Universal Instruction Lesson Plan
A French Market

Title of Unit: Survival French
Title of Lesson: French Market
Projected Lesson Length: One or two 45-minute lessons. **Grade Level:** 5th-8th grade
Instructor: Jack Chase
School: Newark St. School. Newark, VT

Resources/Materials: *List the texts, materials, human resources, etc. needed to make this lesson successful.*

- A gymnasium or cafeteria to hold the stalls and the accommodation-wide pathways
- XRAI glasses for each student
- Ear muffs, in case the loud market presents too much input
- Personal technological device (iPad, or whatever best suits the student) for each student
- Real Euro bills
- Cash registers
- Student-decorated stalls: one for each student's home, one for each vendor, one for the bank.
- Well-labeled, student-decorated food signs in French
- Student-submitted French recipes
- Volunteer native francophones from a Derby or Granby residential home or assisted living residence
- Plastic, physical manifestations of their food items that are for sale
- Two interconnected websites
    - The vocabulary website
    - The market website for buying and selling items

Description of Class and Classroom Climate:

- The classroom has been refitted to look like an open-air market. There are cash registers at each vendor stall.
- Each student who chooses to be a shopper will be given 80 euros in real bills, but the bills match up to those distributed in France. These bills will be given in the following distribution: 1 x €20, 3 x €10, 4 x €5, 5 x €1. These bills grow in size and change in color with each denomination. Thus, the visually impaired can better tell the difference between each bill.
- Students in need of mobility devices will be granted them, so that they are not impaired in their movement around the classroom.
- Desks will be arranged in a pattern with a wide berth to allow for those who need more space through the classroom as they travel to different student-designed stalls.
- Each vendor stall will have plastic, physical manifestations of their food items that are for sale and signs in large print and in braille (in French) to allow for students with visual, hearing, or reading disabilities to better get an idea of what is for sale.
- Students will have the option to do their shopping and selling "online." By this, I mean that each student will have a laptop (or whatever technology they prefer, e.g. a tablet). On this device, students may use a localized website to request or sell items either by speech, by text, or by button whichever item they desire. With each purchase, be it in-person or online, the students will have the ability to change the inventory and account for their new amount of money.
    - Items purchased online will be delivered to the student's home stall by a volunteer. The volunteer will then collect enough money to cover the cost of items.
- Each student (no matter their role) will have their own home stall, which will be separate from vendor stalls. Students may use their personal tech device there to shop online. Further, students may gather their completed recipes, money, and food there.
- Each student will have access to XRAI glasses, which offer subtitles of whatever is spoken. Of course, the subtitle setting will be set to French and will have the option to be set to English, if necessary. This is to aid the hearing impaired. Further, these glasses can be equipped with a recording option. Thus, students (and the teacher, if in the case of grading) may reflect upon their work after the fact.
- On each student's device, a short list of the required vocabulary for the day will be provided. Each phrase will be written and will have a video of me saying the phrase. The definitions in English will be available behind a button that the student must click to unveil. The English definition will also be written and have a video of me saying the phrase.
    - The website will record the number of repetitions that the phrases have been reviewed.
    - The website that holds the vocabulary will be divided (just as the rubric is divided) into the following categories: etiquette, numbers, greetings, shopping, and food. There will also be a category for most visited "favorite" phrases that will be tailored to each student.
- Students will have the choice to be shoppers, vendors, bankers, or police officers. All interactions must be done in French using the vocabulary provided, i.e. "I would like", the numbers 1-100, words of politeness, words of greeting, and food vocabulary. Any non-shopper may choose to become a shopper at any time.

