ISLT 7377: Introduction to Technology in Schools
April Burton
Technology Integration Lesson Plan

Assignment:

Within the first chapter, French 2 students will post a short introduction biography of at least 200 characters on edmodo.com. In addition to their post, they should read their classmates posts and pose two information type questions (not yes/no) to at least two other classmates. Every student should answer the question(s) asked of them. All communication should be in level appropriate French with no use of a translator.

Analysis –

At the beginning of level 2, I always struggle with adequately meeting the needs of my students. My level 2 students feed from three, or in some years four different schools, which means that they had one of four different level 1 teachers. Since not all teachers teach in the same manner, or cover the curriculum in the same way, I have to determine the strengths and weaknesses of each student and fill in those gaps. For some students, this is a very difficult time because the weaker students don't realize the need to work harder to bring themselves to where they need to be, and the stronger students get bored and often annoyed by the lower achieving students. During these first few weeks of school, it is important that I differentiate activities to build students' confidence in the language, as well as bring all students to the level where they need to be.

To determine learners' needs:

1. Level 2 Pre-Test – This will be a paper/pencil 25 question quiz which covers basic vocabulary, grammar and verb conjugation standards taught in level 1 that will be completed in class. Using a different colored pen, students will correct their own assessment, as we go over the answers in class. Correcting the assignment in class offers the opportunity to discuss the standards, as well as an opportunity for me to gather feedback on what was taught in level 1, as well as what was or was not retained by the students.

2. Self-Evaluation- This is a quick form posted on my website for students to complete on their own time. It requires students to evaluate their own performance in Level 1, as well as their understanding of the fundamental grammar concepts.

Instructional Purpose:

To have students use their knowledge of French grammar and vocabulary to tell about themselves, and to ask questions. Students will also use their reading comprehension skills to ask a relevant question about another student. Reading skills will also be used to read and answer a question that has been posed them.

What will be taught:

-subject verb conjugation—irregular verbs (être, avoir, -er verbs)

-adjective placement and agreement

-question formation

-edmodo.com—the purpose and uses of this social networking site

Scope

-Day 1- Pre-test (done in class)

-Days 2-9 Flip Lessons and differentiated in-class activities covering

       -regular –er verb conjugation

       -irregular verb forms of être and avoir

       -adjective placement and agreement

-Day 2-9 (Students will do on their own) online Self-Evaluation/Reflection of French one Curriculum Standards

Design and Development-

 Edmodo.com operates much like Facebook, an application with which students know and with which they are familiar. By using Edmodo in the French classroom, students are more motivated to communicate in the written language because they know that their "posts" will be read immediately, not just by the teacher, but also by classmates. In order to develop writing skills, students need to write often. Edmodo will offer a unique opportunity for students to quickly get curriculum relevant information written, as well as the opportunity to enhance reading skills, as they will read and respond to what others have written. In my level 2 classroom, the goal is that eventually the target language is used 90% of the time in spoken communication. At the early learning levels, students must first master the written language. Students must be able to construct simple sentences. By having students practice constructing simple written sentences, the spoken sentences begin to develop on their own. When students post topic-relevant statements regularly on Edmodo, students naturally analyze the structure of a French sentence, which will improve their spoken communication, as well.

 The use of technology with this assignment allows students to model their sentences after other students (which can have benefits as well as disadvantages), but it also allows for repetition. The repetition helps students to retain correct sentence or question construction. Because all students' work is posted, I can post comments about mistakes that I see in the students' work. In a less invasive environment, I can constructively address problems that I see with students' work.

Desired Learning outcomes –

- Students will use appropriate grammar and sentence structure to write a statement to introduce themselves to classmates.
- Students will use appropriate question formation to pose two different questions.
- Students will show reading comprehension by forming an answer to a question.

Resources and media-

- textbook and textbook videos
- flipped videos (videos created by me that students will watch as homework assignment)
- notes completed by the students while watching the flipped videos or completed in class

Structure and Sequencing –

This assignment will be an open assignment to be completed outside of the class period over the span of a week. There will be some time given in class to do initial posts, but the question and answer part of the assignment will be completed outside of class.

