

## **Lesson 2: Classroom Survival Part 1**

### ***Purpose:***

This is a follow up to Lesson 1 as we move forward with Grade 7 Core French. Students have been introduced to the course and are now looking at how to best communicate in the French classroom so that they can participate more readily in the classroom on a daily basis.

As well we are going to look at how to use the French-English dictionary app so that students can better research and find words that they are looking for. This is an important skill that students need to know how to use in French.

\* \* \* \* \*

### ***Time Expectations:***

This lesson is previewed to take approximately two 1hr periods.

Part 1 will be focused on using the French-English Dictionary

Part 2 will be focused on using Helpful French Phrases to speak in the French classroom.

\* \* \* \* \*

### ***Necessary Materials:***

- Video: [French-English Dictionary](#)
- Noise Makers: Two different types
- [Dictionary Assignment](#)
- [French-English Dictionary App](#)

\* \* \* \* \*

### ***Intended Outcomes:***

- |   |                                     |
|---|-------------------------------------|
| - 1.03 - Négocier pour comprendre                 | (Negotiate to understand)           |
| - 1.17 - Trouver de l'information                 | (Find information)                  |
| - 1.18 - Clarifier et vérifier ses apprentissages | (Clarify and verify their learning) |

\* \* \* \* \*

## PART 1: THE FRENCH-ENGLISH DICTIONARY

### **INTRODUCTION (We Do):**

Review what happened last class with the exit passes and some of the cool ideas that students recommended that we learn about this year.

*“Ecoutez classe, voici des idées que vous avez présenté à la fin de la dernière classe ... lisez.”*  
*“Listen up class, here are the ideas that you presented at the end of the last class ... read.”*

Ask them about last class and talk about some of the struggles that they might have had in creating their answers to their questions.

Possible Answers: didn't know what words to use, didn't know where to find words, wasn't enough time, and felt nervous having to speak French so I panicked.

*“Quels sont les difficultés que vous avez eu dernière classe?”*

*“What are some of the difficulties that you had last class?”*

Ask the class how we might resolve some of those problems; leading them towards using the dictionary.

*“Comment est-ce que vous pensez que vous pouvez résoudre ces problèmes? Oui, le dictionnaire!”*

*“How do you think that you can resolve these problems? Yes, the dictionary!”*

\* \* \* \* \*

### **FRENCH-ENGLISH DICTIONARY (I Do):**

Explain to students how to use both a regular dictionary and the free [French-English Dictionary app](#) that we are using in class.

Show the video for using the paper version of the [French-English Dictionary](#).

Demonstrate to students how to navigate the French-English Dictionary app - use the Apple TV if you have one or the projector to show your screen. Encourage students to all have the same app, which is a free one, so that again we have consistency in the classroom. The points to cover are:

1. How to identify the word when finding it in the dictionary - noun (n), masculine (m), feminine (f), adjective (a), other (pronoun, preposition, adverb, etc.) (o), and verb (v).
2. Get everyone to search up the word like and discuss what the students see on the screen. Identify the different classifications and word choices, and help students identify how to choose the best word.
3. Show them that they give helpful phrases and ideas on how to use the verbs in a variety of ways.
4. Show students that when they look up the verb in French, that they have similar options but that they can also use the “conjugate” button on the top corner, a great time saver when it comes to writing verbs out - we will look at this coming up.
5. Click onto the “Phrases” section at the bottom and encourage students to examine these and to use them to improve their spoken French.
6. Show them the quiz and do a few questions with them to encourage them to expand their thought process and their vocabulary.

**Task 1 (We Do/Share):** Divide students into groups of four or five. Provide them with a worksheet that they can work on together reviewing how to use the French-English Dictionary based on the video lesson. Make sure that students are using the same French-English dictionary to maintain consistency in their answers for the answers that require use of the paper version of the dictionary.

## Dictionary Assignment

*“Je vais vous donner dix à quinze minutes de travailler ensemble. Après nous allons revoir les réponses ensemble. Assurez-vous que tout le monde contribue à la discussion.”*

*“I am going to give you ten to fifteen minutes to work together. After we are going to look over the answers together. Make sure that everyone contributes to the discussion.”*

Give the groups time to work and then bring them back together and go over the answers together as a group. Discuss any discrepancies in their answers and resolves any issues with a class discussion.

Collect the assignment and give students a mark based on the assignment being complete and corrected during the group discussion.

### **DICTIONARY DASH (WE DO):**

Divide the class into two teams and have them use their app dictionaries for the game. For this you will need two different types of noisemakers. Have the students number themselves and then randomly choose numbers to see who will battle for dictionary supremacy.

#### **GAME RULES:**

1. Students number themselves for the first round of the game.
2. Numbers are drawn at random to see who battles.
3. Students come with their dictionary apps.
4. The teacher assigns a word or phrase that students have to look up.
5. The first student that finds the word uses their noisemaker to signal they have an answer. If the answer is correct they win the round and eliminate their opponent.
6. They will earn a point for their team and move onto the next round.
7. Students renumber at the end of each round.
8. If a team is eliminated then the other team wins. The remaining students then will battle off for individual glory. Award points based on your own classroom point process - I use [ClassDojo](#) for mine.