    - Shoppers will have the goal of purchasing the items they desire. If they wish, they may also request one of the student-submitted recipes from the banker. Each recipe, which will be available digitally as a video, will require that they buy certain items. If they buy all the items necessary for the recipe, they will receive $100 from the bank in the following distribution: 1 x €20, 4 x €10, 6 x €5, 10 x €1.
    - Vendors will have the goal of selling their stall's items for profit. They may choose how much they wish to charge for their stall's items.
    - Bankers will be responsible for distributing money and recipes.
    - Police officers will be responsible for making sure students are conversing in French. If they catch a student conversing in another language, they may charge the student €5. Police officers who are caught conversing in a language besides French will be charged €10, either by another police officer or by the teacher.
- These roles will be kept at a ratio of 10 shoppers : 2 vendors : 1 banker. To maintain this ratio, volunteer native francophones from a Derby or Granby residential home or assisted living residence will fill in the gaps. This will help build community with our francophone neighbors. These communities are only a 40 minute drive away, and our school cook used to work there.

Theoretical or Research Grounding: *Provide a brief connection to educational theory or research that grounds your instructional approach to this lesson.*

- Behaviorism: This lesson will use repetition, question and response, praise, and frequent feedback.
- Cognitivism: Students can turn to the board or to their personal technology to remind themselves how to say key words and phrases for their market interactions. Students can interact with the teacher or the volunteers to ask for additional vocabulary that is not already provided on the board.
- Experiential learning: Students will activate their prior experience by using words they already know (food words, hello, goodbye, thank you, etc.). Students will demonstrate and apply both old and new skills in the real-world application of a market scenario.
- Social learning: Students will be interacting with each other to support each other's independent but related goals. Students will support and reinforce the vocabulary of each other student as they practice their (quite repetitive) market interactions.
- Stephen Krashen, Professor Emeritus of Education at the University of Southern California and the world scholar on language acquisition theory, describes "optimal language acquisition" in five hypotheses, which I will now describe in brief.
    - First hypothesis: There are two ways of developing language capacity. The first is acquisition, which is an unconscious, unaware process of possessing knowledge. The second is learning, which is a conscious process, including rules and grammar (Krashen, 2003, p. 1).
    - Second hypothesis: We acquire parts of language in a predictable order, according to three rules: (Krashen, 2003, p. 1).
        1. Language acquisition is not based on simple or complex rules
        2. The natural order is not changeable and is immune to deliberate teaching.
        3. The natural order is not necessarily the teaching order.
    - Third hypothesis: True language acquisition is normal subconscious competence. "Learning" is learning grammar and translation. There is a level of conscious self-correction "monitor" (Krashen, 2003, p. 2).
        1. Knowing all the rules is impossible even for linguists, so the "monitor" alone will not be enough
        2. The acquirer must have the time to use the "monitor"
        3. The acquirer must focus on form and meaning at the same time.
        4. All three previous rules must be followed for successful use of the "monitor"
    - Fourth hypothesis: Comprehensible input is the optimal way to acquire language. If the variable 'i' is where we are now, then comprehensible input is 'i+1'. Talking is not necessarily practicing. Comprehensible input is more successful than grammar-oriented learning because students cannot miss the grammatical rule of the day (Krashen, 2003, p. 4).
    - Fifth hypothesis: If a learner is anxious or lacks self-confidence, then even with understanding they will not reach the "language acquisition device," i.e. the trigger in the brain that stores the '+1' in the equation of comprehensible input (Krashen, 2003, p. 6).
- This lesson plan primarily focuses on hypotheses four and five. According to Krashen's fourth hypothesis, the lesson meets students just past the level where they currently are. According to Krashen's fifth hypothesis, the comfortable, everyday scenario and exciting atmosphere improves the self-confidence of the students.

Guiding Question(s):

- How far can I get in conversation with what I know?
- Can I thrive in the discomfort of not understanding every word?

Standards: *List VT Grade Expectations (GEs) and Common Core Standards that this lesson addresses.*

ACTFL Learning Standards

- Interpersonal: I can exchange ideas and opinions with my peers through speech or text.
- Practice: I can understand the contextual practice of another culture.
- Practice: I can understand the contextual practice of another culture.
- Product: I can understand the contextual products of another culture.
- Presentational: I can present information to an audience of listeners or readers.

