

# Le Transport et l'Orientation

Secondary French I, Grades 9-10

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<https://sites.google.com/a/norman.k12.ok.us/lincoln-elementary-vegetable-garden/project-based-learning>

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## Unit Calendar

Lesson I	1 day
Lesson II	2 days
Lesson III	2-3 days
Lesson IV	2-3 days
Lesson V	1-2 days
<b>Total</b>	<b>11 days</b>

## Overview

This unit focuses on different modes of transportation and directions. Students will explore different maps in Francophone countries and learn French vocabulary for types of transportation and directions. Additionally, students will learn how to read a map and ask for directions from someone. Each new idea will build off the previous idea as well as content previously covered this year. By the end of the unit, they will outline a trip/route in a French-speaking country with a partner. This unit is self-directed and requires students to troubleshoot and solve problems on their own before finding me because of the integration of technology. I am more of a facilitator, allowing students to learn from each other. The learning objectives that come from the standards are listed under content and language. Because there is such a large population of English language learners (ELL) at my placement school, teachers include language and social objectives so it is clear to the ELL population what they are going to have to do that day in order to obtain the content objective. These additional objectives are included to support these students.

This unit is centered on Project Based Learning. Students will watch a music video to be introduced to the topic and come up with questions they will need to know the answers to in order to accomplish their final task. Then, students will work in groups in order to find the necessary information needed to complete their task and share it with their classmates. After students conduct their research, they will work with a partner to practice using all the new material that their classmates gathered. Next, students will begin working on their final task: to map out a trip from the city they are given, to the capital city of that country, and finally back home to the United States. Finally, students will present their route to their classmates and myself. Students will develop skills to navigate an online environment and evaluate the reliability of different resources online. Additionally, students will be able to work at their own pace and build collaboration skills in an online and face-to-face environment. GoGuardian will be used throughout the lesson in order to monitor students use of time while on the chromebooks.

<b>Stage 1 - Identifying Desired Results</b>
<b>Standards &amp; Benchmarks</b>
<p><b><u>World Language Standards</u></b></p> <p>1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, <b>transportation</b>, and services</p> <p>1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, <b>transportation</b>, and services</p>

1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories

1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture

4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

### **MI Tech Standards**

9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project

9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosome, United Streaming)

9-12.RI.5 evaluate information found in selected online sources on the basis of accuracy and validity

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

### **What enduring understandings are desired? Students will understand...**

Students will understand how to read Francophone country or city maps as well as different types of transportation that work well in different areas of the French countries. Students will be able to communicate and receive information about directions in French as well as how to use online tools to collaborate and conduct research with the purpose of creating a route to take in a French-speaking country.

### **What essential questions will guide this unit and focus teaching and learning?**

What modes of transportation are used in French-speaking countries?

How do I communicate directions in French?

How do I read a map?

How do I create a route using a Map and online resources?

### **What key knowledge and skills will students acquire as a result of this unit?**

**Students will know...**

1. How to read maps of Francophone countries
2. How to use French vocabulary related to transportation when listening, reading, speaking, or writing
3. How to use French directional terms
4. How to plan a route specific to available modes of transportation
5. How to research online
6. How to evaluate online sources
7. How to create citations

### **Students will be able to...**

1. I can analyze a French music video.
2. I can read a map.
3. I can identify and define French vocab related to directions and transportation.
4. I can ask and answer questions verbally and in written form about directions and transportation.
5. I can design a trip in a Francophone country using online tools.
6. I can use credible sources online.
7. I can create citations.
8. I can share my trip to my classmates.

## Lesson I: *Sur ma Route*, Driving Question, Need to Know, and 21st Century Skills

Lesson Objectives	Materials
<u>Content:</u> I can analyze a French music video.	-Teacher laptop with internet access
<u>Language:</u> I can watch a music video and write answers to questions on my handout. I can identify French vocab and French-English cognates in song lyrics. I can form an educated guess on what our unit will be about.	-Google Chromebook
<u>Social:</u> I can actively listen to and participate in a class discussion about a French music video.	-Google Classroom
	-Google Docs
	-GoGuardian
	-Sticky Notes
	-Poster
	-Handout with lyrics and guiding questions

### I. Lesson Layout

#### *Warm-up*

5 min. Students will get out their chromebooks and search the name *Black M* in order to answer the following questions:

1. Who is Black M
2. What does he do?
3. Where is he from?
4. When-what time period does he come from?
5. Why do you think we are we researching him?

5 min. Good news, review objectives, and make class announcements.

5 min. Using notecards students made, choose students to say their answer to the class from the warm-up.

