

What's included?

- Daily Lesson Plans
- Daily Bell Work
- Power Point for instruction
- Student handouts
- Assessment for all skills
- Unit story
- Unit story video
- Unit story activities
- Running Dictation game
- Unfair Game
- Word Wall
- Gimkit/Quizlet/Blooket



Who can benefit from these CI units?

Are you forced to use a textbook curriculum?

Do you want to use Comprehensible Input, but need a bit of structure?

Do you have a common district final with non-CI teachers?

If so, this item is for you!



Daily Lesson Plans

Each day's plans include a list of things to be done and which resources will be used.

Each day has a bell-ringer activity and student self-assessment.

Each day has a Powerpoint section - edit to add or remove things as desired.

Use the Powerpoint as a starting point for circling, repetition and PQA

Day 5	
Lesson theme	L'environnement - introduction of vocabulary related to environmental problems
Bell work	What is the conditional stem for irregular verbs? (pg 11)
Vocabulary	l'adaptation, l'énergie alternative, l'atmosphère, le gaz carbonique, l'écologie, le climat, la déforestation, l'écosystème, le glacier, l'effet de serre, une île, le pergélisol, le recyclage

Day 7 - Qui est une personne qui a changé le monde - quelqu'un que vous admirez? Pourquoi?

I listened with intent to understand.	I did my 50%.	I let my teacher know that I did or didn't understand.
😊😊😊	😊😊😊	😊😊😊

Day 8 - Complete each sentence using the conditional tense.

Si je pouvais voyager dans le temps, je _____

Si je savais jouer du piano, je _____

Si je travaillais moins, je _____

Si je gagnais à la loterie, je _____

Si je parlais couramment une autre langue, je _____

I listened with intent to un-	I did my 50%.	I let my teacher know that I did or
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Day 9

raît-o

I liste

Day 5	
Lesson theme	L'environnement - introduction of vocabulary related to environmental problems
Bell work	What is the conditional stem for irregular verbs? (pg 11)
Vocabulary	l'adaptation, l'énergie alternative, l'atmosphère, le gaz carbonique, l'écologie, le climat, la déforestation, l'écosystème, le glacier, l'effet de serre, une île, le pergélisol, le recyclage

ites (Le Monde)
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d? (pg 11)

roduce the use of imparfait with

Comment changer les choses?

Pour améliorer le monde, je...

- Donnerais de l'argent aux pauvres.
- Ouvrirais des écoles.
- Aiderais les animaux en danger.
- Ferais du bénévolat.



Pour améliorer ma vie, je...

- Me coucherais plus tôt.
- Mangerais plus de légumes.
- Réfléchirais un peu chaque jour.

Student Handouts

Student handouts can be used as practice and review for the new vocabulary and structures learned in the lessons.

Handouts include a printable vocabulary list, practice worksheets and other activities.

Answer keys are included.

Handouts include:

- Les problèmes dans la vie** (Worksheet B): A student group activity where students share advice using the conditional tense. Includes a section for "Si je gagnais à la loto..." (If I won the lottery).
- Forming the conditional tense** (Worksheet): A worksheet for practicing the conditional tense. It includes a list of sentences to complete using the conditional tense, such as "Je vais acheter une voiture très chère." and "Je vais dépenser tout mon argent en une seule soirée."
- Si je gagnais à la loto...** (Worksheet): A worksheet for practicing the conditional tense. It includes a section for "Si je gagnais à la loterie, je pourrais réaliser mes rêves les plus fous..." (If I won the lottery, I could realize my wildest dreams...).

Handouts also include a printable vocabulary list, practice worksheets, and other activities.

Unit Story and Video

The unit story includes the vocabulary and structures learned in the unit along with many cognates.

Printable version of the story is included so students can read along.

Animated video version of the story with text overlayed so students can watch and review.

Story retell, cloze and running dictation activities included.

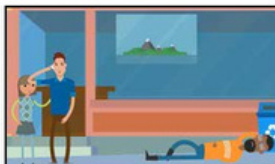
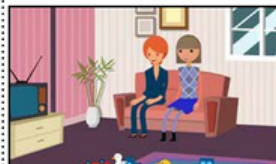
Si j'étais présidente...



Louise était une fille intéressante quand elle était petite. Elle voulait être amie avec le monde - même avec les choses que les autres petites filles détestaient, comme les araignées et les fourmis. Elle était triste quand elle voyait des gens tristes, blessés ou en colère. Elle avait une idée pour aider les autres. Tout le monde...

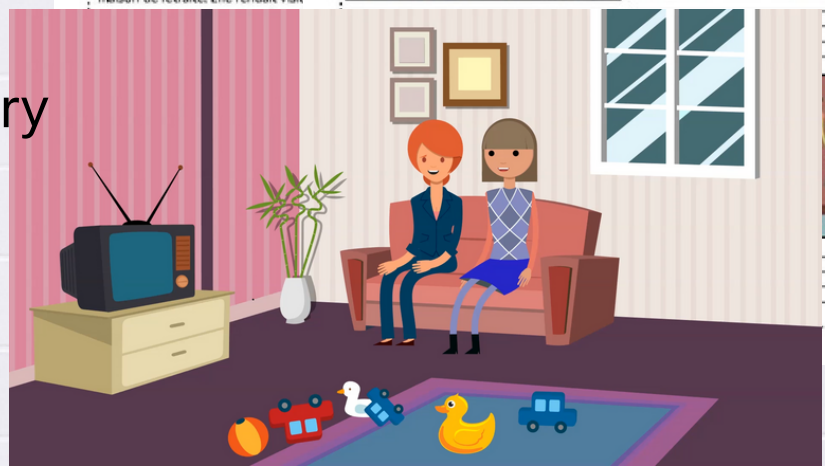
Nom: _____ Classe: _____

Story Retell



Lorsqu'elle est allée au magasin avec son père, elle a vu un panneau qui disait: « Si j'étais présidente, je donnerais une maison à chacun ». Mais son père était occupé et ne pouvait pas l'écouter.

