

Lesson III *C'est quoi, cette Famille?*, 2 days (differentiated)

<p>Standards</p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories</p> <p>3.1.N.a Reinforce previously learned content knowledge through the target language</p> <p>4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)</p>	<p>Lesson Objectives</p> <p>Content: I can identify family vocabulary when listening or reading.</p> <p>Language: I can read a description of a family in French. I can create a family tree based off the information in a French text.</p> <p>Social: I can read silently. I can participate in small group and whole-group discussion. I can work individually.</p>
<p>Materials</p> <ul style="list-style-type: none"> -Pencil -French text of a family -<i>Bande annonce</i> of the movie -Blank piece of paper -Handout for notes and guided questions while reading -Colored pencils -Family vocab notes 	<p>Accommodations</p> <ul style="list-style-type: none"> - See different versions of the guided reading questions.

I Lesson Layout

Day 1

Warm-Up

- 5 min. Students will define several family terms
- 5 min. Good news, review objectives, and make class announcements
- 5 min. Review the warm-up using notecards to call on students

Activity

- 8 min. Students will be shown a *bande annonce* twice in reference to the film *C'est quoi, cette famille?*
- 5 min. Students will answer the question in their pre-reading section: What ideas were you able to get out of the video we just watched? I will give an example answer that students can't use.
- 2 min Students will do a Think, Pair, Share to bounce ideas off one another and then students will share their thoughts with the class.
- 3 min. Students will turn their attention to the article about *C'est quoi cette famille?*. As a class, we will underline vocab words and circle cognates in the first paragraph.
- 5 min. I will read the first paragraph to the class, starting with the bolded title.
- 5 min. Together, we will answer the first question on the guided reading handout. Then, students will answer the other questions in that section.

3 min. Students will go through the second paragraph and underline vocab terms and circle cognates they recognize.

3-5 min. Students will come up to the board and underline or circle the words they found because the reading will be projected onto the board. I will go through with them and catch any they missed.

3 min. Students will form a hypothesis about what the movie is about based on the information circled, underlined, and the *bande annonce* we watched. Students will be told we will finish the rest of the article the next day.

5 min. Students will be directed to the last question on the second paragraph which asks them to make a family tree for the family described in the text. They will also have time to start coloring and choosing names for the un-named parents and siblings. They can also use this time to form more complete answers in their handout or ask questions about what we have done so far in the reading.

Day 2

Warm-Up

5 min. Students will be asked to look up 3 unknown words in the French text from the day before using their cellphone or a classroom dictionary. They will have to define the words and use them in a sentence.

5 min. Good news, review objectives and make class announcements.

Activity

3 min. Several students will be called on to re-cap what we know about the article so far.

5-7 min. We will start to go through the second paragraph and decipher what it is saying together.

5 min. Students will answer the rest of the questions related to the second paragraph on their own or with their table.

5-7 min. Students will go through and read the last paragraph on their own after they underline vocab and circle cognates.

25 min. Students will individually answer the questions about the third paragraph and have time to complete their family tree.

Exit Slip

5 min. Students will have to answer this question on a piece of notebook paper: What makes this film relevant to France's family structure? Do we have a similar situation in the United States of America?

II. Reflection

1. How well did my students perform/respond? Were all my students engaged?
2. How was my timing?
3. What did everyone know?
4. What did no one know?
5. Were there any surprises?
6. What would I do differently if I taught this lesson again?

III. Materials

"C'est quoi cette famille", la nouvelle comédie de l'été sur fond de famille multi recompose

Par **Véronique Dalmaz** @Culturebox

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Teïlo Azaïs et Louvia Bachelier dans une scène du film "C'est quoi cette famille"

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"C'est quoi cette famille", du réalisateur Gabriel Julien-Laferrière, sort dans les salles de cinéma ce mercredi. Cette comédie française raconte l'histoire d'une famille recomposée à de multiples reprises. Face aux contraintes de la garde alternée, les enfants se rebellent et prennent le pouvoir.

Reportage : P.Deschamps / D. Damedà / E. Urtado

Une garde alternée inversée

Dans "C'est quoi cette famille", le héros principal est Bastien, 13 ans, au centre d'une famille recomposée de six demi-frères et sœurs, huit "parents" et autant de maisons.

