Activity Name: Je me présente

Brief Description of Task: Building a structure of the student's choice, before we get to Minecraft, we practice how to say certain phrases (Je m'appelle, j'aime, je n'aime pas, j'habite à) and how to talk about other family members (7/8)

Building five things to represent themselves that they wrote about in their paragraphs (grade 6)
Building 2 things about themselves and one thing about 3 other family members that they have mentioned in their paragraphs (grade 7)

Grade(s): 6-8	**Subject(s)/Topic**: Core French Introducing yourself (grade 6) Introducing yourself and your family members (grade 7/8)
Learning Goal: I am learning to introduce myself and my family members (grade 7/8) I am learning to introduce myself (grade 6)	**Overall Expectations**: communicate information and ideas orally in French (grade 6-8)
Success Criteria: I can… (grade 6) - Say my name and age in French - Say my birthday in French - Say my hair colour and eye colour - Talk about a few of my favourite things (movie, TV show, animal, colour, number, etc.) - Say what I like and don't like I can… (grade 7/8) - Say my name and age in French - Say my birthday in French - Say my hair colour and eye colour in French - Talk about a few of my favourite things in French - Say what I like and don't like - Introduce my family members and pets in French and be able to say all the same things I can say about myself about my family members **Same thing for writing as we wrote paragraphs after as well.**	**Specific Expectations**: - Using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French - Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics

Useful Resources:
www.wordreference.com
Google Sites
Quizlet.com
Kahoot
SmartBoard
Various games

Activities:

Introduction
Start with introduction to new and familiar vocabulary about ourselves (grade 6-8) and our family members (grade 7-8).
Using SmartBoard activities (dice, random questions, etc.) ask the students to answer. Once they feel comfortable, they ask the question to their partner and answer.
Students also go on Quizlet to use flashcards or play the various vocabulary games as well as Kahoot to familiarize themselves with the vocabulary.

Development
Students can play games such as Guess Who?, talking dice, hangman, and continue with Quizlet. Doing centres, students rotated around to practice asking questions, answering questions and using the learned vocabulary. This will increase confidence and give them optimal practice orally.

Conclusion
After becoming comfortable with the vocabulary, students created any building they wished in Minecraft. Each room had to represent themselves or a family member. They then had to either present live in front of the class, or screenshot their work and put it into Explain Everything or Shadow Puppet. For the oral part of the presentation, they are to introduce each family member and themselves while showing the individual rooms. They can do it from memory - or they can have a few notes jotted down, but not full sentences - just as prompts to help remember what they have to cover.
Students earned 20 minutes of Minecraft time by actively participating in 20 minutes of vocabulary building at the beginning of each class.
After being comfortable with the vocabulary and finishing this oral project, students wrote about themselves and their family members.

| **Assessment**: Oral Minecraft presentation either presented live or submitted on Google Classroom. Written portion submitted on Google Classroom only. | **Vocabulary**
Je m'appelle/Mon nom est
J'aime
Je n'aime pas
Mon anniversaire est
J'ai ___ ans
Mon animal préféré est
Mon numero préféré est
Mon émission de télévision préféré est
Ma nourriture préférée est |

| **Apps:** Minecraft, Google Docs, Word Reference, Explain Everything, Shadow Puppet | **Reflection/Notes:**
For the students using my iPads, I should have written down who was using what iPad because it became an issue to people deleting Minecraft off my iPads. This was infuriating, and no matter how much I talked to them about it, it kept happening.
Besides some of the Minecrafts getting deleted, this went very well. They love Minecraft and this was a way to get them to talk without being stressed.
I think I underestimated the amount of time needed for Minecraft - I initially didn't give them enough time and we had to rework the schedule for when stuff was due.
It was also frustrating when students didn't want to take the time to practice what they were going to say before actually creating their presentation.
There was some confusion with how to present their Minecraft. I gave them options for presentations, but they all just wanted to read their paragraphs no matter how many times I told them it was an oral communication mark and not a reading mark.
Thinking back on the grade 6 project, I should have just had them build everything they wrote in their paragraph because it would have made more sense for them when speaking. |

Possible Extensions:
Grade 6s could have built everything they talked about (name, birthday, age, what they like, what they don't like, etc.) instead of just five things.
Follow up with listening activities - listening to each others recordings and answering questions or starting a discussion.