#### *Activity*

5-7 min. Play the video to *Sur ma Route* once for students and have them take notes on what they see in the video [https://www.youtube.com/watch?v=U-Z\\_bZS8t3M](https://www.youtube.com/watch?v=U-Z_bZS8t3M). Then ask students what their initial thoughts are on the video.

8 min. Have students flip over their handout to see the lyrics for the song. Have students go through and underline previous vocab we have learned and circle French-English cognates they recognize in the lyrics. Then, go around the room and ask each student for one of their words. NO REPEATS.

5-7 min. Play the music video a second time and this time, students will answer questions on the handout about what they saw in the video.

7 min. Discuss the questions on the handout and generate a class discussion about the central message of the song, why we watched this music video, and what we might be talking about in this unit.

5 min. Number students off into groups of 2 and let the class know that this will be their partner for the duration of our new unit.

*Exit Slip*

8 min. Students will be told the project for our next unit. They will be given a sticky note and then write down at least one question they feel they need to know the answer to in order to do well on our upcoming unit.

2 min. Recap daily objectives

**II. Reflection**

1. How well did my students perform/respond? Were all my students engaged?
2. How was my timing?
3. What did everyone know?
4. What did no one know?
5. Were there any surprises?
6. What would I do differently if I taught this lesson again?

**III. Materials**

Nom: \_\_\_\_\_ Date: \_\_\_\_\_

### ***Sur Ma Route de Black M***

Sur ma route, oui, il y a eu du move, oui  
De l'aventure dans l'movie, une vie de roots  
Sur ma route, oui, je n' compte plus les  
soucis

De quoi devenir fou, oui, une vie de roots  
Sur ma route, oui, il y a eu du move, oui  
De l'aventure dans l'movie, une vie de roots  
Sur ma route, oui, je n' compte plus les  
soucis

De quoi devenir fou, oui, une vie de roots  
Sur ma route  
Sur ma route  
Sur ma route  
Sur ma route

[Couplet 1]

Sur ma route, j'ai eu des moments de doute  
J'marchais sans savoir vers où, j'étais têtu  
rien à foutre  
Sur ma route, j'avais pas d'bagage en soute  
Et, dans ma poche, pas un sou, juste la  
famille, entre nous  
Sur ma route, y'a eu un tas d'bouchons  
La vérité : j'ai souvent trébuché  
Est-ce que tu sais que quand tu touches le  
fond

Il y a peu de gens chez qui tu peux te  
réfugier ?

Tu peux compter que sur tes chers parents  
Parce que les amis, eux, disparaissent un par  
un

Oui, il m'arrive d'avoir le front au sol  
Parce que Dieu est grand et, on est seul, on  
meurt seul

[Refrain]

Sur ma route, oui, il y a eu du move, oui

De l'aventure dans l'movie, une vie de roots  
Sur ma route, oui, je n' compte plus les  
soucis

De quoi devenir fou, oui, une vie de roots  
Sur ma route  
Sur ma route  
Sur ma route  
Sur ma route

[Couplet 2]

Sur ma route, on m'a fait des coups en douce  
L'impression qu'mon cœur en souffre, mais  
j'suis sous anesthésie  
Sur mon chemin, j'ai croisé pas mal  
d'anciens

Ils me parlaient du lendemain et que tout  
allait si vite

Ne me parle pas de nostalgie  
Parce que j't'avoue que mon cœur est trop  
fragile

J'suis comme un pirate naufragé  
Oui, mon équipage est plus qu'endommagé

Je sèche mes larmes, j'baisse les armes  
J'veux même plus savoir pourquoi ils  
m'testent, les autres

Si y'a plus rien à prendre, je sais qu'il m'reste  
une chose

Et, ma route, elle est trop longue, pas l'temps  
de faire une pause

[Refrain]

[Pont]

Sur ma route  
Sur ma route

[Refrain]



Nom: \_\_\_\_\_ Date: \_\_\_\_\_

1. During your first time watching the video, write down any observations that you make in the space below?

2. What cultural references are made in this video? What genre of movies are these characters from?

3. What do you think *l'aventure* means?

4. Based off what you saw and your knowledge of English, what do you think *sur ma route* means?

5. Based off the video and our discussion, what do you think our next topic is?

## Lesson II: *La Recherche*, Need to Know, Inquiry and Innovation, Feedback and Revision, and 21st Century Skills

Objectives	Materials
<p><u>Content</u>: I can identify and define French vocab related to directions and transportation. I can read a map. I can use credible sources online. I can create citations.</p>	<p>-Teacher laptop -Student generated questions to sort (cut out) -Google Chromebook</p>
<p><u>Language</u>: I can sort questions into categories. I can research French terms using reputable websites. I can share the information I find with my class using Padelt and Google docs</p>	<p>-Flipgrid -Reverso -Google Docs -Google Classroom -Padlet</p>
<p><u>Social</u>: I can work with my group and my partner.</p>	<p>-GoGuardian -List of vocab words for each group</p>

### I. Lesson Layout

#### Day 1

##### *Warm-Up*

5 min. Students will be told to sit by their partner from yesterday (I have a list if they forgot) at a new table. At each table, there should be 2 sets of partners and this will be the seating chart for our new unit.

