



The Gender and Number in French: Ma famille

by Mawuena Dabla-Egui, 2013 CTI Fellow
Harding University High School

This curriculum unit is recommended for:
French Level 1

Keywords: Pedagogy of grammar, comparative grammar, ESL

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: “The Gender and Number in French: Ma Famille “is a ten day curriculum unit that I am planning to teach to My French Level 1 class. I decided to write this unit to show the importance of French grammar, and to prove that grammar is not inaccurate, confusing, and hard to learn after all. Even if English teachers are not expected to be trained in grammar anymore, it cannot be possible for French. French teachers need grammar training because only learning vocabulary cannot help our students to get ready for college and career. But how to teach that grammar? My unit will answer this question while focusing on: pedagogy of grammar, i.e. how to make grammar relevant, clear, and interesting in the classroom; ESL: how to motivate, assist, advocate for L2 and L1 students, and how to assess and address their grammar needs; comparative grammar: how to use foreign language teaching to make students reflect on language itself, including English and finally, and how much learning a foreign language matters for the learner of the 21st century. Students will learn to write in French using descriptions, reflexive pronouns, subject pronouns, family-related vocabulary, and verb conjugation. This unit will be taught to my French beginners during their second or third week of learning French.

I plan to teach this unit during the coming year in to (30) students in (French Level I).

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Gender and Number in French: Ma famille

Mawuena A. Dabla-Egui

French is a meticulous and a very arduous language when coming to grammar. It is very important to follow processes and rules when speaking and writing in French.

Content objectives

Introduction

This curriculum unit, “Gender and Number in French: Ma famille,” is designed to be taught in a French level 1 class with approximately twenty-five to thirty students. Most of my Level one students do not usually encounter French until they step into a French class. I am writing this Unit based on the population of students that I have this year. I have thirty students in my class: two with a learning disability, eighteen who are English Language Learners (ELL) – and among these, two who do not speak English at all – and ten who are African American. Based on that learning environment, it will be very important and beneficial for to them that I differentiate my lessons in order to address all their needs. I will differentiate the processes, the contents, and the products, because learning French grammar and vocabulary is not as easy as acquiring a first-language grammar and vocabulary.

Background

The school in which I teach is a Title 1 school with approximately 1800 students. The school is predominantly black, with a huge number of ESL (English as a Second Language) learners. My school has 79% of disadvantaged students. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies (LEAs) and schools with high numbers (or high percentages) of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and on the cost of education in each state.

One of our school improvement goals this year is to help 80% of our students in each class increase their Lexile levels by a full year/grade from where they started. In order to reach that goal, all teachers, no matter what subjects they teach, utilize 45 minutes every day for each period to incorporate articles and other reading materials to students based on their baseline Lexile level. Students answer questions from the readings that tie to the Common Core Standards. Teachers also have to incorporate literacy-based instruction throughout classroom activities in all subjects.

Our second school goal is to use data to increase students' growth by analyzing their works.ⁱ School improvement requires an analysis of data to determine where students are performing on each data-based area. In order to use the data to drive students' achievement, first we create our lesson plans based on the learning objectives, knowing in advance what our summative assessment is. We then create formative assessments based on that summative assessment. Our students have to reach 85% mastery of any given objective. We have created data tracker to help us to do that analysis. Any student who did not reach the 85% mastery will go through remediation, review, activities, tutoring etc. before retaking the formative assessment. We then give our students the summative assessment. Students can even track their own data and reflect. We use all these data to plan for retakes and finals. If after analyzing, almost all students did not master an objective, there will be a whole-class remediation. If some students master all the objectives of the formative assessments, they will be used as group leaders when remediating.

Our goal in the French-1-level class is to prepare students for the EOC (End Of Course) test offered by our school district. Each student will be tested on reading, speaking, listening, and writing at the end of the semester. The total average of the four grades combined will be 25% of their passing grades. In order to prepare our students to achieve that goal, our courses are conducted almost entirely (at least 90%) in the target language. To prepare them for that we must give them the necessary tools. It is not always easy.ⁱⁱ The vocabulary is new, the inflections are strange and meaningless, the word order and syntax are unfamiliar, and the boundaries of a great majority of the words are not the same as those of allied English words. The beginning student has no way of miraculously knowing these things. To say that he does not need to know them is absurd. We need to take it easy with them and go one step at the time.

Our level 1 curriculum has four units that are aligned with our new North Carolina World Languages Essential Standards and with the ACTFL proficiency levels. All of the units were designed around what students should be able to do with the language after successfully completing one high school credit of the language, with proficiency assessment as the focus of all units.

In addition to the ACTFL proficiency guidelines and the North Carolina World Languages Essential Standards, we used tools like LinguaFolio and PALS rubrics from

Fairfax County (Virginia) to test our students with our district-made formative and benchmark assessment.

In our district, our level 1 curriculum goes by thematic Units; they are the basic themes, vocabulary, and "I can" statements for all modern languages. We have specific vocabulary lists, grammar topics, cultural connections, formative assessment/activity banks, and benchmark assessments for each unit.

I wrote this Unit to fulfill the level 1 curriculum topics requirements. Our World Language Essential Standards have been organized by proficiency level. The ACTFL, The American Council on the Teaching of Foreign Languages, has determined that there are 10 levels of proficiency. Each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels due to a number of factors such as student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. We determine our students' proficiency through *LinguaFolio*, which is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. At the beginning of each unit, students have to answer to various "I can" statements, which are the essential questions on the objectives of the unit. Through this self-assessment, I determine what my students know and at what level. This helps me differentiate my lessons. Based on the results of the self-assessment, all my students are at Novice Low (NL) proficiency.

The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)'s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C's or Communication, Culture, Connections, Comparisons, and Communities. Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands: Connections to Language & Literacy (CLL), Connections to Other Disciplines (COD), and Communities (CMT).

I am planning to teach this Unit in ten days, which will end with a family tree project. I will allow my students to work on the project two days after the unit ends, and they will present the project to the class on a specific due day. Students will be able to learn and use various grammatical concepts to talk about themselves and their family members. Students will learn about possessive adjectives in French; the conjugation of the verbs *avoir and être*, 'to be' and 'to have'; gender agreement in French; physical and personality description adjectives; the structures of negative sentences; the concept of feminine masculine and plural; like and dislikes, and the conjugation of regular ER verbs.