Content Learning Objective(s): *Provide objectives for each area.*

- **Know:** *What will the students know as a result of the lesson: facts, terms, definitions, etc.?*
  - I can count in French up to 80. I can count in French by 1s, 5s, and 10s.
  - I can use French to purchase something from a store.
  - I can use please, thank you, and you're welcome in French.
  - I can identify foods in French.
  - I can use hello and goodbye in **different ways** in French.
- **Understand:** *What will the students understand as a result of the lesson: insights, connections, predictions?*
  - I can understand the value of connection with another culture.
  - I can understand that it is okay to be imperfect.

Assessment Plan: *Clarify how you will assess each lesson objective. Make sure to include assessment criteria. Formal or informal assessment strategies may be used.*

Each student will complete a self-assessment by identifying their level of understanding and utilization on the following rubric.

Etiquette	I correct and often use merci, s'il vous plaît, de rien, and bienvenue.	I correctly and often use three of the following: merci, s'il vous plaît, de rien, bienvenue.	I correctly and repeatedly use one of the following: merci, s'il vous plaît, de rien, bienvenue. When I cannot proceed in French, I use gestures.	I do not use the French etiquette vocabulary.
Numbers	I can count in French up to 80. I can count in French by 1s, 5s, and 10s.	I can count in French up to 20. I can count in French by 1s.	I make an effort to count in French up to 10. I can count by 1s. When I cannot proceed in French, I use gestures.	I do not count in French.
Greetings	I can say hello and goodbye in **different ways** in French. Hello: Bonjour, bon matin, bon après-midi, comment ça va, coucou, salut Goodbye: Adieu, au revoir, à bientôt, à plus tard	I can say hello and goodbye in **different ways** in French.	I can say hello and goodbye in **one way** in French. Hello: Bonjour	I do not say hello or goodbye.
Shopping	I use: Que voudriez-vous? Que vous-avez? Je voudrais… Combien ça coute? Ça coute… Voici…	I often use: Je voudrais… Combien… Voici…	I occasionally use: Je voudrais… Combien… Voici…	I do not use the shopping vocabulary.
Food	I always use the food vocabulary provided.	I often use the food vocabulary provided.	I seldom use the food vocabulary provided.	I never use the food vocabulary provided.

Procedure:

- **Anticipatory Set/Hook:** *How will you activate background knowledge and engage them in the lesson?*
  - In an anticipatory lesson to this one, my students and I will read the story "Minecraft: Faire du Shopping." A short story of my creation, which will have audio recordings of my voice on each page to aid with comprehension and pronunciation.
  - My students will have the opportunity to play Minecraft in French in a market world of my creation before they compose their own version of a market story. For their story, they will be able to tell their story in one of three media: slideshow presentation (like the original), video, podcast. Within these media, of course, they may choose how it appears. Further, they will be able to choose inspiration from two other sources: this BBC-created episode for beginners in French at a market or this website of Carrefour, the most popular grocery store in France.
  - Students will have the opportunity to decorate the home and vendor stalls and signs.
  - Students will have the opportunity to submit French recipes that they researched.
- **Instructional Procedure:** *How will you scaffold student understanding throughout the lesson?*
  - Students will receive their rubric and their personal technological device.
  - Ask if the students feel that their should be any *reasonable* edits made to the rubric.
  - Students will choose their role in the market. Volunteers will fill in roles as necessary to meet the ideal ratio of shoppers : vendors : bankers : police.
  - Bankers will distribute money (and a recipe, if desired) to each shopper. This also be requested electronically.
  - Shoppers will visit the vendor stalls and return to the bank for additional recipes or to make change. This may be done electronically.
    - As long as one banker remains at the bank, the other bankers may participate as shoppers.
  - Police officers will fine anyone who uses English. They may participate as shoppers while on duty.
- **Closure:** *How will you bring the lesson back to the focusing questions and content objectives?*
  - Students will have the option of tallying up their final dollar amounts and posting them to a class blog.
  - Students must self-assess using the rubric distributed at the beginning of class.
  - In-person and on-blog discussion between students and volunteers to ask questions, state observations, etc.

