

LE PETIT PRINCE

MARCH 2019

STUDENTS

- Students at the French 4 level (or above)

OBJECTIVES

- Students will be able to read the text and complete activities at their own pace
- Students will be comprehend vocabulary terms in relevant chapters
- Students will be able to analyze and discuss the meanings of characters/situations throughout the text
- Students will complete all assignments in the target language, which includes discussions

DESIGN

This unit was created following the World-Readiness Standards For Learning Languages through the American Council for Teachers of Foreign Languages ([ACTFL](#)). It strives to focus on the 5 C's:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

An additional C that was added on through educational technology was collaboration. As educational technology enhances pedagogy if used meaningfully, I chose to use the tool Google Docs in order for students to self-reflect and grow throughout the novel by keeping a journal. Students showed growth in their writing through their journals, and I was able to easily offer feedback and support throughout the writing process.

PRE-BOOK STUDY

A Google Site was designed with a simple layout allowing students to easily comprehend, as well as easily analyze, the book *Le Petit Prince*. Salesianum school is a one-to-one iPad program so students were able to add the site to their home screen for easy reference. We also use G Suite for Education so students were also able to use additional tools to enhance the learning experience like Google Docs, as well as YouTube.

LAYOUT

Each chapter page was designed with the following layout:

1. Vocabulary
 - a. Memrise or Quizlet
 - b. Students could choose between the two sites to study relevant vocabulary terms before starting the chapter
 - c. Suggestion: 10-15 minutes
2. YouTube video of the chapter
 - a. Students would watch each chapter paying close attention to pronunciation
 - b. Usual length: 5 minutes or less
3. Quick link to PDF of the chapter
 - a. Students would read each chapter paying close attention to any challenging vocabulary terms
 - b. EdTech bonus: Students kept notes using Notability (a note-taking app) of relevant vocabulary words and messages/meanings throughout each chapter
4. Comprehension quiz
 - a. Students would complete a range of simple comprehension questions via Kahoot! or Quizizz. This assignment was graded, but students had the option to repeat the quiz for a higher score.
5. Comprehension questions
 - a. Each chapter had 2-3 comprehension questions in which students answered in a shared Google Doc

AFTER IMPLEMENTATION -- MODIFICATIONS MADE:

After the first two chapters:

- To ensure full comprehension of the text, additional comprehension questions were available (as practice) to complete before the graded quiz. With additional formative assessments, I was able to pinpoint more challenging chapters for students. Through a flipped learning model, I was able to manipulate timing so that students were able to discuss through more complicated areas of the text.

After the first six chapters:

- To ensure higher comprehension of vocabulary terms, students took a practice vocabulary quiz via Quizlet and submitted a photo of their results. If this was completed in class, a face-to-face discussion was held. If this was completed outside of class, an email was sent with how the student planned to improve. This resulted in an improvement in overall comprehension questions and showed an increase in vocabulary use throughout the students' journals. It was interesting to note that the majority of students did not want to submit a low score so they ensured they either studied or completed the quiz multiple times for a high score.

After the first ten chapters:

- Planning was ensured that after every 3-4 chapters, there was dedicated class time where students were able to ask their own questions. They had time to brainstorm, and organize their questions via Jamboard, and the rest of the period acted as a student-led discussion. This increased student engagement drastically.

After the first 15 chapters:

- After chapter 15, we had a natural break in the schedule to allow for spring break. Because of time constraints, students paused their work and [watched the first twenty minutes of a theater performance](#) of Le Petit Prince. After, students reflected on what they had read to what they had seen. They compared and contrasted (both orally and written) the musical to that of the real novel.

By chapter 26-27:

- I planned it so that the last and final chapters would be completed in class to ensure full comprehension and leave room for questions. This book study was personalized so that students would be able to complete at their own pace, but the entire class was able to analyze and discuss the final climax.

AFTER COMPLETING THE BOOK

Final formative assessment:

- As a class, students discussed a multiple choice questionnaire covering all chapters of Le Petit Prince

Final performance assessment:

- Students presented their favorite character and/or planet from the novel without using any notes, but chose images from the book itself for inspiration. The objectives of this performance assessment, which was delivered entirely in French, were as follows:
 - Presentations will take place in class on Thursday. You should cover the following topics:
 - 1. Overall description of the planet/character (adjectives, interaction, etc.)
 - 2. Message/importance from the planet (from the characters or LPP)
 - 3. Why you chose this planet as favorite (you're using PC + imparfait here)
 - **Notes are extremely discouraged during presentations, but you can add inspiration via single words and images
 - **Your presentation should be at least 2 minutes in length.
Objective is to aim for 3 minutes
- Students opted to use only images during their presentations and the class average for presentations was above 3 minutes.

CONCLUSIONS

Because students had immediate access to the novel in a variety of formats (printed, audio and video), I believe they were more engaged throughout this study. With a variety of game-based assessments through Kahoot! and Quizizz also increased engagement, but offered choice for repetition and showed an improvement and an increase in comprehension. I will be using this book study again in the future, but before doing so I hope to survey my students again to see if any modifications can be made to improve the learning.