

The French Connection
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Second Grade
District U-46

In these lessons, students will be introduced to French culture. The students will analyze the similarities and the difference between the United States and France.

In the first lesson, I will front load information by having students view a video clip of a popular French story. Students also will become Epals (via email) with other children in France.

This learning activity was developed as part of the requirements for the Aurora University / District U-46 graduate credit course *Online Resources to Enhance Learning: OEDP-5029*, fall 2005, under the guidance of instructor Richard Levine.

- 02LA01 The students are able to comprehend a broad range of reading materials.
- 02LA02 The students are able to read and understand literature representative of various societies, eras and ideas.
- 02LA03 The students are able to communicate for a variety of purposes.
- 02LA04 The students are able to listen and to speak effectively in a variety of situations.
- 02LA05 The students are able to use language arts to acquire, assess, and communicate information.
- 02SS16 The students are able to ask historical questions and seek out answers from historical sources (stories, old photographs, artwork and other visual or electronical sources).

The levels of Bloom's taxonomy that students will be covering are the following:

Knowledge	The students are able to make predictions and make connections.
Comprehension	The students are able to paraphrase, stating details of text after reading. The students are able to summarize.
Application	The students are able to implement writing to include beginning, middle, and end.
Analysis	The students are able to ask questions to seek clarification. The students are able to identify and compare setting, plot, and character. The students are able to make comparisons. The students are able to interpret stories from other authors regarding French culture. The students will point out and prioritize problem solving of characters in the stories read to them.
Synthesis	The students are able to generate questions through active exploration. The student will engage in writing EPals to new friends in France.
Evaluation	The students will point out and prioritize problem solving of characters in the stories read to them.

Engaged Learning Indicators

Students are engaged in authentic and multidisciplinary tasks.
Students will participate in a K-W-L chart with the teacher before the France activities are taught. This activity will help assess the students' prior knowledge.

The W will help assess what kind of information the students would like to know about French culture. The L will assess what the students have learned in each of the lessons. The L part of the chart will continue daily with each lesson taught in the unit.

Student work is collaborative.

All students will work together either as a buddy or in their individual groups. This will encourage students to make meaning through asking questions with each other.

Students are grouped heterogeneously.

Throughout the day, all students are in many different groups depending upon the activities being taught.

Students learn through exploration.

The teacher will model questions using the Bloom's taxonomy. I will also use the Socratic Method. When students ask questions about information they do not understand, I will guide them into researching the answers. In the unit on France, students will explore how people from another culture live.

The teacher is a facilitator.

The teacher will guide students in learning about the French culture.

Student's participation is interactive.

Students will learn through multi-intelligence. Throughout the learning activities all students will be able to use all their individual senses.

Assessments are based on students' performance of real tasks.

Assessments are the driving force for all students. Through the assessments in this unit, all students will meet the Illinois State Standards. Assessments will be on going through out the unit. Some assessments will be informal and formal.

Examples of some assessments are checklists, rubrics, informal observations of students, journal writing (response journals).

Learning Activity

Before reading the book the teacher will introduce "bonjour," "good day", "au revoir", "goodbye". The teacher will read a book, The Happy Lion by Louise Fatio

and Roger Duvoism. Then they will locate France on the map. Then locate where the children live. Students will have a discussion about visits they may have taken to the zoo, followed by United Streaming to watch the movie clip of The Happy Lion. Then students will locate the map of France using the internet. They will be shown photographs and illustrations of France. Children will discuss the similarities and differences between homes, stores, streets, and landscapes of the United States and France, and will continue to add to the K-W-L chart. The teacher will add additional information learned from The Happy Lion to the K-W-L chart.

The teacher will model a Venn diagram with students. The students will analyze the similarities and the difference between the United States and France. The teacher will talk to students about how the lion felt when people reacted to him fearfully?

The teacher will ask the following questions:

How would you feel if you saw the lion coming toward you?

Why wasn't Francois afraid of the lion?

From what continent does a lion come?

What are some things of which you are afraid?

Was the story the same in the book as in the video?

Was this a fiction or non-fiction book?

How would you change the ending of the story?

What is personification?

Could a lion really escape from a zoo?

Next day, read Little Bo in France by Julie Andrews Edwards. The story is about Little Bo, a tiny gray cat, and her friend Billy, embarking on a thrilling journey as they travel from England to the south of France. The students will make another Venn Diagram, this time comparing the two stories. Have students locate the south of France on the map and use the internet to locate the map on line also.

Ask questions for discussion.

How far do you think England is from France?

In which story is there a domesticated animal?

Why do you think Little Bo was upset with Billy?

Which animal is considered domesticated?

What types of transportation did Billy and Little Bo take in the story?
Are the illustrations in both stories the same or are they different?
Explain.

Add information the students learned from Little Bo in France to the K-W-L chart.

Students will respond to an extended response question in their journal.
"How do you think Francois felt when the Happy Lion walked backed to the zoo with him? Explain your answers by giving examples from the story.
This will help students get ready for third grade I.S.A.T. testing.

The second graders will become E-pals with another school from France. Students will use their prior knowledge from the K-W-L chart to help formulate questions to ask our new E-pals. I will model letter writing on the board. Then I will edit and conference with each student. Then the students will dictate their letters to me. Finally, I will type the letters and send them by email.

These are the online resources I will use:

1. Epals- to correspond with another class from France.
2. United Streaming- to watch and to compare the video with the book
3. Use the internet to acquire France Maps
4. Use the internet to compare the weather in France and the United States
5. Coollessons.org to find out more information about France
6. Meteofrance.com
7. therareplaces.com
8. French.miningco.com
9. Oxfam.org.uk/coolplanet/ontheline/explore/journey/
10. ambafrance-us.org
11. pdictionary.com

Technologies

My students have very limited availability to be on computers. The majority of my students do not have computers. They use computers only 30 minutes a week. During this time, they are on selected sites for educational purposes.

Many of my students are below grade level. Starting this week the second graders will be taking the Accelerated Reading tests. This will help them improve their

reading levels. Therefore, the students will not be doing much research online without teacher assistance.

Student Product

Students will copy off information from the Venn diagrams and will copy the K-W-L chart. Students will make an English/French dictionary. This French unit will be an entire month of lessons. (Only a few were mention in this outline.)

Some future final products which the students will be working on:

1. English/French Coloring Book
2. English/French - The House In French
3. English/French - Numbers
4. English/French - Shapes
5. English/French - Fruits
6. English/French -People in French
7. Madeline series- role play/puppets
8. English/French - Holidays
9. English/French - comparing schools and mealtimes