

Thank you for taking my classes! Please follow these plans as closely as you can. Above all, please make sure the students are working and productive all four days, even if you need to modify the lessons. I don't want this to be wasted time for them. You can put a check mark next to the activities you did and circle those that you didn't. I also appreciate a note at the end with a summary of how it went. Cheers!

Sub Plans for Wednesday, October 4, 2017

1st period (Theatre Arts): Room A173 (behind the P.A.C.)

This class is different from all my others, and these students can be a handful. They need to keep busy. I have attached six days worth of drama lessons/games for you to try. They're pretty easy to follow. Just read the instructions to them and get them started. You can pick and choose which ones to attempt, either going day by day and doing every activity in the list or jumping around based on what you're comfortable with. Just check off which ones you did with the class, so I don't do the exact same ones with them later. You can decide how long to spend on an activity, depending on whether you think it's going well or not.

They like the activities where they can get up and move, but they are willing to do the reflections, too, once in a while (for about 10 minutes at most). They have composition books for written work. You can show the reflections on the screen, if you can operate the "Ladybug" document camera. You just need to press the "on" switch on the wall, log in to the desktop computer, click on the Ladybug icon, and expand it to fill the screen. If that doesn't work, just read the prompt out loud to them (but you'll have to do that more than once). Be sure to shut off the projector ("off" button on the wall) when you're done.

Some of the materials I have made for you, like the handout for lesson 9 and the slips of paper with environments on them for lesson 6. If you have other games you want to play with them (anything that builds teamwork would be good), that's fine.

They are also pretty good at doing pantomime scenes. You could do this a couple of times with them: Divide them into groups of four or less. Give them 10 minutes with their groups to create their own pantomime story (no talking in the performance). It should have a beginning, a middle, and an end. Make sure every student is involved in the story, and that it is as clear as possible. No props other than chairs. Then, let each group perform for the class and talk about how they did. Ask the rest of the class to identify what was happening in the scene.

When this class is over, you need to walk over to B-24 for the rest of the day. Make sure to turn off the lights and keep the door-stop inside the room.

Note: the different schedules for Wednesdays and other days are both on the white board in that room, as well as in the sub folder. Don't be fooled by the P.E. bell, which rings ten minutes before the end of the period. From the theatre room, we can hear it pretty loudly, and some students always jump up to go.

2nd period (French 3): Room B-24

Warm-ups under document camera (they have the date in English on the top). Turn on the switch from the wall box, GENTLY pull down the screen (not too far or it will get stuck - just an inch or two of black border at the top). Make sure the wall box is on "PC 2," and you might have to click on "camera/PC" on the document camera to toggle between the desktop computer and the doc. cam. The students will write down the words of the day, plus the date, in their notebooks. This should only take about ten minutes. Once everyone has had a chance to write down the words, ask them as a group or individually to read the French out loud to you. They must be respectful and polite if they wish to correct each other's pronunciation. Someone can take a turn holding the pointer and leading the class. Put the day's page in the **red** binder when you're finished with it.

One of the students usually remembers to change the date on the side of the board.

Conversation practice: They have a packet called "Meeting people" with a bunch of dialogues in it. Have them get in pairs and play the roles of the characters to each other. Then they can do the little comprehension exercises that go with them and read the descriptions of the vocabulary and such to each other. Please walk around once or twice and check that they are actively trying to read the French and not just chatting in English. This first day, they should do "dialogue 1" and get up through exercise 1-3. This shouldn't be more than 15 minutes.

The rest of the period you can spend in the computer lab, B-40 (down at the other end of the hall). The key they gave you for the bathroom will open the door to the computer lab (and many other places). This class has a number of tasks to do on the computer:

- Go to **Quizlet.com** and practice the vocabulary for the list called "Les personnalités." They all need to study their vocabulary more, so this is important.
- Go to "**7 Jours sur la planète**" (TV5monde.com) and do the four **dictation** exercises for level A1 or higher. Have them make a list of which "dictées" and which videos they do.
- Go to "**7 Jours sur la planète**" (TV5monde.com) and do some of the video exercises listed under "**apprendre le français.**" (I have shown them how to do these activities, so hopefully they can figure it out and help each other. They will need to get their earphones to work in the computers, sometimes an iffy prospect.)
- They can start working on their **audio-visual project** about the verb "être."

They have a packet of homework for the week on articles and adjectives. They should do about three exercises in it per day, finishing up through **exercise 14** by the time I get back. They also have an audio-visual project that's due October 16th. You might remind them not to wait until the last minute to get started.

All my French homework assignments are already posted on my website, missteeteaches.weebly.com, and they know it, so they should not give any excuses about not knowing what to do.

3rd period (Prep): You are free unless the office needs you to cover another class.

4th period (French 1): **Room B-24**

Warm-ups under the document camera – same procedure as period 2 but a different set of pages (yellow border down one side). They should also be able to read the words out loud to you, even though they are beginners. They get a little silly sometimes, so try to keep things moving along.

Café menu project – see samples from last year. You can give them about two whole days to work on this and then the other two days in the computer lab (I've booked B-40 for all four days for all the French classes), or spend twenty minutes in class and twenty minutes in the computer lab every day. They could use time on the computers to help them research ideas for their menus. They can also work on the menus at home (to print out pictures and things), but they should be finished by the time I get back next Tuesday. They can use the heavy white art paper I have (but don't let them waste it!) or get their own different colored paper. They should also look in the textbook (under their seats) in chapter 3 where it talks about French cafés.