10 min. Projected on the board will be all the questions that their class came up with yesterday. With their table, students will cut out the list of questions and come up with a way to sort these questions into different categories that make sense to them.

5 min. Good news, review objectives, and make class announcements.

5 min. Go around to each table ask how many groups of questions were made and what the groups are called.

##### *Activity*

5-7 min. As a class, we will vote on how we want to organize our questions that we came up with yesterday. We should end up with a category for modes of transportation, French-speaking countries, directional terms, necessary verbs (*aller* and *prendre*), and map terms.

5 min. Each table will be assigned a category that they are responsible for gathering information on and presenting to the class so everyone has access to the information needed for the project.

3 min. I will handout a list of helpful vocabulary in the groups we came up with that students will need to know in order to complete their project as well as a handout on how to evaluate online resources for validity.

16 min. Students will conduct the necessary research online using a list of websites I provided or other sources that they deemed credible. They will create a google doc to show their classmates what they have found and post their resources to Padlet. This doc will be shared with their hour. Additionally, they will have to make a video of themselves pronouncing the vocab words so the class knows how to say the words correctly. This video will be shared with the class. During this

time, I will circulate around the room providing support and feedback to each group as they work.

2 min. Recap the daily objectives.

### Day 2

#### *Warm-up*

5-7 min. Students will be asked to define all the terms on their list in French

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up: each table will share 1 word from their list and what it means

#### *Activity*

40 min. Students will complete their research on the terms they had to find yesterday during class and finish their video demonstrating pronunciation. Once finished, these resources will be posted to Padlet for everyone to use during the final task. During this time, I will circulate around the room providing support and feedback to each group as they work.

2 min. Recap daily objectives

### **II. Reflection**

1. How well did my students perform/respond? Were all my students engaged?
2. How was my timing?
3. What did everyone know?
4. What did no one know?
5. Were there any surprises?
6. What would I do differently if I taught this lesson again?

### **III. Materials**

<b>Le Transport</b>	<b>L'Orientation</b>	<b>Le Pays Francophonie</b>	<b>La Carte</b>	<b>Les Verbes</b>
la voiture	en face de	la France	la carte	aller
le train	à droit	l'Algérie	le nord	prendre
les pieds	à gauche	le Côte d'Ivoire	le sud	tourner
le métro	tout droit	l'Haïti	l'ouest	monter
le bateau	au coin de	la Martinique	l'est	descendre
l'avion	derrière	le Canada	la boussole	voyager
le vélo		la Suisse	l'océan	voler

## Lesson III: *La Pratique*, Need to Know, Feedback and Revision, and 21st Century Skills

Objectives	Materials
<p><u>Content</u>: I can identify and define French vocab related to directions and transportation. I can create a map.</p>	<ul style="list-style-type: none"> <li>-Teacher laptop</li> <li>-Google Chromebook</li> <li>-Flipgrid</li> <li>-Reverso</li> <li>-Google Docs</li> <li>-Google Classroom</li> <li>-Google Forms</li> <li>-Français Interactif</li> <li>-Padlet</li> <li>-Quizzlet</li> <li>-GoGuardian</li> <li>-Canva</li> <li>-Packet for practice</li> <li>-Note card</li> </ul>
<p><u>Language</u>: I can speak, write, listen to, and read French related to directions and transportation using tech tools.</p>	
<p><u>Social</u>: I can work with my partner.</p>	

### I. Lesson Layout

#### Day 1

##### *Warm-up*

5 min. Students will be asked to match up transportation pictures with the French term.

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up using notecards to call on students randomly.

##### *Activity*

41 min. Students will be given a packet to complete with several questions to answer using the information that their classmates have found. Students will work with their partner for their project in order to complete the packet before they can be given the rest of their final task.

2 min. Recap daily objectives

#### Day 2

##### *Warm-up*

5 min. Conjugate each verb projected on the board with each of its pronouns.

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up using notecards to call on students

##### *Activity*

41 min. Students will continue to complete their packet in order to practice using all of the new information the class found as a whole. I will circulate around the room in order to support my students and be available when they come to a checkpoint in their handout.