There are several reasons why I have decided to write this curriculum. First of all, I have picked the topic on the family because with this unit I can prove that grammar is very important in the real world. It will also allow me to advocate for what I teach. As President Conant of Harvard University said in 1945,ⁱⁱⁱ “unless one wishes to start a discussion of education with certain postulates which may not be examined, I see no alternative to making every subject prove its case; either it must be of value in connection with a vocation or it must contribute to the proper behavior of the citizen of our ideal republic for free men”. I believe I will be proving my case writing this unit. This unit requires grammar that students must know in order to talk about themselves, their families, and their daily lives. Students will answer the following *I can* statements: I can ask someone to describe himself/herself; I can talk and write about the members of my family; I can ask someone about his/her family; I can understand information about families when I hear it or read it. I can express my likes and dislikes; I can talk about different activities I like to do. Students will also have the opportunity to review previous lessons about greeting, introduction, giving farewell etc.

Another reason why I have decided to base my unit on family is because family is one of the most important things most of my students or someone can have. If my students ever had the opportunity to use the language somewhere, when they will meet someone, the first thing they might want to know is to know more something about their family members, who they are etc. Nowadays, students need to really learn how to use the language in real life situations – it was not quite what language learning was about few years ago^{iv}: “small wonders that we joke about the boy who had learned how to say in German ‘the cow grazes in the meadow’ and, having visited Germany, returned home heartbroken for not having had the opportunity of using that phrase.” In this unit I will also show how important the number and gender agreements are in French.

My third reason concerns the divergent viewpoints on teaching grammar in class. For the detractors of grammar, it is not very relevant to teach it in class. For them, grammar is not very useful especially when learning spoken language. As an advocate for French and French grammar, I would like to prove that teaching French Grammar in a meaningful context can be awesome and very helpful to our students. I would like to show how it is possible to make grammar relevant, clear, and interesting in the classroom. It has been said that the reason why we feel like our students don’t retain what we teach them it is because of the fact that, there are not enough practice activities to give students sufficient reinforcement of the materials being reviewed.^v I would like to show that practice and reinforcements play a huge part on what students will be able to know and to accomplish after learning the lesson. Most of my students are ELL, so I would like to incorporate different activities to motivate my ELL as well as my regular students, so they can develop the 21st-century skills that they will need in the workforce or in college: creative thinking and innovation, communication and collaboration etc.

Another very important reason, is to be able to show the importance of French in North Carolina, in the world, and how French can help them in the workforce even when they don't travel outside North Carolina. ^{vi} In the past few years, globalization and world's events have underscored the national need for foreign language skills and leaders in education. According to the North Carolina Chapter of The American Association of French Teachers (NC-AATF) website, North Carolina has huge economic connections with the francophone world. In 2003, there was a total of 14,369.4 millions of dollars in trade with Canada: 3,896.3, with France: 360.5 with Belgium: 299.8 and with Switzerland: 224.9. Basically, a third of North Carolina's exports go to French-speaking countries. In foreign Direct Investment, North Carolina ranks 4th in the US for the percentage of its workforce employed by foreign companies operating in North Carolina: 6.7%. And to finish, nearly 154,000 acres of North Carolina agricultural land is owned by foreign investors. I would like to get my students to be ready for the workforce, so I would like to prepare them by starting working on their proficiency from the beginning.

Finally, for teachers, I would like to show that students can start working on their proficiencies from day 1. In my opinion, it is not very difficult to get students to speak and to write in French; we teachers only need to get them the right tools. I would like to share some activities that motivate and engage my students to learn to write, speak, read, and develop listening skills. With "Ma Famille," I would like to share with other teachers how they can track their students and data to enhance students' learning and abilities – how they can motivate ELL students in the process of learning their third language, and how they can differentiate the learning process, activities, and assessment to meet the needs of all students. Teaching grammar also help students develop their thinking skills. Most of my students are 9th graders, and they don't seem to be college ready yet. Teaching grammar will develop in them critical thinking, problem solving, etc., which are some of the skills the learner of the 21st century needs. ^{vii} To develop their thinking skills; grammar is children's main tool for talking about logical connections such as classification, causation, and time.

Objectives:

The following are our school district-made objectives to teach the unit.

Personal Descriptions- Me, My Family, My Friends

- I can understand descriptions of people when I hear them or read them
- I can give basic personal information about myself or others like my name, birthday, age, and physical characteristic
- I can ask someone to describe himself/herself

My Family- Who are they?

- I can talk and write about the members of my family
- I can ask someone about his/her family
- I can understand information about families when I hear it or read it

What I like & don't like

- I can talk and write about my likes and dislikes
- I can understand when someone asks me about what I like and don't like
- I can ask someone about his/her likes and dislikes

Students will:

- learn family related vocabulary,
- learn about possessive pronouns
- use descriptive adjectives
- learn to express their ages and someone else age
- participate in a variety of language activities on the topic of family, their relationships, interests and homes
- strive for more accurate and effective use of linguistic structures or grammar by familiarizing themselves with the verb “ être” “ avoir” , “masculine” , “feminine” and “ plural” articles, “the conjugation or ER verbs”;
- improve their communication and presentation skills;
- reflect on the material learned and on the work they have done in the unit.
- create a family tree.

Day 1: My Family - Who are they?

The following “I can” statements will be addressed: I can talk and write about the members of my family; I can ask someone about his/her family; I can understand information about families when I hear it or read it. As to review and focus, we will review greetings, nationalities, and birthdays. Students will be able to refer to their family members. They will use the possessive pronouns “my, your, and his” to talk about their family members and their relationships. I usually teach my vocabulary words using flashcards on a PowerPoint. As backup, I always print the flashcards on the side in case my technology doesn’t work. Students will learn the question: “who is it?” “*c’est qui*” and how to answer this particular question : “it is my father, my mother, my brother etc” ; “*c’est mon père, c’est ma mère, c’est mon frère* etc”. They will also learn how to respond to the question with: “*c’est*” for singular and “*ce sont*” for plural”. The important grammar lesson in the first lesson is to be able to understand how to use the possessive adjectives in French. As guided practice, we will play a fading game. I will show an image of a Simpson family member on the board, and before the image fades, the student that I will call out will answer my question “*c’est qui.*” To get all my students to speak, I will go back to the beginning of the PowerPoint and ask the question “*c’est qui*” to the first student of the first row. The student will then turn to the student behind me and ask the same question to the next student and so on. I start the PowerPoint over if necessary. Students will do a writing activity as guided practice. I make sure that I give them an activity where they will have to figure out and classify the right possessive adjective under the right family member. See appendix for suggested day 1 activities and worksheets.

Day 2 Personality and physical descriptions - Me, My Family, My Friends.

The following “I can” statements will be addressed: I can understand descriptions of people when I hear them or read them; I can give basic personal information about myself or others like my name, age and physical characteristic; I can ask someone to describe himself/herself. Students will be able to learn physical and personality descriptions using adjectives. They will learn the agreement of adjectives in French. I will teach the lesson using a PowerPoint. We will learn the conjugation of the verb “to have” “avoir” in singular: “I have” “you have”, “he or she has” and the verbs “to be” “être.” I will introduce the hair colors, the eye colors, and the type of hair someone has. I will teach the lesson using a PowerPoint. As focus, we will review the family vocabulary. I usually give something very simple (like a matching) that I know students will be able to understand as a focus activity. That makes my students feel very confident that they can learn something in this class. If students happen not to understand what the focus is about, they will be easily demotivated. I can differentiate and prepare different activities for the students. Whatever activities I will give them, I will make sure that they will be reviewing what we did the previous day. See appendix for day 2 focus activity suggestion.