Universal Instructional Considerations: *Describe how you will provide options for each.*

- **Multiple means of Representation**
  - Every bit of this lesson from start to finish is based around the idea of multiple means of representation. To offer alternatives for auditory and visual information is simple enough.
    - Visually, this project has:
      - Video recordings with audio of each necessary basic phrase on the students' personal tech devices
      - Well-labeled, large-font signage
      - Dollar bills which grow in size and change in color based on denomination
      - Physical representations of the food items for sale
      - A corresponding website that lists the food items for sale
      - XRAI glasses, which create subtitles in the language of choice
      - A vocabulary website with video recordings with audio of each necessary French phrase
    - Auditorily, this project has:
      - Video recordings with audio of each necessary basic phrase on the students' personal tech devices
      - Native francophone volunteers and at least one teacher present to request information
      - Fellow students who have items that the student needs to continue the project
      - A vocabulary website with video recordings with audio of each necessary French phrase
    - Texturally, this project has:
      - Braille signage for every item to be sold
      - Dollar bills which grow in size based on denomination
      - Physical representations of the food items for sale
  - Further, we must also consider options for comprehension.
    - Regarding background knowledge, this project has:
      - Some of the simplest and best known phrases from our French class, including hello, goodbye, the numbers 1-10, colors (optional).

                - A supply of basic, necessary phrases to reference at the student's convenience on their personal tech device
                - A more basic anticipatory lesson that provides much of the required vocabulary.
            - To highlight patterns, big ideas, and relationships, this project has:
                - A thorough rubric for self-assessment
                - Two grand systems, the in-person vendor stalls and the website market, based on real life that each student has seen many times before
                - Volunteers from the local community
            - To guide information processing, visualization, and manipulation, this project has:
                - A focus on tactile and physical experiences
                - Input from *contemporaneous* multiple media
                - A student-paced, student-led environment, in which the adults are participants not directors
- **Multiple means of Action and Expression**
    - This lesson is centered in action. As options for it, this project includes:
        - Vendor stalls for students to approach in-person
        - Money and physical representations of food items for students to handle
        - An alternative to the in-person action in the form of a website market
        - Equal access to tools and assistive technologies, including but not limited to:
            - Mobility devices (and wide paths to allow their use)
            - XRAI Glasses
            - Personal tech devices
    - I deeply considered options for expression and communication.
        - Regarding multiple media for communication, my students' only limitation is in their use of English, thus, they may:
            - Point to the signs
            - Use the website's buttons to play the phrases
            - Gesture to an amount of money
            - Describe things by color
            - Write or type out their requests
            - Speak at their own pace
        - The above options incorporate tools in the form of the assistive website's functionality and the built environment. Students may use my audio-video recording to communicate when necessary. The props on scene allow for students to rely on them as supports when their language fails them.
        - The above options build fluency with graduated levels of support because the students may wean themselves off of the website and props as they wish and as they become more comfortable with the vocabulary.
    - This project considers options for executive functions.
        - Regarding goal-setting, this project has:
            - The chance for the class to democratically edit their rubric. The teacher has veto power in this.
            - The student may choose what their personal goal is within the role-playing environment. Do they want to make the most money? Do they want to get the funniest assortment of foods? Do they want to communicate with the most people?
        - Regarding planning and strategy development, this project has:
            - Student-submitted French recipes that are an optional part of the project with an in-game reward. Students may choose to create their own recipes without the in-game reward, if they like.
            - A rubric that students view and collaborate before the project, so they may plan how they wish to achieve highly.
        - Regarding the facilitation of information and resource management
            - Students have access to home stalls, where they can decompress from the activity of the market, shop online, and assess their stores of food and money.
            - The vocabulary website will be divided (just as the rubric is divided) into the following categories: etiquette, numbers, greetings, shopping, and food. There will also be a category for most visited "favorite" phrases that will be tailored to each student.
        - Regarding the enhancement of the capacity for monitoring progress,
            - XRAI glasses, which will be given to each student, may record the audio, visual, and subtitles of both sides of each student's conversations. This recording will be available for them and for the teacher to review in the future.
            - The vocabulary website will record the number of repetitions each vocabulary phrase was selected. Thus students may review which phrases they need to practice the most.

