|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level** | **French 1: novice mid** | | **Grade** | | **9-11** | **Date** | **3/25/14** | | **Day in Unit** | | **10** | **Minutes** | **55** |
| **Unit Theme and Question** | **What makes a city special? How is my city similar to and different from cities in France?** | | | | | | | | | | | | |
| **Daily topic:** | **Asking for and giving directions; asking for and providing addresses to destinations in a French town.** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson?  **Note the color-coding of the objectives** | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Students can:**   * **ask for addresses and directions in French** * **give directions in French** * **provide an address in French** * **interpret information on a French town map (product)** * **explain how French cities include embedded structures to honor and recognize important historical figures and events (practices and perspectives)** | | | | | | | | | |
| **X Interpersonal** | |
| **X Interpretive** | |
| 🞏 Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson.  **NOTE: many of these are for the UNIT, not exclusively this lesson** | **Connections** | * Students access and evaluate cultural information evident from the town map and begin to describe the cultural perspectives connected to that product (such as the use of street names and inclusion of plazas and roundabouts with monuments to honor historical figures and events) * Students increase their knowledge of geography, particularly France | | | | | | | | | | | |
| **Comparisons** | * Students compare cultural aspects of French cities to American cities * Students compare the language structures needed to discuss directions and addresses in French to those used in English. | | | | | | | | | | | |
| **Communities** | * Students use language within the classroom to interact * Students set goals and reflect on their progress by revisiting their copy of the Novice-level can-do statements after the unit and noting evidence of new skills they can now demonstrate (builds throughout unit, including today’s lesson—reflection occurs at end of unit) | | | | | | | | | | | |
| **Common Core** | * SL1: Participate effectively in a range of conversations and collaborations with diverse partners * SL2: Integrate and evaluate information presented in diverse formats * SL6: Adapt speech to a variety of contexts and communicative tasks * (from work with map) R4: interpret words and phrases as they are used in a text and * R10: read and comprehend informational texts (map) independently and proficiently | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | **Note that this lesson occurs during the practice phase of the learning cycle: they are not receiving brand new language content today.**  Opening activity: A/B draw and label activity. Partner A starts drawing a town by drawing one building/destination we have learned on the white board. Pass white board to Partner B who adds another building. Continue passing for two minutes, trying to expand the town as much as possible. Then students have two minutes to take turns using their markers to try to identify as many buildings in French as possible. Debrief by having them call out names of buildings they used in their drawings in French while I script them on the front board. This refreshes their memories for the town vocabulary they will need later. | | | | | | | 7 | | Student white boards, markers, erasers. | | | |
| **Provide Input** | Review of language needed for giving directions (previously taught): I give directions orally from a map students have in front of them and students follow the directions on and tell me where my destination was. Students help me write the different directional phrases on the board to create a resource list for the next activity (occurs before video) | | | | | | | 5 | | maps for students to use; front white board; white board marker. | | | |
| **Elicit Performance / Provide Feedback**  Video captured this portion of lesson | Structured oral pair practice (guided practice) giving directions using visual cues (that include street names and directions to turn or not turn).  Debrief activity with participation randomizer on iPad. | | | | | | | 8 | | Document camera; activity with visual cues from adopted text; timer; iPad for randomizing participation | | | |
| **Provide Input** | Review language necessary for asking for and giving addresses; provide document and directions for info-gap pair practice with addresses (note that there is a resource bank in upper left corner of their document). Distribute an address in Bayeux to each student (initially, every student has only one address...as they progress through the activity, students are also able to provide addresses they have received from other students.) | | | | | | | 8 | | document camera modeling and explaining directions; document for recording addresses provided by other students; cards with addresses in Bayeux France to distribute (different addresses for each student in the class) | | | |
| **Elicit Performance / Provide Feedback** | Students circulate and ask for and provide addresses to the various destinations on their list from Bayeux (including asking in French for spellings of street names, when necessary); students note addresses on their sheets as other students provide them. Debrief the addresses activity by selecting students to read addresses they acquired while I scribe them on the document camera. | | | | | | | 20 | | Students need document, one address (to start), pen or pencil. Teacher needs timer; blank copy of address collection page and document camera (for the feedback at the end of the activity). | | | |
| **Closure** | Note what we will do tomorrow with the addresses: using the map of Bayeux to give directions from a starting point to the addresses they collected today. | | | | | | | 3 | | Teacher has map to show | | | |
| **Enhance Retention & Transfer** | Two independent practice activities completed at home: 1. Students personalize city vocabulary by writing short sentences (with sentence frames provided) about places in their neighborhoods. This also helps solidify cultural comparisons 2. They answer questions about where things are located given a visual cue on the paper using directional vocabulary practiced at the beginning of the video. This prepares for tomorrow’s activity with the map of Bayeux. | | | | | | | 3 (to give directions—occurs early in the period) | | Practice page for teacher and distributed to students | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? | Great, great participation! For all of the activities, the students remained entirely engaged and entirely in French and they are only French 1. The info-gap structure makes students need to listen well and need to communicate effectively the information they have. Students demonstrated clear understanding and application of the targeted language.  This lesson led naturally into giving directions to the places on the map the next day and that lesson was quite successful in class as well (see my Web site for bonus video footage of students interacting with the map of Bayeux). Today’s lesson was an appropriate preparation for the work they would do with the map the next day, particularly since they needed the addresses they gathered today in order to provide directions on the map. Students again demonstrated comfort and skill communicating in French.  However, there is one thing I would do differently next year related to the use of the map the next day: I should have collected data about their ability to find the important cultural information on the map (I only have anecdotal data from what they said throughout the course of the unit—not just this lesson). Next year, when they are done giving directions on the Bayeux map (which occurred on the lesson for 3/26—the day after this lesson), I will have them find an important date in French history on the map and also an important historical figure. This will provide some preliminary evidence of their understanding of how the French honor people and events with their naming conventions in cities and villages. And because they will have done that, I also want to consider how I can then have them learn about and share why that date/that person is important enough to have received this permanent commemoration. I think sentence frames will be necessary and their sharing will be fairly limited in scope given their novice level, but it would still be valuable to take this step to more deeply solidify their understanding of this particular cultural practice and the perspectives it reflects.  Additionally, I was disappointed that I was unable to find classes in France (or elsewhere in the French-speaking world) for my French 1 students to correspond with this year. I had exchanges arranged for French 3 and 4/AP, but French 1 is difficult because we tend to have so many more students than teachers in France do, so it is hard to find a school with roughly the same number of students at roughly the same level of proficiency as my 90 French 1 students. If we had correspondents, especially in France, this lesson had a perfect tie-in to my “through their eyes” approach for correspondence. Students could have shared pictures of plazas and streets named after famous people and dates and explained why and American students could have shown key features of American cities and explained why. | | | | | | | | | | | | |