

Language Level	Novice Mid - High	Grade	9 - 12	Date	xxx	Day in Unit	2	Minutes	55
<b>Unit Theme and Question</b>	<b>Contemporary Life:</b> A Balanced Lifestyle <i>How do people here and in (the French-speaking world) describe a balanced lifestyle?</i>								
<b>Daily topic:</b>	Subway, work, sleep — Métro, boulot, dodo								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Learners can:</b> <ul style="list-style-type: none"> <li>Name obligations and activities that create balance in daily life based on authentic video <i>Ma Vie au Soleil</i></li> <li>Ask and answer questions about what they do to create balance in their lives</li> </ul>					
		√ Interpersonal							
		√ Interpretive							
		<input type="checkbox"/> Presentational							
<b>If applicable</b> , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	<b>Connections</b>								
	<b>Comparisons</b>	Language: Métro, boulot, dodo							
	<b>Communities</b>								
	<b>Common Core</b>	<b>Speaking and Listening: 1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		
<b>Gain Attention / Activate Prior Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher displays a variety of images depicting wellness and stress.</li> <li>Learners look at the images and list activities that they consider to be chores or obligations as well as those that are done by choice or are of interest.</li> </ul>				5		<ul style="list-style-type: none"> <li>Images depicting wellness/stress</li> <li>Images of various activities, preferably images that learners have used in previous units</li> </ul>		

<b>Provide Input</b>	<ul style="list-style-type: none"> <li>• Learners are given a set of statements concerning the video content.</li> <li>• The teacher reads each statement taking time to develop comprehension.</li> <li>• Learners are asked if they agree or disagree with the statements.</li> <li>• Learners will be asked to find proof for or against each statement as they work with the video. The video is shown first with sound off. Learners have time to individually note proof for and against based on visual images.</li> <li>• Learners also list any words that they expect to hear in the video.</li> </ul>	10	<ul style="list-style-type: none"> <li>• YouTube video Ma Vie au Soleil <a href="http://www.youtube.com/watch?v=NqyOJ7oUnbI">http://www.youtube.com/watch?v=NqyOJ7oUnbI</a> Retrieved, August 25, 13</li> <li>• Proof for/proof against activity page.</li> </ul>
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>• Learners indicate by signaling thumbs up or down if they have proof for or against each statement after watching the video.</li> <li>• They pair to share their comments on proof for/proof against statements. They compare their ideas with their partner's and each adds details to their individual lists.</li> <li>• The teacher asks two or three non-volunteers to share their responses and then calls on volunteers.</li> <li>• The teacher then asks learners to share words or phrases that they anticipate hearing in the video based on what they saw.</li> </ul>	10	
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>• The teacher introduces the concept of métro, boulot, dodo.</li> <li>• Learners watch the video for a second time with sound on identifying words on their lists that connect to the concept of going to work or working.</li> <li>• The teacher shares a prepared list of activities drawing from those in the video and from those suggested by learners during the warm-up. Learners review and learn new sentence and question frames – What do you do? I do/don't... Do you like...? I like/don't like, Do you want? I want/don't want, Do you have to...? I have to, don't have to while working with the list of activities.</li> </ul>	10	<ul style="list-style-type: none"> <li>• Images depicting métro, boulot, dodo</li> <li>• Prepared list of activities based on video</li> </ul>
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>• Learners work individually to complete a graphic organizer writing simple sentences about things they do that relate to the routine of work and things they do for fun.</li> <li>• Learners pair and rotate in inner-outer circles to see what they</li> </ul>	10	<ul style="list-style-type: none"> <li>• Graphic organizer – work, fun and overlap for both</li> </ul>

Appendix L. Balanced Lifestyle Lesson Plan

	have in common.		
<b>Closure</b>	<ul style="list-style-type: none"> <li>Learners are given an image of métro, boulot, dodo. They write down any words or sentences that they associate with the images. These are collected and may be used as future prompts for discussion.</li> </ul>	5	<ul style="list-style-type: none"> <li>Image representative of métro, boulot, dodo</li> </ul>
<b>Enhance Retention &amp; Transfer</b>	<ul style="list-style-type: none"> <li>Consider the balance in your life. Take the online quiz – Test your stress smarts. Consider how you might comment on your results in French in class.</li> <li><a href="http://fit.webmd.com/kids/mood/rmq/rm-quiz-kids-stress-test">http://fit.webmd.com/kids/mood/rmq/rm-quiz-kids-stress-test</a> (Retrieved, August 25, 13)</li> <li>Alternatively, read part of the online article about health and well-being of teens around the world. Consider how you might share some of what you learned in French in class. <a href="http://mchb.hrsa.gov/mchirc/_pubs/us_teens/main_pages/ch_1.htm">http://mchb.hrsa.gov/mchirc/_pubs/us_teens/main_pages/ch_1.htm</a> (Retrieved, August 25, 13)</li> </ul>		<ul style="list-style-type: none"> <li>Articles or references in English or French to enhance awareness of the importance of a balanced lifestyle</li> </ul>
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>What worked well? Why?</li> <li>What didn't work? Why?</li> <li>What changes would you make if you taught this lesson again?</li> <li>???</li> </ul>		

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.