To start the lesson, I will ask my students what adjectives are and what they do. Usually students seem not to understand the concept in English. It always helps to do a quick review in English before getting started.^{viii} To support foreign language learning: explicit instruction is an important of grammar teaching and is easier if the pupils already have some understanding of how their first language works. After reviewing the concept of adjectives in English, I will ask them to give a couple of adjectives and write them on the board. I will then introduce some adjectives in French and mention that we will focus on physical description first. (See appendix for suggested adjectives). Rather than learning single adjectives, I will teach them sentences like: I am little, he is big “ je suis petit” “ je suis grand”. At the same time I will introduce the question: ”how are you?” “comment es-tu?”. While flashcards and PowerPoint are on the board, I will point to a couple of boys in the class and say the expression with the adjective in masculine – “ je suis petit” – and point to girls and say “ je suis petite.” After a couple of repetitions, I will check for understanding by asking students to explain the difference between the two versions. I will then give them the rules on the adjectives and how to use them in masculine and feminine. I will also give them some examples of adjectives that stay the same in masculine and in feminine. At this point I will introduce the question: “how does she look like?” / “how does he look like?” to introduce them to subject pronouns and the verbs “to be,” “ être.” We will then learn the conjugation of the verbs “to be” in singular only. Since this will be the very first time students will be talking about feminine and masculine, they will do a lot of written practices as guided practice, independent practice, and homework. At this point giving a homework is very important to get the students to remember and do more practice with the new concept learned in class.

Day 3 :Learn how to write in French.

The following “ I can” statements will be addressed in the lesson: I can talk and write about the members of my family; I can ask someone about his/her family; I can understand information about families when I hear it or read it; I can understand descriptions of people when I hear them or read them; I can give basic personal information about myself or others like my name, birthday, and physical characteristic; I can ask someone to describe himself/herself; I can talk and write about the members of my family; I can ask someone about his/her family; I can understand information about families when I hear it or read it

We will start with a review of the verb “to be”, masculine and feminine adjectives, and subject pronouns as focus. We will continue with the concept of adjectives. This time we will focus on personality description. Students will be able to learn the verb “to have” “*avoir*” and its conjugation in singular. Prior to the unit, students learned the colours in French. This is an occasion to review the colours that they already learned and to add more specific hair colours. Students will learn to describe their own hair colour, eye colour, physical appearances etc. using “to have.” For example, “I have brown hair,”

“she has short hair,” “he has grey eyes,” etc. I can also introduce some (four, unless students ask) adverbs to express degree like “very, quite, a lot, a little.” At this point, students will know enough vocabulary words, adverbs and verbs to start writing in French. As practice, I will show them different people on the projector; they will have to write one or two sentences to describe the person on a chalk board. To differentiate, I will pair up my low-achieving students with students that can help them during the writing with chalkboard activities. Students will go home with a homework for that day as well. They learn lot of new concepts for the last two days, and I will make sure that they will have the possibility to do more practice at home.

Day 4: Practice your writing day.

A new concept will not be introduced on day four, as I would like to give the opportunity to my students to process what they have already learned. Giving them a lot of lessons without giving them the opportunity to breathe and to practice what they have learned can possibly develop in them a foreign language anxiety.^{ix} Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. I always make sure we practice and build confidence before we move on. We will do more writing practices in class, we will practice family members’ names, and we will review “to have and to be.” Even though new concepts will not be added on day four, I will teach them how to say “I have a brother,” “she has two sisters,” “she is the only child,” etc.

As a focus activity, after watching a video presenting a typical French family, students will compare and contrast family life in French and in the United States. We will have a class discussion comparing family in France and in the United States. Students will write a paragraph comparing family in France and in the United States. We will then play a game to review family, physical, and personality descriptions

Day 5 : Assessment day

At this point, I have to check to see what my students know so far. I can chose to give them a pop quiz on day two or three or wait until we finish with the adjectives to give them a quiz. The quiz will be a synthesis of all the lessons that we went over so far. I can collect questions from the lessons’ activities, the actual unit test, the homework, or any other sources. I only have to make sure that I don’t ask them anything I didn’t teach them previously.

It is very beneficial for students to go through a series of review games before the quiz. I usually play games like “avalanche” for vocabulary review, “the hangman,” “jeopardy,”

“millionaire,” “fly swatter,” or games online on www.zimflex.co.uk, which is a very interesting website where students can play all kinds of review games while shooting hoops, play soccer, flying the teacher etc.

Day 6: Express someone’s age

This “I can” statement will be addressed; I can give basic personal information about myself or others like my name, birthday, age, and physical characteristic. Students will be able to learn numbers from 30 to 60; express birthdays, and someone’s age.

As a focus, we will review the numbers from zero to thirty in French, which they were supposed to know at this point. I will make them work on mathematics problems as a review. We will also review how they can express their ages. After learning the numbers and how they work, we will watch a video as introduction to the lesson. Students will learn to express: “his/ her birthday is ...,” “I am ...old,” “he/ she is ... old.” We will do a lot of oral practice on the expressions to get the students used to saying the ages, the birthday, etc. As independent practice, we will do a listening activity to help students get used to the words and new expressions. I will give homework and an exit ticket as formative assessments.

Day 7: What I like & don’t like

On day 7, the following “I can” statements will be addressed: I can talk and write about my likes and dislikes; I can understand when someone asks me about what I like and don’t like; I can ask someone about his/her likes and dislikes. As a focus, we will give a homework correction to review what we did the previous day. Students will be able to express their likes and dislikes. We will learn some verbs like: “*écouter*,” “to listen (to),” “*jouer*” – *au foot, au basket, au volley* etc., “to play” – soccer, basketball, volleyball etc. we will learn “*aimer*” “to like,” “*adorer*” “to adore,” “*detester*” “to hate,” etc. They will learn to express their likes and dislikes answering the questions: “*qu’est ce que tu aimes (faire)?*”, “what do you like (to do)?”. I will teach the expressions and verbs using TPR (total physical response). I will make gestures on the verbs as I will ask them to repeat them. We are trying not use our textbooks a lot in class. The district encourages us to research and find resources or use resources from our wiki pages. For this particular lesson we will use the books as a resource only.

