

## Lesson Plan

Steps / Time	Activity	
<p><b>Introduction to model text</b></p> <p><b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>● Students first look at pictures of postcards and in a think-pair-share activity students discuss their opinions about them. (see appendix A)</li> <li>● Teacher-led discussion about postcards               <ul style="list-style-type: none"> <li>○ What is a postcard?</li> <li>○ What is its use?</li> <li>○ When is it used?</li> <li>○ What is a typical postcard composed of?</li> </ul> </li> </ul>	
<p><b>Textual comparison and discussion of audience &amp; purpose</b></p> <p><b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>● Students look more closely at French postcards found on Google images and explore the different messages on them.</li> <li>● Teacher-led discussion using targeted questions such as:               <ul style="list-style-type: none"> <li>○ What kind of postcard is this and who made it?</li> <li>○ If you were the sender of this postcard, what would you have done differently? What would you include or remove and why?</li> </ul> </li> </ul>	
<p><b>Textual Interpretation</b></p> <p><b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>● Close analysis of textual language: students identify the language and the types of content one would include in a postcard.</li> <li>● Teacher-led discussion using targeted questions such as:               <ul style="list-style-type: none"> <li>○ What are the connotations associated with this word...?</li> <li>○ How does it help to support the overall message?</li> </ul> </li> <li>● Further discussion of the different types of greetings/salutations that would be appropriate use to say hello and goodbye on a postcard. See below:</li> </ul> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div data-bbox="578 1549 716 1581" style="text-align: center;"><b>Salutation</b></div> <div data-bbox="1127 1549 1235 1581" style="text-align: center;"><b>Closure</b></div> </div>	
	<ul style="list-style-type: none"> <li>- Bonjour à tous !</li> <li>- Salut !</li> <li>- Coucou !</li> <li>- Cher(s)/Chère(s)...</li> </ul>	<ul style="list-style-type: none"> <li>- Je t’embrasse.</li> <li>- Bisous.</li> <li>- Salut !</li> <li>- A bientôt.</li> <li>- Grosses bises.</li> </ul>

<p><b>Practical Application</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>• Students review vacation activities and expressions for describing the weather.</li> <li>• They also look at some examples of addresses and try to see whether they can extract the necessary details. For example:</li> </ul> <p style="text-align: center;">Mme Michelle ANDRÉE</p> <p style="text-align: center;">47 bd. Michelet</p> <p style="text-align: center;">13009 MARSEILLE</p> <p style="text-align: center;"><b>Nom :</b> <i>Andrée</i></p> <p style="text-align: center;"><b>Prénom :</b> <i>Michelle</i></p> <p style="text-align: center;"><b>Numéro de rue :</b> <i>47</i></p> <p style="text-align: center;"><b>Rue :</b> <i>boulevard Michelet</i></p> <p style="text-align: center;"><b>Code postal :</b> <i>13009</i></p> <p style="text-align: center;"><b>Ville :</b> <i>Marseille</i></p> <ul style="list-style-type: none"> <li>• What are some differences between how addresses are written in France versus the US?</li> </ul>
<p><b>Textual Creation/Drafting</b> (20 mins)</p>	<ul style="list-style-type: none"> <li>• After the teacher provides the task sheet and criteria for evaluation, students complete a semantic mapping activity (see appendix B) with their partners in order to brainstorm initial ideas.</li> <li>• The following week, the pairs meet in the lab to begin collaboratively designing their own multimodal postcard via Google Docs.</li> <li>• Students will later share their finished product with the class via D2L for peer review and feedback.</li> </ul>

## Appendices

A. See examples in Google Drive

B. Semantic Map