Invité du 20h00 de France 2 avec Chantal Ladesou, sa grand-mère dans le film, Teïlo Azaïs nous explique comment son personnage ne supporte plus cette vie d'enfant ballotté d'un appartement à un autre. Il décide donc "de prendre un "appart" pour que les enfants soient tous ensemble" raconte le jeune comédien sur le plateau du JT. La fratrie s'installe donc dans l'appartement d'une grand-mère décédée. Et ce sont les parents interprétés

notamment par Julie Gayet et Julie Depardieu qui, à tour de rôle, viendront habiter chez leurs enfants. Une sorte de garde alternée inversée. Chantal Ladesou, la grand-mère complice, suit les enfants dans ce "délire" car comme elle l'explique sur le plateau du JT "ils sont plus mûrs que les parents dans ce film".



Julie Depardieu, Chantal Ladesou et Julie Gayet à l'affiche du film "C'est quoi cette famille"
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Une comédie qui fait réfléchir sur la situation des enfants de divorcés

"En France, un mariage sur deux se termine par un divorce. Les remariages aboutissent souvent, aussi à une nouvelle séparation", reconnaît le metteur en scène du film dans une interview accordée à l'AFP. "Du fait, ajoute Gabriel Julien-Laferrière, on ne voulait pas glorifier ces parents "adolescents" qui pour un oui, pour un non, détricotent une famille pour en construire une autre".

Nom: _____ Date: _____

Questions de “C’est quoi, cette famille?”

(Below-Learning Target Version)

As you read through the article, UNDERLINE the vocabulary terms you come across and CIRCLE the cognates you find.

Pre-reading Questions

1. What themes were you able to get out of the video we just watched?
2. What kind of text do you think we are going to read (look at the format)?

Paragraph 1

3. Look for the cognates and punctuation in the family. Based off the article’s title, what does the movie involve (listen to my voice as I say the title)?
4. What do the children do in the movie (look for cognates)?
5. Pick one vocab word and define it.

Paragraph 2

6. Does the heading have any information we know in it (cognates or vocab words)? So is the heading helpful to us?
7. Pick one cognate and define it.
7. Who is the main character in the film (look for a name)?
8. What does the grandmother help the kids find (look for a vocab word and a cognate)?
9. What do the parents have to do (look for a cognate and a vocab word)?

10. Using the information given in paragraph 2, draw the family tree of the family in this film. You can make up their names and whether they are brothers or sisters. Remember the oldest generation goes on the top and the youngest generation on the bottom. The family tree will be based off the main character. You must incorporate all the characters they talk about and color in your tree. You can add more people to the tree if you'd like.

Paragraph 3

10. What is the cognate in the bolded heading? What do you think the heading is talking about then?

11. What statistic is given in the last paragraph about divorce (look for your vocab word)?

12. How does this article relate to your life? Can you sympathize with the kids in the movie?

Nom: _____ Date: _____

Questions de “C’est quoi, cette famille?”
(At-Learning-Target Version)

As you read through the article, UNDERLINE the vocabulary terms you come across and CIRCLE the cognates you find.

Pre-reading Questions

1. What ideas were you able to get out of the video we just watched?
2. What kind of text do you think we are going to read?

Paragraph 1

3. Based off the article’s title, what does the movie involve?
4. What do the children do in the movie?
5. Pick one vocab word and define it.

Paragraph 2

6. Pick one cognate and define it.
7. Who is the main character in the film?
8. What does the grandmother help the kids find?
9. What do the parents have to do?
10. Using the information given in paragraph 2, draw the family tree of the family in this film. You must incorporate all the characters they talk about and use color. You can add more people if you’d like.

Paragraph 3

10. What does the bolded heading talk about?

11. What statistic is given in the last paragraph about divorce?

12. How does this article relate to your life? Can you sympathize with the kids in the movie?

Nom: _____ Date: _____

Questions de “C’est quoi, cette famille?”
(Beyond-Learning-Target Version)

As you read through the article, UNDERLINE the vocabulary terms you come across and CIRCLE the cognates you find.

Pre-reading Questions

1. What themes were you able to get out of the video we just watched?
2. What kind of text do you think we are going to read?

Paragraph 1

3. Based off the article’s title, what does the movie involve?
4. What do the children do in the movie?
5. Pick one vocab word and define it.

Paragraph 2

6. Pick one cognate and define it.
7. Who is the main character in the film?
8. What does the grandmother help the kids find?
9. What do the parents have to do?
10. Using the information given in paragraph 2, draw the family tree of the family in this film. You must incorporate all the characters they talk about and use color. You can add more if you’d like. Write a description of two of the people on your tree based off the *bande annonce*. There should be a physical trait, personality trait, a like, and a dislike in both descriptions.

Paragraph 3

10. What does the bolded heading talk about?

11. What statistic is given in the last paragraph about divorce?

12. How does this article relate to your life? Can you sympathize with the kids in the movie?