Day 8: Likes and dislikes continuation and the articles

We will review likes and dislikes, and then I will change the question “what do you like to do?” to “what does she/he like to do?” to express someone else’s likes and dislikes. To practice this, we will play the battleship game. “*la bataille navale*.” With “*La bataille navale*,” students will practice family members’ names, “he likes,” “she likes,”

and “I like” with the action verbs. After reviewing, we will have a grammar lesson on articles in French. I will give them homework to practice the articles.

Day 9: Introducing the family tree project / review day

Day nine is the last day of the unit. I will introduce the family tree project as synthesis of what we learned in the Unit. Day nine will also be a general review day before the unit test. I will have a check list for the project: They need to know what they will have to work on in class in order to give them feedback. I usually give my students two to four school days plus a weekend to finish the project.

We will also review on that same day to take our benchmark assessment. The benchmark assessment consists of four parts: listening, reading, speaking, and writing. The test is already made and is found on our district world language wiki space. Teachers can only access it using a password.

Day 10: Testing

I will test the student on listening first. While they are doing the reading, I will call them to take their speaking test by asking them questions, and when they are done with the reading, I will take the exam sheet from them to avoid copying from the test sheet. Then I can give them their writing prompt. A class period (75 minutes) is most of the times enough to finish everything.

Activities

Day 1 activity:

I usually give my students an exit ticket to summarize what they have learned on that day and to check for understanding. Exit tickets also serve as a formative assessment. I will collect all the formative assessments grades in my data tracker to analyze them. As their exit ticket, students will find family members’ names using logic and deduction. They will be using the possessive adjectives at the same time. For example, they will complete sentences like: the father of my mother is _____; *le père de ma mère est*

I will differentiate the exit tickets to the students with a learning disability and to my two students with limited English proficiency by giving them a word bank to fill in the blanks with.

Day 2 activity: TPR

TPR total Physical response. To teach physical description adjectives, I usually teach them with some TPR (total physical response). I make a gesture accompanied with the pronunciation, and students will have to repeat the same thing (gestures and pronunciation). Sometimes I will ask them to do the gesture only when I say the word, or I will show the gesture and they will show me the word that goes with it. It is a fun and easy way to learn vocabulary; the only difficult part is to be able to find the right gesture with the word to teach.

Day 3 activity: Writing with a white board

I have white boards in my class that I use to play games and review. Students always love to use the white board because it seems to be very fun for them. Giving them a difficult task (here writing for the first time) with the white boards gets them motivated. I give them praise whenever they show me a right answer and say: “*non, corrige*” “no, correct” whenever they have a wrong answer. Even though they will be frustrated, they usually correct their responses so I can give them praise, too.

Day 4 activity: Game: La Famille Qui est-ce? «The Family..... who are they?»

For this game, I will place photos of the family members (a fake or a well known) on the board in a horizontal line at the students' level. Students will need to refer to the bulletin board display of the « famille X ». I will leave adequate space between each photo as the students will be racing to the front to stand under the correct family member. I can divide the students into teams of two, three, or teams according to row. The first player from each team listens to the sentence about the family member's relations and races to stand under the correct photo when they have figured out who the mystery family member is. The team who reaches the correct photo first is awarded a point. I will make up a family or use another known family if possible. Suggested questions: Qui est la mère de Lise? (Nicole, Madame X); Qui est le grand-père de Marc? (Grand-père X); Qui est la petite sœur de Pierre et Annie? (Lise) ; Qui est la sœur de Luc ? (Marie Y); Qui est le père de Christine? (Robert Y); Qui est la mère de Monsieur X? (Grand-mère X); Qui est le frère de Lise et Annie? (Pierre); Qui est la sœur de Marc? (Christine); Qui est le père d'Annie? (Monsieur X, Luc); Qui est la sœur de Pierre et Lise? (Annie). Students will then work on a writing prompt where they will have to describe themselves, family members, using personality and physical descriptive adjectives. It is usually helpful to the students to practice their writing in class because I will be there to correct their mistakes and to give them feedback, since writing demands that the language be used more carefully, more reflectively than in speech.^x

I can give them any of the following writing prompts (these are prompts from our world language wiki):

Yo mama! — Students will listen to family member descriptions given by the teacher and determine the family relationship. (Example: La mère de ma mère est ma ____.) Following this example, the students will create a similar description and pair and share with a classmate.

Fête d’anniversaire—You have invited Jean-Pierre, a French exchange student, to your upcoming birthday party. Write him an e-mail describing two of the guests that he will meet at the party: a boy and a girl. For each person (who may be real or imaginary), provide such information:

- Name
- Age

Day 5 activity: Avalanche game

This is a game that I used the first time when I was student teacher and continue to use in my classes. It is a wonderful activity with which to review and learn vocabulary.

To play the avalanche game, I write a series of vocabulary words on the board in English (up to fifteen sometimes). I divide the class into two teams. Students have to take turns writing the translations of the words on their side of the board. The students have to go in the order in which they are seated in the class. They cannot have a book opened or any notes. Every time that a student will spell a word wrong, I will scream “avalanche” and erase all the words they have so far, then the next students will have to start all over with the first word, the next student with the second word, and so on. The team who finish the list first without getting any “avalanche” wins the game.

Day 6 activities: Listening and speaking activities

I usually give them a speaking prompt adapted from our district wiki page.

Family Bingo: Students will create a BINGO sheet to record family vocabulary of their choosing. Teacher and/or students can call the family members. Play and enjoy the game while encouraging accurate pronunciation of family vocabulary.

Have you seen my friend? On a note card, have students write self-descriptions in the target language. They should include their physical descriptions, family information, likes and dislikes. Collect the cards. Randomly pull from the cards reading the information and asking students to guess the name of the person who wrote the card. After the teacher has done this for a few cards, students can volunteer to read the information to the class.

Example card:

Je suis grand et maigre. Je suis brun. J'ai un frère. Je suis sympa et travailleur. J'aime la danse.

Mon acteur favori/actrice favorite—Give an oral presentation describing your favorite actor (un acteur) and actress (une actrice). In your descriptions include:

- The person's name
- Their age
- What he/she looks like
- 2 Personality traits
- A film he/she plays in (Il/Elle joue dans ...)

I will give them a recording using ancillaries and cds from our text books Discovering French, Bleu – Nouveau by Jean-Paul and Rebecca Valette or from D'accord Level 1 by Vista Higher Learning.

Day 7 activity: Oh la la! J'ai beaucoup de rendez-vous!

I learned this activity for the first time during my student teaching. It a great way to get all the students to speak.

As a class activity, we will do the “ rendez-vous (appointment) activity”. On a sheet of paper I will draw a big clock. I will then ask the students to find a partner for specific times that I will give them. I usually give them four different times. I give them four to five minutes to find partners, then check to see if everyone has an appointment for each time that I mentioned. Then I will ask everyone to return to their seat. They will get the text book and I will ask them to go to a specific time appointment to do activity... on page.... (I will give them the activity and the page number.) When they go to their partners, they will say “ s'il te plaît parle français avec moi” ” Please, speak French with me.” When they are finished, I will give them another time and ask them to go to another appointment to do a new activity, etc.