2 min. Recap daily objectives.

#### Day 3

##### *Warm-up*

5 min. Label the map and country projected on the board using directional terms.

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up using notecards to call on students

*Activity*

36 min. Students will continue to complete their packet in order to practice using all of the new information the class found as a whole. I will circulate around the room in order to support my students and be available when they come to a checkpoint in their handout.

2 min. Recap daily objectives.

*Exit Slip*

5 min. Each pair of students will come up to the front of the room and draw a city from a hat and a mode of transportation from another. They will write both of these down on a notecard and turn it into to me.

Nom: \_\_\_\_\_ Date: \_\_\_\_\_

Pratiquez!

### Le Transport

1. Go to <https://quizlet.com/135138913/french-modes-of-transportation-flash-cards/>. Look at the French terms with their corresponding picture and English definition. Once you feel you know them, click on the matching tab at the top. You and your partner will have to match the term to the picture in the shortest amount of time. Write your time down here: \_\_\_\_\_. Fastest time will get a prize! (You can only do 2 attempts)
2. Go to google classroom and click on the flipgrid assignment under *Le Transport*. You and your partner must record yourselves saying 3 sentences in French using transportation nouns.

### La Carte et Les Pays Francophonie

1. Go to <https://fr.brainpop.com/histoiregeoadsociete/geographie/> and watch the video and complete the quiz under *Lire une Carte*
2. Go to google classroom and click on the assignment under *La carte et les pays Francophonie*. Using google draw, you and your partner will create a map of France. You must label the capital and create a legend. The whole map will be labeled in French. Bodies of water and neighboring countries must be labeled as well.
3. Up on the board is a numbered list of cities. Using google maps, tell me which French-speaking country each city is found in. Your answers must be in French and be complete sentences. Once you have found them all, come find me. You and your partner will read 2 of your sentences to me.

### Les verbes

1. Create a google doc and label it *Les Verbes* with you and your partner's name.
2. Go to <http://conjugator.reverso.net/conjugation-french.html> and type in all the verbs we just learned. Write down each present tense conjugation with its pronoun on your google doc. As well as the what each verb means in English.
3. Go to <http://www.laits.utexas.edu/tex/gr/virr4.html> and complete the activity. Record you and your partner's score on your google doc labeled *Les Verbes*.
4. Go to google classroom and click on the flipgrid assignment under *Les Verbes*. Choose one of the verbs and say the pronoun and its conjugated form as fast as you can. Whichever team has the shortest video, wins a prize!

### Les Directions

1. Go to <http://www.laits.utexas.edu/tex/gr/pre2.html> and complete the exercises.

2. Go to <http://www.laits.utexas.edu/fi/html/voc/06.html#051>. Listen to the recording under s'orienter. There is a pause after each word that is said. Practice saying each word while recording plays. Then, come find me. I will give you and your partner 2 of these vocab words in English and you will have to give me the French word.
3. Go to <https://quizlet.com/207363266/direction-in-french-flash-cards/>. Click on the Flash cards tab and review the pictures and terms until you think you have them down. Then, click on the test link and complete the test with your partner.

### Les Questions

1. Using reverso.net ([http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN)), you and your partner must come up with a list of at least 5 questions that you could ask someone if you get lost or confused on your trip.
2. Using Canva (<https://www.canva.com/>), you and your partner will create a poster or pamphlet that is a public service announcement for other travelers. This announcement will have your 5 questions in French on it as well as visual aids to figure out their meaning.
3. Go to google classroom and click on the flipgrid assignment under *Les Questions*. You and your partner will each make a video saying one of the questions that you created. You will state your question and what your question means in English.

## Lesson IV: *Retournez chez Nous*, Student Voice and Choice, Feedback and Revision, and 21st

Century Skills

Objectives	Materials
<p><u>Content</u>: 7. I can design a trip in a Francophone country using online tools. I can use credible sources online. I can create citations.</p>	<ul style="list-style-type: none"> <li>-Google Chromebooks</li> <li>-Final Task Rubric</li> <li>-Google Docs</li> <li>-Google Classroom</li> <li>-Google Maps</li> <li>-Reverso</li> <li>-GoGuardian</li> <li>-StoryBird</li> <li>-Prezi</li> <li>-Google Slides</li> <li>-Powerpoint</li> <li>-Cities in Francophone countries</li> <li>-Transportation vocab</li> <li>-International Francophone Organization Website</li> </ul>
<p><u>Language</u>: I can find information online to complete my route. I can outline my trip using online tools.</p>	
<p><u>Social</u>: I can work with my partner to complete my final task and divide the work equally between us.</p>	

### I. Lesson Layout

#### Day 1

##### *Warm-up*

5 min. Students will get their chromebooks and find out what country their city is in and what the capital of that country is.