Computer Lab (B-40) – I definitely want them to spend some time working in the computer lab this week (last year the sub didn't feel like taking them, and I was not happy!). In addition to the **menu project**, the other things they should do on the computers are:

- **Quizlet.com** for list #8 "People" – this is the most practical thing for them to work on, and not enough of them get on Quizlet on their own, so make sure everyone gets on there at some time this week. I'll give them the quiz when I get back. Remind them that I can tell who does Quizlet and who doesn't, and I will probably check from afar whether or not they are studying!
- **"7 Jours sur la planète"** and the dictation exercises ("les dictées") – these might be too hard for them, but I've shown them how, so they should at least give it a try once.

They have a packet of homework for the week called "the classroom." They should be able to finish the **whole thing** by next Tuesday. Remind them to do a little each day and not to leave it all until the end (when it's rushed and they haven't taken the time to read the directions)!

lunch

5th period (AP French): **Room B-24**

Similar routine as period 2 but with a few differences in the homework.

Warm-ups under the document camera (purple pages) – put the day's page in the **purple** binder when you're done with it. These are the seniors, so they are very good at reading the French. Have them show you how good they are.

Conversation practice – same as period 2, they should get through one dialogue and about three of the little exercises a day, with focus on speaking out loud and learning the conversational vocabulary. You could even have one pair read out loud to the whole class and see if they are reading with expression (the other students can judge).

Computer lab (B-40) – this group can definitely do a lot on the computers:

- **Quizlet.com** "les transitions"
- **"7 Jours sur la planète"** the dictations *and* the videos with the exercises that go with them (make sure they write down which ones they do).
- They should focus on a different task each day (Quizlet/dictées/vidéos), but as long as they are really making an effort to use the time well, it's all good. With this class, I am more interested in having them do the exercises on "7 Jours" than Quizlet, because they do fine with the vocab., but they need to work on their listening skills, which is what the other is all about. You can let them choose, as long as they are on task.

They have a packet of homework for the week on prepositions. They should get up through exercise 21-10 by next Tuesday. They have an online assignment on the site Albert.io, which they do on an ongoing basis (but you can remind them). I would also like them to do more of the interactive exercises from "7 Jours" when they're home (although they don't claim to have the time). They also have a news article to read and annotate this week.

6th period (French 1): Room B-24

Same *everything* (warm-ups, project, and computer lab) as period 4. Put the day's warm-up page in the **green** binder when you're done with it.

They have a packet of homework for the week.

I usually put the screen back up at the end of the day, in case this helps prolong its life.

Sub Plans for Thursday, October 5, 2017

1st period (Theatre Arts): (same instructions as Wednesday)

2nd period (French 3):

Warm-ups on the document camera. Put finished page in the red binder.

Conversation practice – **dialogue 2 plus up through exercise 1-7.** They can finish the exercises on their own, to make sure you get enough time in the lab. Just be sure they are reading the French out loud to each other.

Computer lab – same program as before but work on different activities than yesterday.

Homework – do a little every day.

3rd period (Prep): You are free unless the office needs you to cover another class.

4th period (French 1):

Warm-ups on the document camera.

Café menu project / computer lab – there are drawing supplies under the desks, or they can print pictures at home. They can Google the French cafés for ideas and prices, then get on Quizlet and practice the vocab. There are some games on Quizlet that are only available on a computer, not the phone app, so I want to be sure they do some of that.

Homework – do a little every day.

lunch

5th period (AP French):

Same as period 2 but put finished warm-ups in the purple binder.

6th period (French 1):

Same as period 4. Put finished warm-ups in the green binder.

Sub Plans for Friday, October 6, 2016

1st period (Theatre Arts): (same instructions as Wednesday)

2nd period (French 3):

Warm-ups on the document camera. Put finished page in the red binder.

Conversation practice – **dialogue 3 plus up through exercise 1-9.** They can finish the exercises on their own, to make sure you get enough time in the lab.

Computer lab – same program as before but work on different activities than yesterday.

Homework – do a little every day.

3rd period (Prep): You are free unless the office needs you to cover another class.

4th period (French 1):

Same instructions as Wednesday.

lunch

5th period (AP French):

Same as period 2. Put finished warm-up in purple binder.

6th period (French 1):

Same as period 4. Put finished warm-up in green binder.

Sub Plans for Monday, October 9, 2016

1st period (Theatre Arts): (same instructions as Wednesday)

2nd period (French 3):

Warm-ups on the document camera. Put finished page in the red binder.

Conversation practice – dialogue 4 plus up through exercise 1-12. They can finish the exercises on their own, to make sure you get enough time in the lab.

Computer lab – same program as before but work on different activities than yesterday.

Remind them that I will be looking forward to hearing what progress they made with the conversations and the computer lab activities. They should have a list each of what they did in there. They need to be ready for the **vocab. quiz**, too.

All their homework is due tomorrow, except the audio-visual project.

3rd period (Prep): You are free unless the office needs you to cover another class.

4th period (French 1):

Same instructions as Wednesday.

Remind them that all their work should be ready to show me on Tuesday! That means the café menu and the worksheet pages. They should also be ready to take the **vocab. quiz** because they will have studied so much on Quizlet.

lunch

5th period (AP French):

Same as period 2. Put the finished warm-up in the purple binder.

Remind them that I will be looking forward to hearing what progress they made with the conversations and the computer lab activities. They should have a list each of what they did in there. They need to be ready for the **vocab. quiz**, too.

All their homework is due tomorrow, except the next week's Albert.io assignment (they should check the Albert.io site themselves to be sure they're caught up).

6th period (French 1):

Same as period 4. Put the final, finished warm-up in the green binder.

Please have the students help you tidy up the classroom wherever they may have moved things around (like the supply boxes under the chairs or the books on the shelves). Don't let them leave the room in a shambles!

Remind them their homework is due tomorrow (plus **vocab. quiz!**).

Please leave me a note with how it all went, what worked well, and what didn't. I tried to keep it simple for you but productive for them.

Thank you!