- **Multiples means of Engagement**
    - This project is designed with student interest in mind.
        - Regarding optimal individual choice and autonomy, this project has:
            - Student-decorated stalls
            - Student-submitted French recipes
            - Personal goals according to the student's role
            - Assistive technology, especially the vocabulary website, so students can continue on their own in the face of adversity
            - An online alternative to the in-person market
        - Regarding optimal relevance, value and authenticity, this project has:
            - A market based on a real-life "marché en plein air," i.e. an open-air market, which is very common in France
            - An online system based on the oft-used systems of modern supermarkets, including the French Carrefour supermarket
            - Native francophone volunteers from the local community
        - Regarding minimal threats and distractions, this project has:
            - A home stall where they can seek isolation, quiet, and comfort
            - Ear muffs at each home stall, in case students would like to reduce the volume input
            - Recording devices on each student that will record inappropriate actions to or from them
    - This project has options for sustaining effort and persistence.
        - Regarding heightened salience of goals and objectives, this project has:
            - A rubric that students view and collaborate before the project, so they may plan how they wish to achieve highly.
            - An option for students to set their own personal goals
        - Regarding varied demands and resources to optimize challenge:
            - Students are invited to use any French they like. With native francophones all around, they may choose to speak past the required level and the level expected of their classmates.
            - Students are invited to engage in their own economy (within reason). As long as students meet the objectives of the rubric, they may also: buy recipes off of other students, offer a service like Instacart (this already exists within the game, but the elderly volunteers are likely to be slower than students), busking, and whatever else they can think of (within reason).
        - Regarding collaboration and community, this project has:
            - Local members of the community as participants
            - No expectations or limitations on partnerships
            - No public display of one's performance. I mean this in the sense of privacy at a party. Because of the busy and loud atmosphere, interactions will be forced to be one-on-one.
        - Regarding mastery-oriented feedback, this project is ideal.
            - Feedback is instant. When a student uses French with mastery, they receive what they are looking for. That may be a response, money, or an item.
    - This project provides options for self-regulation.
        - Regarding the promotion of expectations and beliefs that optimize motivation, this project has:
            - A built environment of the students' design
            - A home stall to decompress as each student wants or needs it
            - A capitalistic economic system
        - Regarding the facilitation of coping skills and strategies, this project has:
            - A home stall to decompress as each student wants or needs it
            - Knowledgeable native francophone volunteers with the motivation to help
            - A free-flowing, student-paced environment
        - Regarding the development of self-assessment and reflection, this project has:
            - XRAI glasses, which will be given to each student, may record the audio, visual, and subtitles of both sides of each student's conversations. This recording will be available for them and for the teacher to review in the future.
            - A rubric designed for self-assessment

Differentiation Considerations: *Describe adaptations (if any) for including students with unique needs.*

- Ear muffs: see above.
- Home stalls to decompress: see above.
- Mobility assistance technology: see above.
- Pathways widened for accommodation: see above.

- Personal tech devices: see above.
- Real euro bills: see above.
- Websites with accommodation in mind: see above.
- XRAI Glasses: see above.
- And many more: see above.

Support Considerations: *What additional support is necessary (if any)? Describe how teacher aides, paraprofessionals, student teachers, etc. will be directed during the lesson.*

- Naturally, any students who need aid in the form of faculty will receive it.
- Additional support will only be necessary in managing student behavior. Faculty, if available, will be asked only to remind students to maintain behavior that would be acceptable in a marketplace environment.

References:

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