Louise est allée rendre visite à sa grand-mère dans sa maison de retraite. Elle rendait visite...



Unit Assessments

End of unit assessment activities are included for all 5 skills.

Reading and listening assessments include multiple versions for ease of make-up and retake testing.

Rubrics included for each assessment.

Nom: _____ Classe: _____

Reading assessment

Si je voulais devenir astronaute, je commencerais par me concentrer sur mes études en sciences et en mathématiques. J'aurais besoin d'une solide formation dans ces domaines - c'est essentiel pour réussir dans l'espace. Je m'inscrirais aussi à des cours d'ingénierie et de physique pour comprendre les principes de la technologie spatiale. Pour être en bonne condition physique, je ferais régulièrement de l'exercice et je m'entraînerais pour passer les tests physiques requis par les agences spatiales. En plus, je prendrais des cours de pilotage pour acquérir de l'expérience en vol. Je chercherais aussi à apprendre le russe ou une autre langue utilisés dans l'industrie spatiale internationale pour mieux communiquer avec les équipages internationaux. Enfin, je participerais à des simulations de missions spatiales pour me préparer aux défis psychologiques et physiques de la vie dans l'espace.

Nom: _____ Classe: _____

Speaking assessments

Presentational

What would you do if you won \$10 million in the lottery? How would you spend your money? Who would you share it with? Who would you tell first?

Interpersonal

Partner A: There is a new student in one of your classes and you have a crush on him/her. You don't know much about them, but they live next door to your best friend. Ask your best friend for advice about how to get to know this student and make a good impression.

Partner B: Your new next door neighbor is a student at your school. Your best friend has a crush on him/her and is asking for advice on how to make a good impression. The problem is that you ALSO have a crush on this new student and while you don't want to hurt your best friend, you also don't want to sabotage your chances.

Novice High -
I can use phrases and simple sentences.
I can generally be understood.
(IC) I can understand and respond to simple questions with occasional repetition.

Intermediate Low -
I can use more complex sentences with connecting words.
I can always be understood.
I can use sequencing and organizational words.
(IC) I can understand and respond to simple questions in addition to asking questions.

Intermediate Mid -
I can use sentences in tenses other than the present tense.
I can easily be understood.
My speech is organized in a sensible manner.

44

46

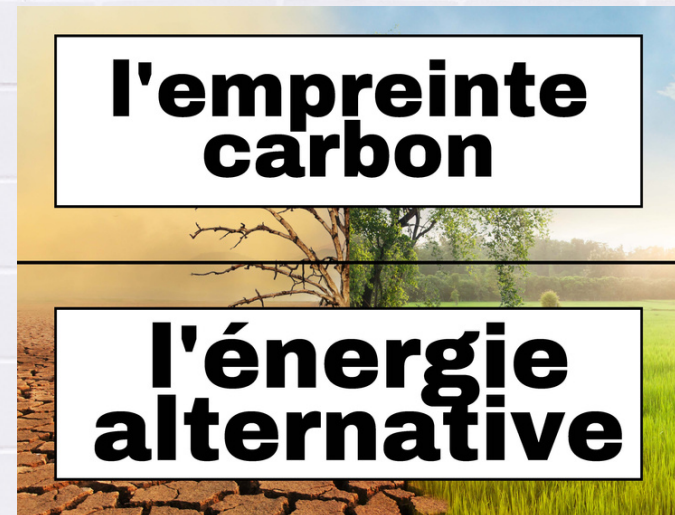
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Enrichment & Bonus

Includes a printable set of vocabulary word wall posters.

A version of the “unfair game” with questions from the unit story.

Links to a vocabulary set on Gimkit, Blooket and Quizlet so you can practice and have fun!



Question 14 

- Pourquoi est-ce que la voisine de sa grand-mère était seule ?
- Sa famille et son mari étaient tous morts.

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What teachers are saying about these units

“This resource is quite the gem. It has everything you need. I love the amount of prepared comprehensible input we have! My district textbook claims to be CI based, but there isn’t nearly enough input provided. As a busy teacher, I needed something with input and output tasks ready to go and this has it all! Thank you so much! I look forward to using the other units!”

"I liked all the repetition, and I purchased another of these packs. My students like the pictures, and recognized most of the famous people used in the PowerPoint. I live how the PowerPoint was in Word, I was able to turn it into google slides (we use Schoology, and it takes Google Docs) with no problem. Great resource! It also comes with worksheets and some graphic organizers. Love all those things."

“Another fantastic resource that proved to be versatile and well worth the money. It was so easy to pick and choose activities to include during distance learning. I love the consistency with your units and how well laid out and organized they are.”