.</p>	<p>Support those at desks who may need some guidance with writing down their sentences on blank cards</p> <p>Those who may really struggle, could just write the number.</p>	<p>Move around room to monitor and support accuracy with pronunciation as pupils play.</p> <p>Record positive behaviour points for those who played in sensible way.</p>
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How will I transition to the next phase?

Silence and attention required – next slide to be displayed

Part 5 Key Learning

Who is doing what?	What adaptations are needed?	How do I check understanding?
<p>13.00 – 13.10</p> <p>Change one thing slide – Slide 6</p> <p>6 sentences displayed similar to those being practised in lesson so far.</p> <p>Vous changez une phrase ou un mot, ou deux phrases ou mots si possible. Model how to do this. Set timer and display.</p> <p>Collect oral feedback at the end</p> <p>Return to learning objectives to do quick review</p>	<p>Number of changes offers up different levels of challenge</p> <p>HAPs could also translate sentences provided.</p>	<p>Monitor by moving around the room.</p>

How will I transition to the next phase?

Project HW activity from VLE on screen

Part 6 Key Learning

Who is doing what?	What adaptations are needed?	How do I check understanding?
<p>13.10-13.15 – Explain HW task displaying instructions provided on school VLE.</p> <p>Provide time for any queries</p>	<p>Remind students about HW club if they would like support</p>	<p>marking</p>

How will the pupils leave the classroom?

Who is doing what?	What adaptations are needed?
Dismiss students in rows	Allow AP to leave first

Reflections

What feedback did you receive / reflections do you have on this lesson?

Some students still reluctant to respond in TL and 5 did not have all equipment –make more of reward points for those who do? – take more time for this next lesson to set up good habits. Retrieval demonstrates that most pupils have good receptive knowledge of vocab. GH and PL also managed well with task. Engaging pictures in last lesson seemed to help with memory – advantages of dual coding done in previous lessons.

Pupils struggled most with pronunciation of *riz* and *fruits* and also *oi* sound in *bois* – I paid attention to this later in the lesson with other activities .. need to keep working on this with them.

Game revealed that many pupils are still pronouncing ‘s’ at end of words – focussed on this during sentence stealer game, but more practice also needed next lesson.

Handful of pupils very reluctant to volunteer to play mind-reading game – need to think about activities to develop confidence to speak in class – maybe more pairwork (rather than in front of everybody)?

In general, though, game was great opportunity for practising pronunciation with supported corrections before moving on to sentence stealer. But PL messed around a bit – think about stricter/ swifter use of sanctions from whole school behaviour policy.

What impact did your adaptations have on pupils? How do you know this?

Some pairs struggled to translate learning objectives - possibly rethink seating plan so that different pupils can support one another?

Support worksheet worked well for GH but not PL, who was off task during most of this activity and distracted some others. Best seat for PL in room? Or does PL need even further scaffolded resource? Maybe speak with mentor / SENCO about this.

In last activity (change one thing), did not provide support worksheet / scaffold for GH and PL for this activity.. they struggled – thought that variety of options would help.

WR and LD (more able) finished really quickly (translations too).

What discussion points / questions will you take to your next mentor meeting?

Adaptations to seating plan .. strategies for supporting PL