1. With my guidance, students will set up an Edmodo account in class and create an initial post. (Bonjour, je m'appelle… et j'ai … ans. = Hello, my name is… and I am … years old.)
2. Review of the vocabulary and grammar objectives to be used will be done with a combination of in-class activities and flipped lessons in order to teach or re-teach the fundamentals of verb conjugation and sentence structure.
3. Students will be given class time to individually write their introduction bio.
4. Throughout the course of the chapter, I will teach (re-teach) question words and question formation through a combination of in-class instruction, as well as flipped instruction.
5. Students will have several days to post questions to their classmates and respond to questions asked of them.
6. All posts are due by the last day of the chapter which is the day of the test.

Assessment of student learning –

With this introduction activity, I am looking at the students' ability to use basic sentences and questions to communicate in the target language in the present tense. This type of communication uses the key standards that are taught in level 1.

Implementation –

The following are the steps for the implementation of this activity-

1. Introduce students to Edmodo.com. Walk through the process to create an account and complete their first post.
2. Teach/Re-Teach the grammar and vocabulary necessary to complete the activity.
3. Model the activity by posting my own bio post, and provide class time for students to complete their own bio post. (During this class period, students will also be assigned practice activities

from our online textbook or from quia.com. They may opt to use this class time to complete those activities and do the bio activity at home.)

4. Provide clear directions on the expectations for posing questions and responding, as well as the due dates.
5. Provide written feedback in a timely manner on the assignment.

Evaluation –

Students' Grade – Students will be graded on this assignment with a [Scoring Guide](#) based on AP focused skills that they are continuously graded on throughout different assessments during the year.   These basic skills are content, task completion and grammar formation.

My Reflection - After scores have been compiled, I will analyze the percentage of students who completed all of the components of the assignment compared to the students who only did the portion of the assignment that was completed in class, the average score, as well as the areas where mistakes were commonly found. Whether I continue to use this type of activity throughout the year as a means to discuss the topics introduced in each chapter is dependent on the data from these factors:

- I will be able to determine if the students met the objectives by evaluating their scores. If 75% or more of the students scored 75% or above, students have successfully communicated using simple statements and questions in the target language.
- Using Edmodo to communicate will inevitably provide students the opportunity to learn in unintended ways as they are exposed to different levels of learners.
- The number of students who completed 100% of the components of the assignment (not just the portion that was done in class) will provide the feasibility of the assignment. There are multiple ways to provide students access to computers at school within the class period, as well as before or after school. However, problems might occur with students who don't have internet access at home, to come in before or after school to read and respond to posts.
- If there are several students who do not complete all of the components of the assignment, I may need to make changes to provide for more time for students to have access to computers in class. Most of my students are freshmen, and are not used to the demands of high school especially in regards to completing assignments outside of class. Furthermore, many of the French 1 teachers from the middle school, rarely assigned homework. Therefore, many of the French 2 students have the mentality that French does not have homework.
- My evaluation of this assignment will allow me to determine if I will do this same assignment next year at the beginning of French 2, but also if I will continue this same format to encourage communication with the objectives taught in each chapter of level 2.
- The technology that Edmodo offers provides a tool to encourage written communication that would not be possible with pencil and paper. It offers a central location where students can read what all students have written that can be accessed anytime, anywhere.
- This activity meets the following National Foreign Language Standards:

COMMUNICATION
Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

National Standards for Foreign Language Education. American Council on the Teaching of Foreign Languages. 18 June 2012. < http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

• This activity meets the following NET standards for students:
Communication and Collaboration :Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Digital Citizenship : Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Technology Operations and Concepts : Students demonstrate a sound understanding of technology concepts, systems, and operations**.**

NETS for Students. 2011 International Society for Technology in Education. 21 July 2012
< http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx>

Questions for Online Self-Evaluation of Level 2 students

Respond to the following statements about the grammar taught in French 1.

a. Strongly Agree   b. Somewhat Agree   c. Disagree   d. I don't remember learning this
1. I remember all of the forms of regular –er verbs.
2. I remember all of the forms of regular –ir verbs.
3. I remember all of the forms of regular –re verbs.
4. I remember all of the forms of common irregular verbs aller, avoir, être and faire.
5. I can count from zero to one million.
6. I can tell time including the expressions for "a quarter past", "half past" and "a quarter 'till".
7. I can use possessive adjectives such as "my""his" or "our".
8. I remember the different between and the correct times to use "la, la, les" and "un, une".

