Teaching Vocabulary

WebQuest Description: Students will read a short story and analyze its vocabulary.
Grade Level: 9-12
Curriculum: Foreign Language
Keywords: new vocabulary, comprehension of text, formulate sentences
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Introduction

This lesson will help students with their reading comprehension. It is also designed to help students understand how to analyze a story. But the main goal of this lesson is to teach new vocabulary.

Tasks

Objectives
At the end of the lesson, students will:
- Make predictions about a French story from "Le petit Nicolas"
- Read a French story
- Describe the story by filling out the directed reading-thinking form (strategy # 6) (Fisher, Brozo, Frey, Ivey, 2007)
- Recognize new vocabulary using a handout
- Demonstrate their understanding of the story by answering questions
- Complete full sentences using new vocabulary
- Complete questions and sentences with 80% accuracy

Process

Anticipatory Set
Students will watch two YouTube videos of “Le Petit Nicolas”
movie. www.youtube.com/watch?v=NIRIFY9C7kg
www.youtube.com/watch?v=H5mquUT7jCI
Procedure
1. Introduce the book “Le petit Nicolas” and the short story “Je suis malade”. (5 minutes)
2. Show YouTube video (anticipatory set) (4 minutes)
3. Complete anticipatory guide about new vocabulary (strategy # 2) (5 minutes) (Fisher, Brozo, Frey, Ivey, 2007)
4. Look at the title of the story and complete the directed reading-thinking form (strategy # 6) (5 minutes)
5. Group reading (5 minutes) (Fisher, Brozo, Frey, Ivey, 2007)
6. Look at the students’ directed reading-thinking form and see how their predictions were. (5 minutes)
7. Go over and copy down the vocabulary from the story (8 minutes)
8. Form groups of four and answer the questions listed at the end of the story (15 minutes)
9. Play a “Flashlight Vocab” game to review vocabulary (Popcorn Review, strategy # 24) (8 minutes) (Fisher, Brozo, Frey, Ivey, 2007)
10. Formulate complete sentences using the learned vocabulary (10 minutes)
11. Closure: Complete Exit Slips (strategy # 8) (2 minutes) (Fisher, Brozo, Frey, Ivey, 2007)

As a homework, students will have to analyze this great website http://www.petitnicolas.com and we will discuss about it on my blog http://jazz-frenchintheclassroom.blogspot.com.

Evaluation

Formative Assessment 1
During the group reading, I will assess how the students are reading in French. I will evaluate their pronunciations. When students are working on answering the questions for the story, I will walk around and make sure they are on the right track. Playing the “flashlight vocab” game will allow me to see if the students know the vocabulary.

Formative Assessment 2
Students will prepare a role play about a second short story from “Le petit Nicolas”. I will evaluate their play, which will allow me to see if they understood the story and if they can express themselves properly in French. This assessment will reflect on the students’ comprehension skills, oral skills, and acting skills. See attached rubric.

Conclusion
Closure
Students have to hand in their sentences. Tell the students that we will correct the answers from the questions and will do a role play of the story for the next class. Tell them that they can dress up if they would like.

Length of Lesson: 76 minutes

New York State Standards
French as a second Language
Standard 1: Communication skills: Students will be able to use a language other than English for communication.
PI 2 Students will comprehend the main idea of more extended conversation with some unfamiliar vocabulary and structures as well as cognates of English words.
PI 5 Students can understand the main idea and some details of simple informative material written for native speakers.
Standard 2: Culture Understanding: Students will develop cross-cultural skills and understandings.
PI 7 Students can use some key cultural traits of the society in which the target language is spoken.
Physical Education and Learning Standards
Standard 1 - Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Technology Learning Standards
Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Materials
Computer
Internet
Overhead
Pen, pencil, and markers
Form for directed reading-thinking activity
Vocabulary handout
Notebooks
Book: “Le petit Nicolas” 8.5 x 11 paper
5 or 6 flashlights

Classroom Management Tips
Five Strategies: Keep the classroom moving by planning different activities. Don’t lecture for the whole period. Talk to your students to see how they are doing, or to congratulate them. Go stand by students who are being disruptive. Take students in the hallway if they keep disrupting the class.

Differentiation
Using the YouTube video will help students understand the story better, especially for the visual learners. I will help the students who needs extra help answering the questions about the reading. Students will be actively involved when doing the “flashlight vocab” activity.

Other
This lesson plan covers many of the multiple intelligences strategies, which contribute to academic success. The “flashlight vocab” game will contribute to the bodily/kinesthetic strategy because it is a hands-on activity. The group reading, will contribute to the visual/spatial strategy. The group activities where students answer questions and formulate complete sentences will contribute to interpersonal/social strategy. The YouTube video will contribute to the musical/rhythmic strategy, and finally, writing personal sentences using the learned vocabulary will contribute to the intrapersonal/introspective strategy.

Reflective Statement
This lesson is a great way for students to get familiar with new vocabulary, as well as for improving their reading comprehension. The lesson plan has many different activities to keep every student interested and involved during the entire class.

References


Standards

Credits

Other