Nom _____
Période _____

Oh lala!!!!J'ai beaucoup de rendez-vous!!!!

S'il te plait parle français avec moi !

Partenaire _____ Activité _____ 12h

Partenaire _____ Activité _____ 9 h

Partenaire _____ Activité _____ 3h
--

6 h Partenaire _____ Activité _____

Day 8 activity : La bataille navale (Battleship)

La Bataille navale !

	Jouer	nager	Ecouter de la musique	Voyager	Parler français	Parler Anglais
J'aime						
Je n'aime pas						
J'adore						
Je déteste						
Il aime						
Il n'aime pas						
Elle aime						
Elle n'aime pas						

Touché, Hit
 Raté, Miss
 Coulé, Sunken
 A toi, your turn
 A moi, my turn
 Bravo, well done

	Jouer	nager	Ecouter de la musique	Voyager	Parler français	Parler Anglais
J'aime						
Je n'aime pas						
J'adore						
Je déteste						
Il aime						
Il n'aime pas						
Elle aime						

Touché, Hit
 Raté, Miss
 Coulé, Sunken
 A toi, your turn
 A moi, my turn
 Bravo, well done

Elle n'aime pas						

“La bataille navale” is a very exciting game. I can make “la bataille navale” into a game to practice any verb conjugation. It is a partner game. Students will have to draw two ships, one in any two squares together, and the other one in any three squares together inside one of the grids. The ships can be horizontal or vertical, but not diagonal. Partners need to hide their ships from each other by folding the paper in half. The partner can only see the blank grid on the other side. Now they have to try to guess where the ships are hidden by selecting an expression from the side and an expression from the top of the grid. If a player misses a square, the partner will scream “ raté ”; if they hit it, the partner will scream “touché ”; when they have found the whole ship, the partner will scream “coulé”. The first student to find both ships will win the game.

Day 9 : the Family tree Project day

This project will be partially done in class. Students will write their sentences in class for correction and feedback.

Le projet de mon arbre généalogique (My family tree project)

Create a poster showcasing your family tree. You must include: grand-parents, parents, brothers and sisters, aunts and uncles, cousins, and pets. You may include other family members if you like. If you have a huge family, you can limit your poster to one side of your family. If you are not comfortable talking about your real family, make up a family using pictures from magazines.

Here are the requirements:

1. Make a full-sized poster with a tree-type chart to represent your family. Write a very big title in French: “mon arbre généalogique” Include drawings or photos of your family members. Label every member in French.
2. Write 5 sentences, in French, describing each family member. Your sentences must have
 - A sentence to explain your relationship
 - A sentence to say his/her age
 - A sentence describing his/her personality
 - A sentence describing his/her physical appearance
 - A sentence to express his/ her likes and dislikes.

3. Place the sentences below the family members' pictures if they will fit. If not, set up a key with numbers to link each person with their descriptive sentences. I will grade your project with a rubric, and I will be available to assist you on your project every day after school.

Family tree rubric

Grading scale : 100

20	15	10
Organization : Clear and consistent graphic connections between family members.	Organization :The family members relationships are not always consistent.	Organization : Does not show clear and consistent graphic connection between family members.
20	15	10
Vocabulary : Use French vocabulary to label relationships / No spelling errors	Vocabulary : Use French vocabulary to label relationships / Spelling errors	Vocabulary : No French vocabulary used
20	15	10
Creativity : Use pictures and/or drawings and/or illustrations and/or colors to enhance the poster and make the family tree understandable	Creativity : Show some pictures and/or drawings and/or illustrations and/or colors to enhance the poster but fail to make the family tree understandable	Creativity : Did not use pictures and/or drawings and/or illustrations and/or colors to enhance the poster and make the family tree understandable
20	15	10
Presentation : Show command of the French vocabulary and expressions related to the family tree	Presentation : Show some command of the French vocabulary and expressions to the family tree	Presentation : Show no command of the French vocabulary and expressions related to the family tree
20	15	10

Work cited

<http://www2.ed.gov/programs/titleiparta/index.html>

Us Department of education:

Detailed description of the Title 1 grant, Part A, for Education for the Disadvantaged.

www.tes.uk.co

Collection of free secondary resources for teachers: secondary activities

<http://www.bcatml.org/UNITPLANS/famille.pdf>

This curriculum unit was designed in 2001 for the Department of Education of Saskatchewan by the Stewart Resources Centre and provided the basic template for this adaptation.

North Carolina World Language Essential

Standards: <http://www.ncpublicschools.org/acre/standards/new-standards/>

Our CMS World Languages Wiki:

<http://worldlanguages.cmswiki.wikispaces.net/>

You must have a valid CMS email address and a CMS Wikispaces user ID to be granted access to this wiki

PALS rubrics:

<http://www.fcps.edu/is/worldlanguages/pals/index.shtml#rubric>

ACTFL: American Council for the Teaching of Foreign Languages

<http://actflproficiencyguidelines2012.org/>

Proficiency levels explained; Samples of student work or videos at the various levels of proficiency

http://www.actfl.org/files/Aligning_CCSS_Language_Standards_v6.pdf

Alignment of the National Standards for Learning Languages with the Common Core State Standards

All DPI resources including the newest LinguaFolio

documents: <http://seclang.ncwiseowl.org/>

Our state WL organization:

<http://www.flanc.org>

Teacher Effectiveness for Language Learning Project:

<http://www.tellproject.com>

Framework, support, and observation documents for model World Language Teachers

CARLA: Center for Advanced Research on Language Acquisition
<http://www.carla.umn.edu/>

FLENJ: Foreign Language Educators of NJ
<http://flenj.org/CAPS/?page=149>

Sample thematically organized assessment tasks by proficiency levels

Creative Classroom Blog:
<http://creativelanguageclass.wordpress.com/about/>

Visit this blog to get ideas for classroom activities addressing various levels of proficiency.

Summative assessment vs. formative assessment

<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

North Carolina chapter of the American Association of French Teachers.

<http://www.ncaatf.org/advocacy.html>

Appendix 1 : Implementing North Carolina Essential Standards

NL.CLL.1 Use the language to engage in interpersonal communication.

In the Unit, students will be able to use the language and literacy to interactively communicate their ideas, opinions and, to explain how they are related to their family members.

NL.CLL.3 Use the language to present information to an audience

Students will use the language and literacy skills to give information about their family members. After finishing the family tree project, students will have a class presentation to show their posters boards and to talk about their families in French.

NL.COD.2 Understand words and concepts presented in the language.

