# Grade 10 French

## Term 3 - 58 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

### ABOUT THIS PACK

58 complete, ready-to-teach Grade 10 French lesson plans for Term 3, covering reading for vocabulary, guided writing, language structures, interactive speaking, reading for vocabulary, guided writing and grammar.

### TOPICS IN THIS PACK

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| **5.2.1** | Reading for vocabulary | 6 |
| **5.3.1** | Guided writing | 6 |
| **5.4.1** | Language structures | 12 |
| **6.1.1** | Interactive speaking | 10 |
| **6.2.1** | Reading for vocabulary | 6 |
| **6.3.1** | Guided writing | 6 |
| **6.4.1** | Grammar | 12 |

### INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

# Reading for classroom object vocabulary

Strand 5.0 School and world of work; school routine > Sub-strand 5.2.1 Reading for vocabulary | Lesson 1 of 6 | 40 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) read a short text and pick out vocabulary for classroom objects; b) match vocabulary to pictures

## KEY INQUIRY QUESTION(S)

- Why do we learn vocabulary from written texts?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| PCI | **Self-esteem** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Short printed or copied French texts (given in the lessons) | A dictionary or bilingual word list | Notebooks and pencils | Picture flashcards of classroom objects

## ORGANISATION OF LEARNING

Whole class for the first read-through; pairs to find vocabulary; groups of four to compare findings. Every reading text is followed by real questions to answer in French.

## KEY WORDS

un crayon (a pencil) | une chaise (a chair) | un cahier (an exercise book) | une gomme (an eraser) | un jour de la semaine (a day of the week) | quelle heure est-il? (what time is it?)

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 6 min | 9 min | 10 min | 9 min | 6 min |

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 6 | Greet the class and ask: "If you listed everything on your desk right now, how many items could you already name, in any language?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 9 | Take learners through "Classroom objects" (teaching points and model text on the next page), explaining as you go. Use short printed or copied French texts (given in the lessons), a dictionary or bilingual word list, notebooks and pencils. Ask learners to predict what comes next before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
| **Step 2: Guided practice** | 10 | Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot. | Work in pairs or small groups, explain each step to a partner and check one another's answers. |
| **Step 3: Independent practice** | 9 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 6 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give the French for "a ruler"." | Say the key idea in their own words and answer the exit question in the exercise book. |

## TEACHING POINTS AND MODEL TEXT

**Classroom objects**

Vocabulary: "un crayon" (a pencil), "un stylo" (a pen), "une gomme" (an eraser), "une règle" (a ruler), "un cahier" (an exercise book), "un livre" (a book), "une chaise" (a chair), "un pupitre/une table" (a desk), "un tableau" (a board), "un sac" (a bag).

Model text: "Dans mon sac, j'ai deux cahiers, un livre de mathématiques, un crayon, un stylo et une gomme. Sur mon pupitre, il y a une règle et un livre de français. Dans la salle de classe, il y a un grand tableau et vingt chaises."

Vocabulary: "la salle de classe" (the classroom).

Activity: in pairs, read the text and list every classroom-object word found, matching each to a picture flashcard. Then answer: Qu'est-ce qu'il y a dans le sac? Qu'est-ce qu'il y a sur le pupitre? Combien de chaises y a-t-il dans la salle de classe?

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | What is in the bag, according to the text? | **Two exercise books, a maths book, a pencil, a pen and an eraser.** |
| 2 | What is on the desk? | **A ruler and a French book.** |
| 3 | How many chairs are in the classroom? | **Twenty.** |
| 4 | Give the French for "a ruler". | **"Une règle."** |

## WATCH OUT FOR

Learners memorise words without matching them to real objects. Use flashcards or real classroom objects to ground the vocabulary.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can read a short text and pick out vocabulary for classroom objects confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can read a short text and pick out vocabulary for classroom objects accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly read a short text and pick out vocabulary for classroom objects, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet read a short text and pick out vocabulary for classroom objects without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Give a picture of a school bag with blank labels to fill in from the text. |
| **Learners ready for more** | Explain why classroom-object vocabulary is genuinely useful beyond this one reading lesson. (Answer: It is vocabulary learners will use and hear constantly in real classroom instructions and conversation, so it has immediate, ongoing practical value) |
| **Inclusion** | Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words. |

## HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "reading for classroom object vocabulary" and bring one question of your own to ask next lesson.

## TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

## REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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# Reading about the days of the week

Strand 5.0 School and world of work; school routine > Sub-strand 5.2.1 Reading for vocabulary | Lesson 2 of 6 | 40 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) read a text using the days of the week; b) associate each day with a related activity

## KEY INQUIRY QUESTION(S)

- Why do we learn vocabulary from written texts?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
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## LEARNING RESOURCES

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## ORGANISATION OF LEARNING

Whole class for the first read-through; pairs to find vocabulary; groups of four to compare findings. Every reading text is followed by real questions to answer in French.

## KEY WORDS

un crayon (a pencil) | une chaise (a chair) | un cahier (an exercise book) | une gomme (an eraser) | un jour de la semaine (a day of the week) | quelle heure est-il? (what time is it?)

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 6 min | 9 min | 10 min | 9 min | 6 min |

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 6 | Greet the class and ask: "If you listed your week's activities day by day, which day would have the most going on?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 9 | Take learners through "Days of the week" (teaching points and model text on the next page), explaining as you go. Use short printed or copied French texts (given in the lessons), a dictionary or bilingual word list, notebooks and pencils. Ask learners to predict what comes next before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
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| **Step 3: Independent practice** | 9 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 6 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why are French days of the week not capitalised, unlike English?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## TEACHING POINTS AND MODEL TEXT

**Days of the week**

Vocabulary: "lundi" (Monday), "mardi" (Tuesday), "mercredi" (Wednesday), "jeudi" (Thursday), "vendredi" (Friday), "samedi" (Saturday), "dimanche" (Sunday). Note: days are not capitalised in French, unlike English.

Model text: "Le lundi, j'ai mathématiques et sciences. Le mardi, j'ai français et histoire. Le mercredi, j'ai sport - c'est mon jour préféré! Le jeudi, j'ai musique. Le vendredi, l'école finit tôt. Le week-end, samedi et dimanche, je me repose et je passe du temps avec ma famille." Vocabulary: "tôt" (early), "je me repose" (I rest), "je passe du temps" (I spend time).

Activity: in pairs, read the text and complete a weekly table with each day and its activity, based only on the text. Then answer: Quel est le jour préféré du narrateur? Pourquoi? Quand est-ce que l'école finit tôt?

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | What subject is on Wednesday, and why is it the favourite day? | **Sport; because it is the narrator's favourite subject.** |
| 2 | When does school finish early? | **On Friday.** |
| 3 | What does the narrator do on weekends? | **Rest and spend time with family.** |