

WASC LESSON PLAN #1
KAREN LAUBENSTEIN
FRENCH Level I

GOALS:

1. To incorporate the vocabulary and French sentence structure
2. To apply it in a practical format by writing to a fellow classmate

OBJECTIVE:

1. Students will be able to write a letter in French in which they tell about themselves and to ask between 4-8 questions to a classmate.

MATERIALS:

1. Envelopes, pieces of unlined computer paper
2. The 21 question guide-line sheet

PROCEDURE:

1. The first person in the row puts the names of the students in his/her row in a big mail bag labeled "le courrier" (mail) en French
2. Each person draws one name, careful not to reveal who it is.
3. The teacher demonstrates on board correct abbreviation for Miss, Mr., Mrs.; rules of NON-capitalization of Street, Boulevard etc.; placement of city, zip code and country according to the FRENCH letter writing rules.
4. Students refer to the map of France at the end of the book and pick a real French city as well as make up a fictitious French-sounding address based on either a proper noun or common noun: 7738 avenue de la Moutarde, Dijon 60399 FRANCE. They draw a stamp on the letter and mark it in French currency.
5. Teacher writes the same introductory sentence which all students copy in French: "Dear....., Ca Va? Je suis un(e) camarade de classe de ta classe de francais. Je t'ecris aujourd'hui pour te dire un peu de moi et de te poser des questions."
6. Students use the vocabulary sheet to ask their pen-pal questions.
7. Various registers of salutations are written on the board from which to chose : "Bien a toi", "Affectueusement", "Grosses bises" from which students must close their letters.
8. All letters must be completed during the class period.
9. Letters are put in the mail bag until the next day.

EAGLE EXPECTATIONS:

- A. INTEGRATION OF CORE KNOWLEDGE- Last week students wrote a 5 paragraph autobiography reinforcing the vocab chapters on:
Physical description, family and friends, school subjects, hobbies and favorites, and future plans.
Students had to demonstrate knowledge of the present and future tenses, possessive adjectives, agreement of adjectives in gender and number with the noun.
- B. EFFECTIVE COMMUNICATION- Students must be about to be understood by their readers and be able to decipher their peer's questions.
- C. CRITICAL THINKING- Students must be able to organize their thoughts and give opinions in a second language. They must make grammar and vocabulary choices that may not always follow English.
- D. DEVELOPING AS AN INDIVIDUAL / SOCIAL INTERACTION-Students had an opportunity to interact with someone they may not know well. No one was allowed to reject a name.

TEACHER REFLECTION:

The students were very excited to participate and were uncharacteristically patient to learn the differences between American and French styles of letter writing. When it came time to write the questions, every student seemed to be absorbed.

I thought it was important that the teacher not correct these letters (unlike the biographies of the previous week, which were edited and the students had to rewrite a final draft). The importance of clarity of expression and student proofreading became obvious to the students.

This lesson was so much fun, I am motivated to keep it as an annual event.