Students will learn not only vocabulary related to family, but also, they will learn the notion of conjugation, and compare the way it works to English.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

In order to communicate interpersonally and intrapersonally, students always have to use expressions of courtesy to greet and to introduce themselves.

Suggested vocabulary :

Self Description/Description de Soi

J'ai_____

Il a / Elle a_____

les cheveux blonds

les cheveux bruns

les cheveux roux

les cheveux noirs

les cheveux courts

les cheveux longs

les yeux bleus

les yeux verts

les yeux marron

les yeux noisette

Je suis...

grand(e)

petit(e)

beau/belle

sympa

aimable

amusant(e)

cool

sérieux/Sérieuse

sportif/sportive

timide

sociable

Paresseux/paresseuse

Travailleur/travailleuse

intelligent/intelligente (intello)

intéressant(e)

méchant(e)

Preferences / Les Préférences

Qu'est-ce que tu aimes ?

J'aime... J'aime beaucoup... Je n'aime pas... J'aime un peu, j'adore, je préfère.

Manger, nager, jouer au foot, regarder la télé, parler français, parler anglais, parler espagnol, jouer aux jeux vidéo, jouer au volley, jouer au basket,

People / Les Gens

C'est qui ?

C'est...

Ma mère

Mon père

Ma sœur

Mon frère

Mon cousin

Ma cousine

Ma tante

Mon oncle

Ma grand-mère

Mon grand-père

Mon ami(e)

Mon chien

Mon chat

Monsieur

Madame

Mademoiselle

Essential grammar and structure

Structures

Subjects : Je / Tu / Il / Elle

To be (être) : Je suis / Je ne suis pas

Tu es / Tu n'es pas

Il est / Il n'est pas

Elle est / Elle n'est pas

To like (aimer) : J'aime / Je n'aime pas

To have (avoir) :

J'ai / Je n'ai pas

Tu as / Tu n'as pas

Il a / Il n'a pas

Elle a / Elle n'a pas

Articles : Un / une vs. le / la / les

Negative : ne...pas

Gender agreement for adjectives

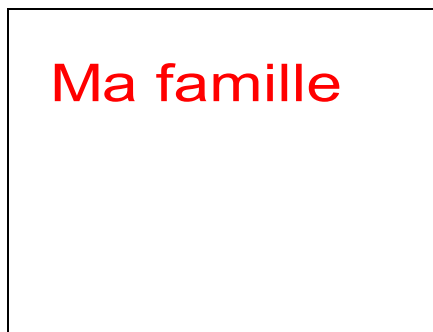
Singular vs. plural nouns

Appendix for day 1:

In French “my” is translated by “mon” “ma” and “mes” depending on the gender and the number of the words. For masculine words, i.e the words that start with “le” or “un” or “l’”, use “mon”. For words that are feminine, the words that start with “la” or “une” or “l’” use “ma”. For the words that are plural; i.e words that start with “les” or “des” use “mes”. You probably noticed that I have mentioned “l’” for masculine and feminine; in fact, for words whose first letters are vowels or a vowels sound, the feminine and masculine article ‘le’ and “la” the “e” and the “a” will disappear and will be replaced by an apostrophe sign. For example, instead of “le oncle”, I will say “l’oncle” and “la amie” I will say “l’amie”

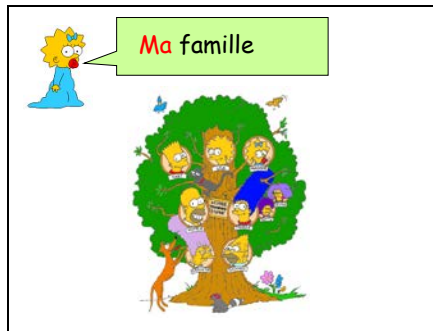
I will teach the vocabulary with the following PowerPoint: This is a beautiful online resource that I used to teach this particular lesson in my class. The reason why I found this very useful is because with the well-known TV family, “the Simpson” students will easily understand easily.

Slide 1



I will remind the students of how words have a gender in French. I will explain that since “*Famille*” is a feminine word, its article is “la”

Slide 2



Slide 3



On this slide, I will teach them how to ask the question: "who is it" "c'est qui?". I will make the students repeat the answer to the question without translating, and then I will go to the next slide.

Slide 4



I will ask the question again and teach them how to answer. The reason why I am using the Simpson's Family is so students can understand by analogy and without translation.

Slide 5



After making the students repeat the question and the answers on this slide. I will ask them to come up with a rule about how to use "the possessive pronoun "my" in French. I will corroborate the rule if the students come up with the right answer, or I will explain it if their wrong or add some more if they come up with a partial answer. I will also mention the use of "c'est" and "ce sont". To finish this first session, I will go back to the last three slides and remind them of the questions again.

Slide 6



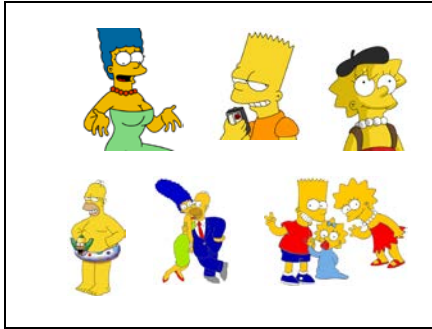
I will make them repeat the response to the question. I will check for understanding and remind them of the possessive adjectives rules in French.

Slide 7



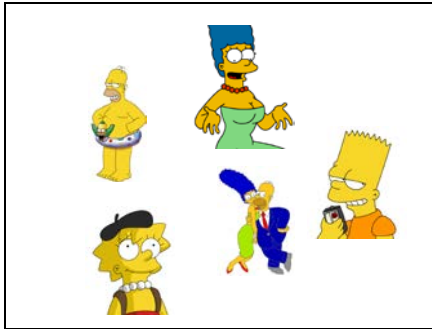
Students need to pay a particular attention to the word “sœur” ; I will mention how the “o” and the “e” are chained together.

Slide 8



This slide is showing pictures only. I will get a students to ask the questions” c’est qui” to the class , and the ret of the students will raise their hands to answer his questions in French.

Slide 9



We will repeat the same thing on slide 8.

Slide 10

C'est qui?

- C'est Mon grand-père

A cartoon illustration of Grandpa Simpson, a yellow-skinned character with a large white mustache, wearing blue-rimmed glasses and a red shirt. He is smiling broadly.

Slide 11

C'est qui?

- C'est Ma grand-mère

A cartoon illustration of Grandma Simpson, a yellow-skinned character with purple hair, wearing a red dress over a pink shirt and black shoes. She is standing with her hands at her sides.

Slide 12

C'est qui?



- Ce sont
Mes
grands-
parents

Slide 13

C'est qui?