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up by asking each group what city they have, what country it is in, and what the capital of that country is.

##### *Activity*

36 min. Students will work on completing their final task.

2 min. Recap daily objectives

#### Day 2

##### *Warm-up*

5 min. Students will get on Google classroom and complete the google form reviewing terms we have learned to complete this project.

5 min. Good news, review objectives, and make class announcements

##### *Activity*

41 min. Students will work on completing their final task.

2 min. Recap daily objectives



### Day 3

#### *Warm-up*

5 min. Students will be given a map and have to label it using French terms. Additionally, they will have to identify the modes of transportation images.

5 min. Good news, review objectives, and make class announcements

5 min. Review the warm-up

#### *Activity*

36 min. Students will work on completing their final task.

2 min. Recap daily objectives

### **II. Reflection**

1. How well did my students perform/respond? Were all my students engaged?
2. How was my timing?
3. What did everyone know?
4. What did no one know?
5. Were there any surprises?
6. What would I do differently if I taught this lesson again?

### **III. Materials**

Nom: \_\_\_\_\_ Date: \_\_\_\_\_

### **Retournez chez Nous!**

1. You and your partner will be given a city in a francophone country. Your task is to get from this city, to the country's capital city and then back home using the airport that is in your country's capital city **(7 points)**.
2. You and your partner will be assigned a mode of transportation that you must use at least once on your quest to get back home **(3 points)**.
3. You must include IN FRENCH, which country you are in, what currency is used and the conversion rate from US dollars, what the capital of this country is, and what other languages are spoken **(10 points)**.
4. Using google draw and google maps, you will create a map of your country that has your starting point, the capital city, and the direction you will be going to get back to the USA. This map should have a compass, a legend, and the surrounding countries or bodies of water labeled ALL IN FRENCH. You must also highlight the route that you will be taking and include color **(15 points)**.
5. Using Canva, you will create a poster for an event, museum, monument, or part that you want to visit anywhere along your journey. There should be some color and images on this poster **(10 points)**.
6. IN FRENCH, You will write a description of the modes of transportation you will use, how much they cost, and where you are leaving from and taking them to. You must use at least 3 different modes of transportation **(10 points)**.
7. You will include IN FRENCH what airport you are flying out of, how long the flight home will be, and what airport you are flying to **(5 points)**.
8. You will present your journey to the class IN FRENCH. You can use google slides, microsoft powerpoint, prezi, or storybird to create your presentation **(15 points)**.
9. You will have to use complete sentences and make sure your verbs and nouns/pronouns agree as well as articles and nouns (mas, fem, or plural). Furthermore, things should be spelled correctly and all sentences should have a SUBJECT and a VERB. **(25 points)**

**Total:** \_\_\_\_\_/100

## Lesson V: *Partagez!*, Publicly Presented Product and 21st Century Skills

Objectives	Materials
<p><u>Content</u>: I can share my trip to my classmates.</p> <p><u>Language</u>: I can present my trip to my classmates and answer any questions that they ask. I can listen to my classmates' presentations and ask them questions about their route.</p> <p><u>Social</u>: I can actively engage in my classmates' presentations.</p>	<p>-Teacher's laptop            -Google Chromebook            -Google Classroom            -Notebook paper on which to write questions            -Self and Partner Evaluation (Google Forms)            -Feedback survey (Google Forms)            -Final Task Rubric</p>

### I. Lesson Layout

#### Day 1

##### *Warm-up*

5 min. Students will get on google classroom and complete a self-evaluation concerning their work and role during the project.

5 min. Good news, review objectives, and make class announcements

##### *Activity*

46 min. Students will present their projects while the class takes notes and asks questions.

2 min. Recap daily objectives

#### Day 2

##### *Warm-up*

5 min. Students will get on google classroom and complete the partner evaluation concerning how helpful their partner was in completing the project.

5 min. Good news, review objectives, and make class announcements.

##### *Activity*

36 min. Students will present their projects while the class takes notes and asks questions.

##### *Exit Slip*

10 min. Students will get back on google classroom and complete a google form that gives me feedback on the project and unit.

2 min. Recap daily objectives

### II. Reflection

1. How well did my students perform/respond? Were all my students engaged?
2. How was my timing?
3. What did everyone know?
4. What did no one know?

5. Were there any surprises?
6. What would I do differently if I taught this lesson again?

### **III. Materials**