

Inquiry Demonstration Plan

Lesson Conversational French –

Title: Emotions

Lesson #

4

Date:

July

Name: Yi MAO

Subject(s):

Foreign
Language

Grade(s):

Grade 1-3

Rationale & Overview

Why does this topic matter to students?

French is the second-most commonly spoken language in Canada. Aside from Québec, there are many communities with large French-speaking populations. However French-learning environments in Kamloops have been insufficient. In addition, I hope children could build up a good rapport with the nature and their bodies & minds. It is a great way to teach kids about kindness - how to be kind to others and to the environment.

How does this lesson fit within the larger inquiry project?

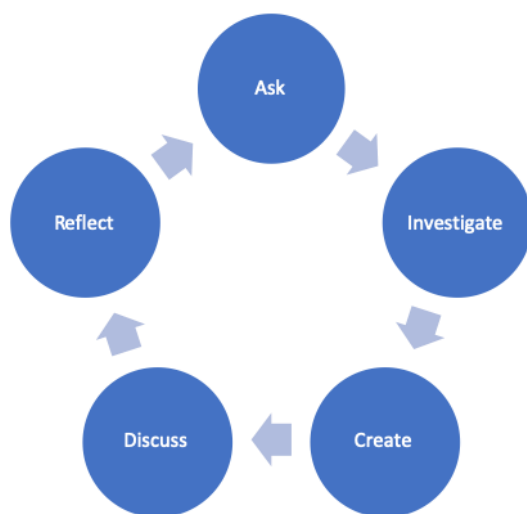
This lesson fits in the inquiry process because it is a process where I will focus on questioning and communication with peers and teacher. Children will learn about conversing with another person about their names, what they like to do, and how they feel. The outdoor inquiry can foster students to think about their world and the part they play in it.

How does this project incorporate the inquiry cycle?

This project incorporates the inquiry cycle because students are communicating by experiencing their learning journey through listening cycle; yoga poses for kids, storytelling and online discussion. These outdoor activities encourage students to ask good questions, express bravely their viewpoints, patterns and discuss these specific topics in order to really understand the knowledge. Children can always be confident and at ease in an outdoor setting so that they can explore something instead of memorizing the boring French vocabularies

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<p>*How to foster children's interests in French learning?</p> <p>*Which parts are they interested in French learning? Why?</p> <p>*How do they share their happiness or frustration in French learning to their friends or parents?</p>	<p>Discuss students' routine and what they learned in the last lesson and what they'll learn today</p> <p>Emotions are feelings. Our feelings change from moment to moment depending on what is going on around us, at home, or with our friends. Can anyone tell me an emotion that they felt today?"</p>



Inquiry Approach and Rationale

This French lesson gives students an unforgettable and meaningful experience to connect the French with the nature world through observation and thinking. Every student can express themselves in French in a comfortable and positive environment; they are encouraged to make mistakes because they are LEARNING! :) Negative speech towards themselves or others will not be tolerated.

At the beginning of class, I will ask students to say "Learning new feeling words will help me _____," in order to learn what they want to know more about.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>According to Judson (2020), he described the walking course which is a teaching method to relieve students' curiosity and develop students' perception. Walking can make students move, ensure their health and happiness and even stimulate their emotion and imagination by changing the learning situation. More broadly, walk-based practical courses can cultivate students' emotional connections to the world around them, reshaped their worldview. Walking courses take a variety of forms, such as "outdoor learning", its curriculum and activities is mostly driven by the interest of the kids. (Friesen, 2009)</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>In my design of the project, I have prepared a variety of learning activities. For example, I will gather students in a circle and show students the Emotions Dice and read the words on each side. Children can explore something through a game instead of memorizing the boring French vocabularies. (Friesen, 2009)</p>
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this</i></p>	<p>Have students describe how the student is feeling without using the sentence frame. And then ask students to share their thoughts with a neighbour. Review it to assess their understanding or</p>

<i>inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	questions about this class. I can see that the process was articulated meaningfully. (Friesen, 2009)
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	Jenny Merrill in the Golden Jubilee edition of <i>The Paradise of Childhood</i> (1916) describes what exemplary curriculums were like in early 20th-century kindergartens including “observation of the sun, the moon, the stars, the sky, the clouds, rain and snow ... shadows indoors and out-of-doors ... care of living animals, learning names of natural objects.” I hope children can do this kind of learning as aboriginal pedagogy including observation of nature, learning about plants, animals and their peers and teachers. One of my purposes of French class is that children will spend a half day in a park to observe, practice and learn from the nature and get away from the electronic devices. I think children should be given time to have a face to face communication rather than distracted with tablets or smartphones which may harm their developments. Kutscher and Rosin (2016) found that when the kids spent more time in front of iPads, computers, TVs and mobile phones, they experienced increasing levels of "clinically significant inattention problems" as well as other ADHD-type behaviour issues. (Friesen, 2009)
<p>Core Principle 5: Teachers improve their practice in the company of peers.</p> <p><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	I will share what I worked and what I could be improved upon and listen to other teachers' comments then use the information to guide further planning. (Friesen, 2009)