- C'est Ma
tante

Slide 14



Slide 15



On the last slide. Students will turn to their neighbors and take turn asking each other the questions and responding in English. I will mention additional vocabulary which is not on the PowerPoint like: demi -frère, demi -soeur etc. The worksheet below can be used as exit ticket, or independent practice and formative assessment

I will then teach additional family vocabulary using the grid below. Students will try to classify the nouns under the right possessive adjectives. They can use a dictionary to find the meaning of the words that were not taught in class. Together as a class, we will go over the answers. As formative assessment, students will try to find family members names using logic and deduction. They will be using the possessive adjectives at the same time.

Ma Famille

Mon	Ma	Mes
=	=	=

oncle	belle- mère	mère	cousine		
sœur	parents	frère	cousin		
demi-frère	grands-parents	frères	sœurstante	grand-mère	grand-père
		beau- père			

C'est qui?

1. La mère de mon frère est _____
2. Le père de ma sœur est _____
3. La mère de mon père est _____
4. La sœur de ma tante est _____ ou _____
5. Le fils de mon oncle est _____
6. La sœur de ma sœur est _____ ou _____

7. Le père de mon père est _____
8. Le frère de ma mère est _____
9. La fille de ma tante est _____
10. Le fils de mes parents est _____ ou _____

Day 2 focus activities suggestion

A) Match the words

- | | |
|----------------|---------------|
| 1. Sister | a. grand-père |
| 2. Brother | b. mère |
| 3. Dad | c. oncle |
| 4. Grandfather | d. frère |
| 5. Grandmother | e. cousin (e) |
| 6. Mom | f. père |
| 7. Uncle | g. grand-mère |
| 8. Cousin | h. sœur |

B) What words can you say in French to mean 'my'?

- 1)..... 2)..... 3).....

C) Translate into French:

- 1.my brother.....
- 2.my dad.....
- 3.my parents.....
- 4.my grandma.....
- 5.my mom.....

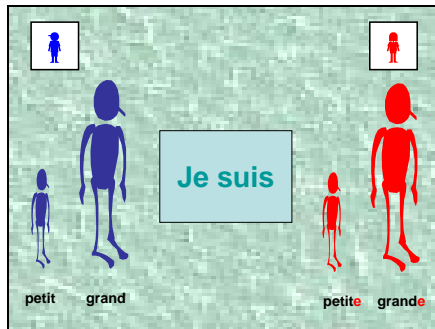
Day 2 suggested activities

Slide 1



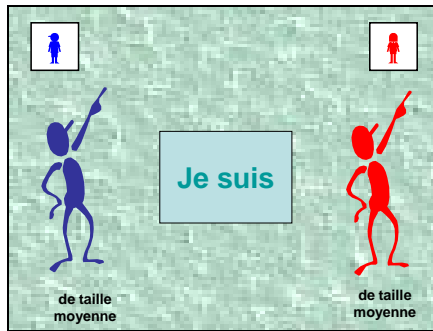
WE will talk about physical and personality descriptions.

Slide 2



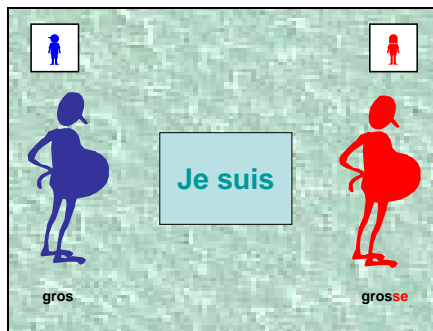
We will learn the adjectives and their opposites. Students will pay special attention to feminine and masculine. I will make all the boys in the class repeat the masculine agreements and the girls will repeat the feminine agreements.

Slide 3



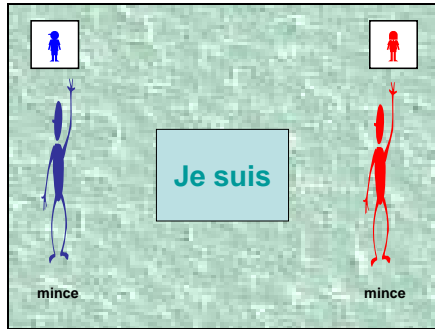
I will teach them the word: “ height”
“ la taille” in French. Students will repeat the sentences.

Slide 4



Same as slide 3

Slide 5



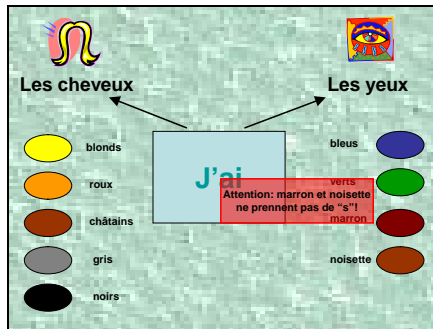
Same as slide 4

Slide 6



We will learn the adverbs to express degree. I will add the adverb “ un peu” “ a little” . I will call out students to make sentences to describe their physical appearance using one of the adverbs and an adjective.

Slide 7



We will learn the verb “ avoir” “ to have” and the conjugation. We will learn about the colors.

Slide 8



Slide 9

You can improve your description with these adverbs:

clairs → light

foncés → dark

Slide 10

J'ai les cheveux...

longs

courts

Mi-longs

Slide 11

J'ai les cheveux...



raides souples frisés

Slide 11 features a green textured background with the text "J'ai les cheveux..." in green. It displays three dolls with different hair types: straight (raides), wavy (souples), and curly (frisés). The slide is framed by a black border with a yellow and red ribbon icon in the top corners.

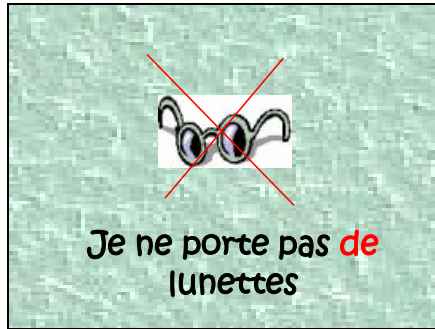
Slide 12



Je porte des lunettes

Slide 12 features a green textured background with an illustration of a pair of glasses. Below the illustration is the text "Je porte des lunettes". The slide is framed by a black border.

Slide 13



Slide 14



Slide 15

Tu es comment ?

Je suis _____ et _____. J'ai les
cheveux _____. J'ai les yeux
_____.

At this point, students will be able to use the new vocabulary to describe themselves. I can do this orally or in writing. I will call out two to three students to respond to my question “tu es comment? By filling in the blank with the missing words. Then students will turn to their neighbors and ask each other the questions and responding to each other by filling the blanks.

Slide 16

Décrivez ces personnes



Students will do the same activity here. They will take turn describing the following people and correcting each other.

