

Reading Comprehension Lesson for Level I or 8th grade Middle School
(Courtesy of Matthew Papino, Italian/Spanish Teacher, Aldrich Jr. High)

- **Topic/Theme:** Reading & comprehension of a chapter from the textbook or a reader appropriate for Level 1 students
- **Objective(s):** By the end of the class the students will be able to relate the events of the story in their own words in the French. through active reading and participation.
- **Grammar/vocabulary addressed:** Grammar points, verbs and vocabulary list will be student generated
- **Standards addressed:** Teachers may align the ACTFL and CCSS standards according to the lesson they develop around the example presented below
- **Materials:** Reader; worksheets (attached); white or chalk board
- **Prerequisite knowledge:** (Depends on the reading selected by the teacher)
- **Activities**
 1. Possible Warmup—Students review the action of the previous chapter of the story while the teacher distributes the lesson materials.
 2. Students open their readers to the appropriate page. Teacher reads the passage and students follow along.
 3. Teacher reads the text a second time, more slowly. Students are instructed to look for cognates.
 4. Students share their findings for cognates as teacher writes them on the board. Others in the class may ask for clarification; the students who supplied the vocabulary words can clarify.
 5. Teacher re-reads the page once more, this time instructing students to write down all the words they do not know/would have to look up in the glossary. (See attached worksheet, or have students write these words in their notebook).
 6. Students share their findings for unknown words; they help one another discover the English definitions, and write the meanings on the worksheet (or in their notebooks, according to the teacher's preference). Teacher assists by helping students make connections to key words in English (EX: What is the word phrase that follows "résoudre"? Right—"problème". And if you have a problem, what do you want to do? [solve/resolve it]) .
 7. At this juncture students may also have questions about certain grammar/verb structures. Teacher answers these questions quickly and briefly, giving other examples of the structures.
 8. If the teacher wishes to practice pronunciation and/or encourage reading aloud, s/he may ask for several volunteers to read the passage aloud.
 9. Teacher asks students to answer the comprehension questions provided in the text on the worksheet or in notebooks; or the teacher may develop his/her own

questions. After a few minutes, teacher calls on different students to read each question and give their answers. EXPANSION: the teacher personalizes the questions. (EX—T. says in the TL: Daniel's aunt is a chef. What does your aunt do? Where does she work? OR: What do you want to be/Where do you want to work? OR: Chefs work in restaurants. Where do pharmacists work? Who works in supermarkets? (Looking for many responses here--butchers; clerks; cashiers, etc).
10. Teacher has students close books and asks them to write in their own words in TL 5 things about the passage.

- **Expansion:**

1. Have students write original sentences with the new words from the reading passage
2. Have students retell the story using themselves as the main characters
3. Have the students illustrate the new vocabulary for display on "word wall" in the classroom
4. Have students draw a picture of the about the story (EX: If the passage was about a family who lives in an apartment in Paris, they can draw a diagram of the apartment and label the rooms and furnishings in French. They can describe their drawings to the class, or to their partners, or in small groups. (Reinforcement of previously-learned vocabulary and structures--EX--"La lampe est **à côté de** la chaise").