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
Freire (1992) stated that interaction is the foundation of the classroom learning activities and effective teaching. Effective learning environment should be based on inquiry-based learning and communication with others (teacher-student, student to student) in the classroom.	Critical thinking is a major part of all aspects of developing learning goals and assessing progress. Reflection can help students recognize the deeper meaning behind the knowledge. Every student has their own thoughts towards a question.	The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

My course design is guided by BC's curriculum:

Français Langue seconde – immersion 2

- Creating and Communicating
- Express ideas, emotions and personal experiences using visual and gestural elements
- Interact spontaneously with peers using complete sentences
- Read a simple text with fluency
- Ask questions in order to enhance understanding and deepen knowledge
- Write short texts that follow the rules of sentence structure and connect ideas in a logical fashion

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none">-Recognize Francophone and Aboriginal cultural elements- Speak about oneself and one's daily life- Read simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions.-Take the initiative of asking questions of the teacher and peers-Write simple sentences using words that follow spelling patterns and conventions of syntax	<u>communication strategies:</u> active listening turn-taking in a conversation expressions of courtesy and greetings <u>cultural elements</u> <u>elements of a story:</u> characters, settings, events <u>text organization:</u> structure of a story <u>phonemic awareness:</u> phonemes , syllables, rhymes <u>writing conventions:</u> uppercase and lowercase letters spaces between words punctuation

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

In the new BC curriculum they describe place as; "Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world." (BC's New Curriculum, 2018). First People's Principles of Learning is incorporated through the holistic way of learning about how everything is interconnected; "Learning is holistic, reflexive, experiential, and relational."

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students will be given more opportunities to participate in sharing their wonders, questions and interests about the French language.

In this class, I will put students in small groups and pass out the labeled notecards and the Vocabulary Cards to each group. Ask a volunteer to read the words on the notecards. Think aloud by saying, "Hmmm...heureux / heureuse (happy) ...I've heard that word before, but I can't remember what it is. Can someone help me?" Allow a few students to offer their ideas. Students can collaborate and ask questions in order to investigate and identify some common body parts.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	15 minutes	<p>(Lesson will begin in Riverside Park)</p> <p><u>Ask – Essential questions:</u> Ask students to say "Learning new feeling words will help me _____," in order to learn what they want to know more about.</p> <p>Show a photograph of someone crying. Write the word "émotions" underneath the photograph. Ask students what the picture shows and how the picture relates to the word emotions.</p> <p>Explain that learning a variety of words to describe emotions, or how someone is feeling, will help them to understand how their friends are feeling in the real life.</p>	A few students to offer responses to these questions
Inquiry	15 minutes	<p><u>Investigate:</u> Gather students in a circle and show students the Emotions Dice. Read the words on each side.</p> <p>Guide students to have a dialogue with their peers. Bonjour! (Hello), Comment vas-tu? (How are you?), Je suis heureux/ heureuse; triste; pas mal (I'm very well/happy/sad/okay) .</p> <p>* Teacher reminds students to use the sentence stem while discussing the emotions with each other.</p>	<p>Students review emotion words in French through the Emotions Dice.</p> <p>Students will be divided in pairs or small groups to have a role play.</p>
Reflection	10 minutes	<p><u>Create/Reflect:</u> Practicing a “walking curriculum” with kids to let them connect to the nature and teach them how to be kind to others and to the environment.</p> <p>*Teacher will translate their</p>	Students can create their own yoga poses that reflect the physical part of nature. (Dog pose, cat poses, cows pose, mountains pose etc.) To promote a feeling of calm and peace of mind.

		pose and draw to French and help them memorize these vocabularies through yoga practice and their imagination.	
Discussion	5 minutes	<u>Discuss</u> Sharing Cycle: - Write the following sentences on the paper: Something new I learned today was ____. " ____ feels ____ because ____." Support: Give struggling students one-on-one assistance with identifying the different emotions	Enrichment: They will share a meaningful observation, question, or wondering about their emotions. They are also encouraged to share their ideas with their teacher and their peers.
Assessment	10 minutes	Collect journals to assess how well students understood the purpose of learning new emotions vocabulary	Students will write a journal about what they felt in these days and review the French emotional words.