Respond to the following statements about your opinions of how you did in French 1. For questions 9-12 answer as you did for questions 1-8.
9. I can write lengthy sentences in French.
10. I feel comfortable speaking full sentences in French.
11. I can understand spoken French.
12. I can read and understand written French.
13. To remember grammar rules, I need to:
    a. Take notes
    b. Watch a video that explains what to do
    c. Do several practice sentences
    d. Watch my teacher write example sentences
    e. Listen to my teacher explain the rule
14. In level 1, I completed homework
    a. All the time
    b. Most of the time, but missed a few assignments here and there
    c. About half of the time
    d. Rarely
15. In French 1, I thought the chapter tests were
    a. Easy
    b. Not bad
    c. Pretty difficult
    d. I don't remember

A. Match the vocabulary word to the picture.

1. _____ le lit

2. _____ la salle de bains

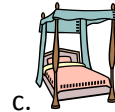3. _____ des classeurs

4. _____ une fille

5. _____ un livre

6. _____ hiver

7. _____ une chaise

8. _____ un chapeau

9. _____ le pain

10. _____ une chemise

a.

b.

c.

d.

e.

f.

g.

h.

i.

Score _____ / 10

B. Choose the best response.

1. To say "hello" to a friend, a French students would say: _____.

2. To say "Mr." Lebrun, a French person would say: _____ Lebrun.

3. Which French phrase means "How are you?" a. Comment vas-tu?   b. Qu'est-ce que c'est?

4. Which would best answer: <<Quel cours aimes-tu?>>

   a. le déjeuner   b. l'EPS c. une grande surface   d. un livre

5. To say *I study*, a French person would say : a. Je étudier   b. Tu étudies   c. J'etudie

C. Match the correct family member with the description:

1. La soeur de ma mere est _____.   a. ma tante

2. Elle est la fille de mon cousin   b. mon père

3. Nous sommes quatre dans ma famille : mes parents, moi et ma _____.   c. soeur

4. Le fils de mon grand-père est _____.   d. ma mère

5. La femme de mon père est _____   e. ma cousine

D. Fill in the blank with the correct form of the verb given.

1. Nous _____ le cours de français. (aimer)

2. Mme B _____ ma prof favorite. (être)

3. Nous _____ très contentes d'être dans le classe d'elle. (être)

4. Cette année, je _____ étudier tous les soirs. (aller)

5. Les élèves de français _____ toujours leurs devoirs. (finir)

6. Nous _____ réussir tous les examens. (devoir)

7. J'_____ avec impatience de recevoir mon livre de français. (attendre)

8. Tout le monde ne _____ pas dans ce cours. (dormir)

9. Vous _____ apporter un cadeau pour Mme Burton chaque journée.
    (pouvoir)

10. Elle n'_____ pas beaucoup de chocolat, et elle l'aime. (avoir)

11. J'_____ de la glace au chocolat pour elle. (acheter)

12. Puis, nous pouvons _____ dans la classe. (manger)

Score _____ / 12

E. Match the question word with the English meaning.

1. _____ Où?   a. why

2. _____ Quand?   b. how

3. _____ À quelle heure?   c. when

4. _____ Pourquoi?   d. where

5. _____ Qui?   e. who

6. _____ Comment?   f. how much

7. _____ Combien?   g. what time

8. _____ est-ce que…   h. does / do

Score _____ / 8

TOTAL   _____ / 35

I think I am OK with….	I feel I need more help with…

Biography Post / Questions Scoring Guide

Name: _____

			TOTAL
Task Completion Student made an initial post of at least 200 characters, posed two different information questions that didn't repeat other questions, and answered questions that were posed to him or her.	0 1 2 3 4 5	_____ X 1	_____ / 5
Grammar Formation **Statements** The biography statement and answers to questions follow proper word order including noun agreement and verb agreement. **Questions** Questions follow proper French word order including noun agreement and verb agreement.	0 1 2 3 4 5 0 1 2 3 4 5	_____ X .5 _____ X .5	_____ / 5
Content The student uses a variety of Level appropriate vocabulary and sentence structure in his/her statements. Sentences include adjectives or adverbs to embellish information; they are not simply subject+verb+object sentences.	0 1 2 3 4 5	_____ X 1	_____ / 5
TOTAL			
COMMENTS:			_____ / 15