Slide 17



Slide 18



Slide 19



Slide 20



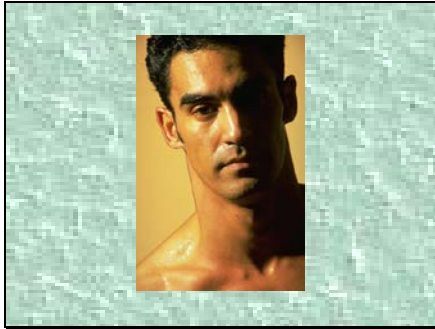
Slide 21



Slide 22



Slide 23



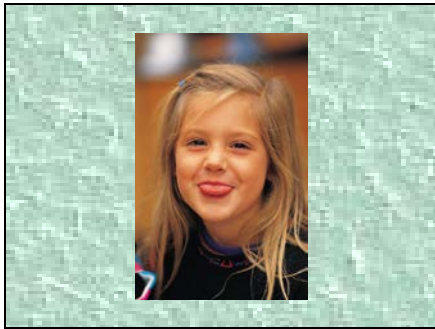
Slide 24



Slide 25



Slide 26



Slide 27



As exit ticket and formative assessment, students will write a paragraph describing themselves by: giving their names, give one physical and 1 personality description.

Write a paragraph to describe yourself.

You must include

your name

your age

personality descriptive adjective

physical descriptive adjective

je m'appelle _____

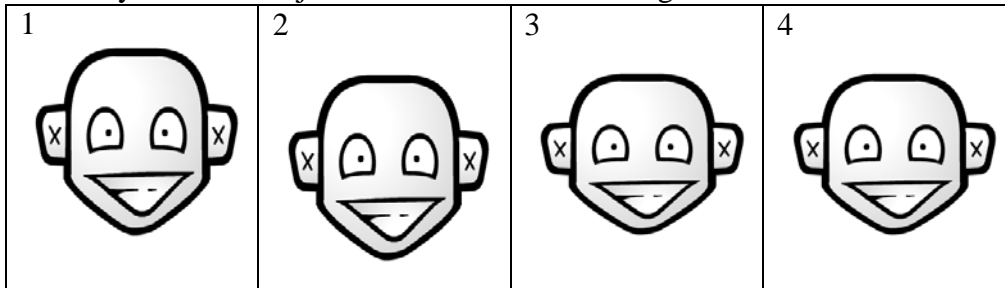
The worksheet below can be given as homework

Assessment

Tu es comment?

- II. Color the heads based on the sentences
1. J'ai les yeux bleus et j'ai les cheveux blonds et longs.

2. J'ai les yeux verts et j'ai les cheveux noirs et courts.
3. J'ai les yeux noisette et j'ai les cheveux roux et mi-longs.
4. J'ai les yeux bruns et j'ai les cheveux bruns et longs.



III. Complete the sentences:

5. J' _____ les _____ verts.
6. J'ai les _____ roux et mi-longs.
7. J'ai les ch _____ bl _____.
8. J'ai les y _____ bl _____.
9. J'ai _____ cheveux n _____ et c _____.

IV. Find the masculine and the feminine translations of the following adjectives.

amusante	gentille	sympa poli
----------	----------	------------

créative	bavarde	intelligent intelligente
content	amusant	barbante
paresseuse	patient	patiente

bavard	marrant	timide
gentil créatif	paresseux	contente
marrante	barbant	
sportif	sportive	polie

<u>masculin</u>	<u>féminin</u>	<u>masculin</u>	<u>féminin</u>
-----------------	----------------	-----------------	----------------

- | | |
|--------------|--------------|
| 1. funny | 8. polite |
| 2. funny | 9. lazy |
| 3. clever | 10. sporty |
| 4. happy | 11. creative |
| 5. boring | 12. kind |
| 6. patient | 13. nice |
| 7. talkative | 14. shy |

ⁱ School Improvement in Correctional Education

Mark J. Mechlinski

Journal of Correctional Education , Vol. 52, No. 3 (September 2001), pp. 115-118

Published by: [Correctional Education Association](#)

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/23294554>

ⁱⁱ Why Foreign Language Grammar?

Colley F. Sparkman

Hispania , Vol. 15, No. 5/6 (Nov. - Dec., 1932), pp. 501-506

Published by: [American Association of Teachers of Spanish and Portuguese](#)

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/332807>

ⁱⁱⁱ Effective Citizenship and Foreign-Language Study

Gertrude E. Teller

The Modern Language Journal , Vol. 31, No. 8 (Dec., 1947), pp. 494-509

Published by: [Wiley](#) on behalf of the [National Federation of Modern Language Teachers Associations](#)

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/318694>

^{iv} Cultural Material and Vocabulary in the Study of Romance Languages

D. Vittorini

The Modern Language Journal , Vol. 31, No. 8 (Dec., 1947), pp. 486-488

Published by: [Wiley](#) on behalf of the [National Federation of Modern Language Teachers Associations](#)

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/318692>

^v *Teaching French Grammar in Context* by Stacey L. Katz; Carl S. Blyth
Review by: Janet Flewelling *The Modern Language Journal* , Vol. 92, No. 3 (Fall, 2008), pp. 491-492

Published by: [Wiley](#) on behalf of the [National Federation of Modern Language Teachers Associations](#) Article Stable URL:

<http://www.jstor.org.librarylink.uncc.edu/stable/25173086>

^{vi} Fostering Foreign Language Proficiency: What the U.S. Can Learn from Other Countries

Donna Christian, Ingrid Pufahl and Nancy C. Rhodes

The Phi Delta Kappan , Vol. 87, No. 3 (Nov., 2005), pp. 226-228

Published by: [Phi Delta Kappa International](#)

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/20441973>

^{vii} The English Patient: English Grammar and Teaching in the Twentieth Century
Richard Hudson and John Walmsley
Journal of Linguistics , Vol. 41, No. 3 (Nov., 2005), pp. 593-622
Published by: [Cambridge University Press](#)
Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/4176954>

^{viii} The English Patient: English Grammar and Teaching in the Twentieth Century
Richard Hudson and John Walmsley
Journal of Linguistics , Vol. 41, No. 3 (Nov., 2005), pp. 593-622
Published by: [Cambridge University Press](#)
Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/4176954>

^{ix} Foreign Language Classroom Anxiety
Elaine K. Horwitz, Michael B. Horwitz and Joann Cope
The Modern Language Journal , Vol. 70, No. 2 (Summer, 1986), pp. 125-132
Published by: [Wiley](#) on behalf of the [National Federation of Modern Language Teachers Associations](#)
Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/327317>

^x Writing across the Curriculum in the Foreign Language Class: Developing a New Pedagogy
Glenn Morocco and Margot Soven
Hispania , Vol. 73, No. 3 (Sep., 1990), pp. 845-849
Published by: [American Association of Teachers of Spanish and Portuguese](#)
Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/344003>