Materials and Resources

- Emotion Dice
- Emotion pictures
- Paper and pencil
- Yoga mat

Organizational Strategies

- Yoga poses are considered as imagination education, it can make students' learning more efficient, interesting and engaging and it might be useful for emotion regulation.
- Students sit around the circles and have a listening cycle, ask students to share the following sentence: Something new I learned today was ____.
" ____ feels ____ because ____."
- emotion vocabulary also naturally lends itself well to interactive activities including games and songs.

Proactive, Positive Classroom Learning Environment Strategies

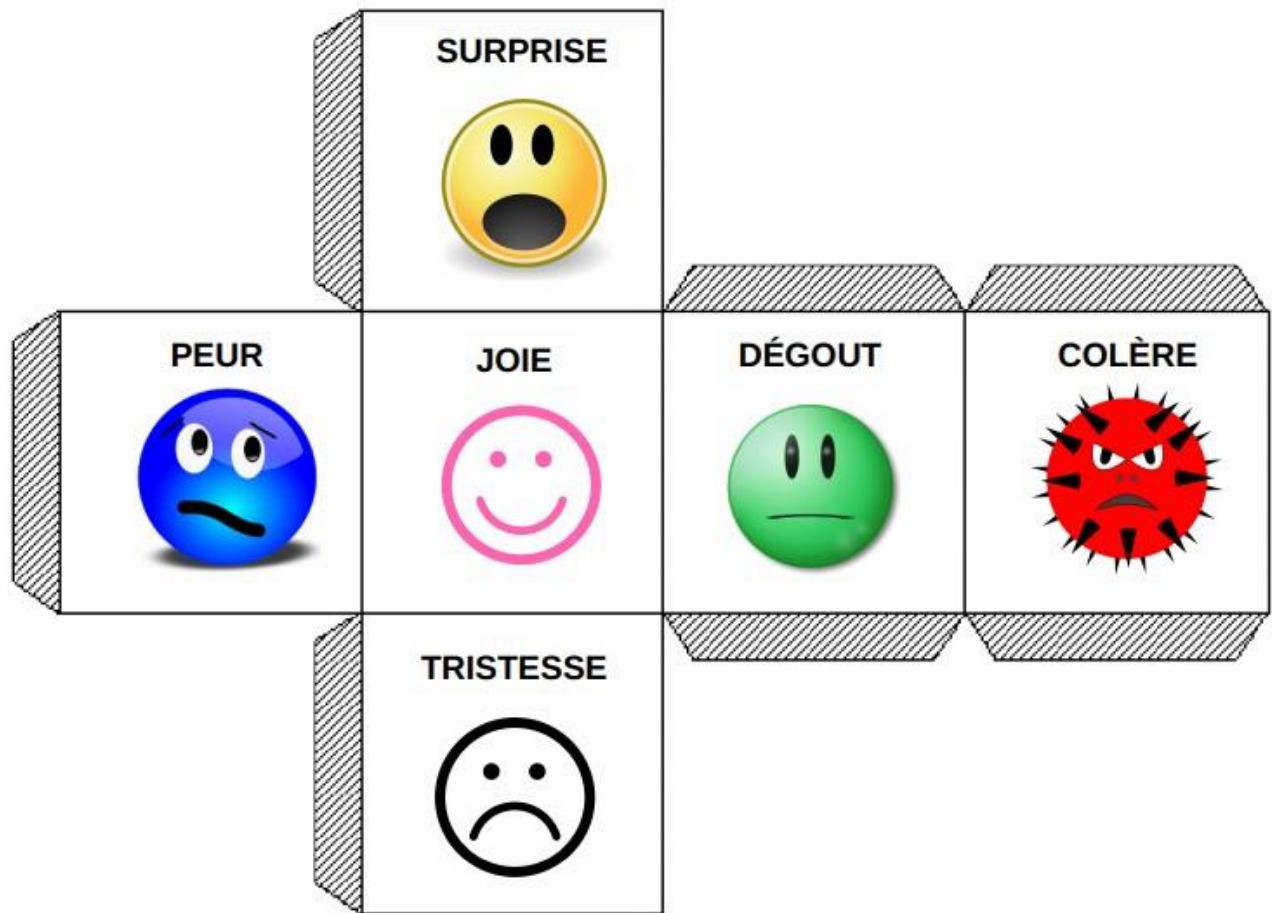
- Social distancing
- Make sure students safe in outside

Extensions

- Collect journals to assess how well students understood the purpose of learning new emotions vocabulary
- Display students' work on the walls of the classroom

Reflections (to be completed after the lesson demonstration)

Emotion Dice:



(Retrieved from <https://apprendreaeduquer.fr/les-des-des-emotions-un-jeu-pour-decouvrir-les-emotions/>)

References

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- Freire, P. (1992). The purpose of education. *The 40th Anniversary of the UNESCO Institute for Education, UIE Reports No.6*.
- Judson, G. (2020). A walking curriculum. *Education Canada*, 60(2), 8.
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