**📘 Unit Focus: Introduction to French Language and Culture**

**Topics**:

* Les jours de la semaine (Days of the week)
* Noms et articles définis et indéfinis (Definite and indefinite articles)
* Greetings
* Les nombres 0–60 (Numbers 0–60)

**Standards Aligned to GA**:

* ML1.IP1: Students exchange simple spoken and written information in French.
* ML1.CU1: Students understand cultural perspectives of French-speaking communities.
* ML1.LR1: Students comprehend basic spoken and written French.

**✅ Assessment: ☑ Quiz (Friday)**

**📅 Weekly Lesson Plan Table: September 8–12, 2025**

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon** | I can identify and pronounce the days of the week in French. | SC1: I can say and write all 7 days.  SC2: I can use them in basic sentences. | **KWL Chart**: What do you know about French weekdays? | **Anchor Chart**: Days of the week with pronunciation and examples. | **Graphic Organizer (Guided)**: Fill in chart with day names and activities. | **Jigsaw Strategy**: Each group teaches one day with a sample sentence. | **Goal Setting**: Students set a goal to master pronunciation by Friday. | **Exit Ticket**: Write a sentence using one day of the week. |
| **Tues** | I can greet others and introduce myself in French. | SC1: I can use greetings appropriately.  SC2: I can ask and answer basic intro questions. | **Quick Write**: How do you greet someone in English vs. French? | **Modeling with Think-Aloud**: Teacher models greetings and introductions. | **Reciprocal Teaching**: Students take roles to practice greetings. | **Collaborative Annotation**: Annotate a dialogue with greetings and names. | **Choice Board**: Create a comic strip or video greeting in French. | **3-2-1 Summary**: 3 greetings, 2 questions, 1 thing you found interesting. |
| **Wed** | I can identify and use definite and indefinite articles with nouns. | SC1: I can match articles with gender and number.  SC2: I can write simple sentences using articles. | **Anticipation Guide**: True/False: “Le is used for feminine nouns.” | **Direct Instruction (EDI)**: Mini-lesson on *le, la, les, un, une, des*. | **Error Analysis**: Students correct article/noun agreement errors. | **Team Problem Solving**: Sort nouns and articles into correct categories. | **Graphic Organizer (Independent)**: Create a chart of nouns with correct articles. | **Revisit Learning Target**: Rate your understanding of articles (1–4). |
| **Thurs** | I can count and use numbers 0–60 in context. | SC1: I can pronounce and write numbers correctly.  SC2: I can use numbers in real-life situations. | **Think-Pair-Share**: What numbers do you already know in French? | **Worked Examples**: Teacher models pronunciation and spelling of numbers. | **Prompting & Cueing**: Teacher asks questions using numbers (e.g., age, time). | **Stations**: Rotate through number-based activities (math, birthdays, phone numbers). | **Performance Task**: Fill out a French ID card with name, age, birthday, etc. | **Peer Debrief**: Share one number-related phrase you learned today. |
| **Fri** | I can apply greetings, days, articles, and numbers in a conversation. | SC1: I can hold a basic conversation in French.  SC2: I can understand and respond appropriately. | **Real-World Scenario**: You meet a French student—how do you greet them? | **Anchor Chart Review**: Recap greetings, days, articles, and numbers. | **Teacher-Led Small Group**: Practice short dialogues with teacher support. | **Socratic Seminar**: Discuss how French greetings reflect cultural values. | **Quiz**: Vocabulary, grammar, and listening comprehension. | **One-Minute Summary**: What skill are you most proud of this week? |