

# Unit 6: Manger au restaurant

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **March**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview:

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Students will state food and drink items in French, discuss cultural differences related to food between la Francophonie and the U.S., order food from a restaurant, and conjugate irregular verbs in the present tense.

## Essential Questions:

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- What strategies can I use to communicate more effectively?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I make myself clearly understood when speaking and writing in the target language?
- How do phrase and sentence formations facilitate language formation?
- How can I enhance connections with people through languages?
- How can I start, carry on, and end a conversation more effectively?

## Enduring Understandings:

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- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Identify cultural products and practices of France and la Francophonie.
- State food items and beverage items.
- Compare the food and mealtime traditions between the U.S. and different locations in la Francophonie.
- Conjugate the irregular verbs boire, prendre, mettre, vouloir, pouvoir, and devoir in the present tense.
- Order food and respond to questions in a restaurant.
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify food and beverage items.

- Imitate and incorporate appropriate intonation for asking different types of questions.

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Lesson Titles:

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- Breakfast
- Place Setting
- Irregular Verbs Presentation (boire, prendre, mettre, vouloir, pouvoir, devoir)
- Lunch and Dinner
- Restaurant Skit (Speaking Performance)
- Ingredients
- The Imperative (Command Tense)
- Recipe Card Project

## Career Readiness, Life Literacies, & Key Skills:

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- Global Perspectives
- Communication and Collaboration
- Life and Career Skills

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

## Inter-Disciplinary Connections:

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- ELA: Language and Reading
- Sociology

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.

## Equity Considerations

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## Amistad Mandate

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Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political

- Social

## Climate Change

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N/A

## Asian American Pacific Islander Mandate

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Topic (Person and Contribution Addresses): Pierre Sang Boyer (South Korean born French chef)

Materials Used:

<https://www.youtube.com/watch?v=wniW8ISPEJg&list=PL5FDSrGW3QcGVW-nd6nY798nD70fQqCzw&index=1>

<https://madame.lefigaro.fr/cuisine/pierre-sang-boyer-sur-youtube-brunch-cafe-pouchkine-raclette-bowl-221218-162725>

[https://www.liberation.fr/food/2014/10/22/pierre-sang-boyer-de-coree-d-esprit\\_1115969/](https://www.liberation.fr/food/2014/10/22/pierre-sang-boyer-de-coree-d-esprit_1115969/)

Addresses the Following Component of the Mandate:

- Economic
- Social

## Summative Assessment:

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- Unit test that includes listening, reading, writing and speaking sections

- Listening comprehension assessment

- Interpersonal speaking assessment

- Chapter Test (vocabulary and grammar)-Interpretative, Presentational
- Cultural Comparison-Presentational
- Cultural Comparison-Presentational
- Listening and Reading comprehension questions-Interpretative
- Project/Presentation on Vocabulary/Grammar topic-Presentational
- Simulated Conversation-Interpersonal

## Alternative Assessment

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- Performance tasks

- Project-based assignments

- Problem-based assignments

- Presentations

- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

## **Resources & Materials:**

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- NJDOE Student Learning Standards for World Language
- Textbook: Bien Dit, Level 1 (Holt)
- Cahier de Vocabulaire et Grammaire (workbook)
- Cahier d'Activities (workbook)
- Grammaire Guide (workbook)
- Bien Dit, Level 1 Listening CDs and corresponding listening activities
- Bien Dit Assessment Program
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- Flash Cards
- White Boards
- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- [www.wordreference.com](http://www.wordreference.com)
- Easy Accent Marks Extension

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Breakfast and Place Setting Vocabulary Introduction-Understanding
- Place Setting Labeling-Remembering
- Breakfast and Place Setting Stations-Remembering, Understanding
- Breakfast Comparison-Analyzing, Evaluating
- Irregular Verbs Group Presentation Project-Evaluating, Creating
- Lunch and Dinner Vocabulary Introduction-Understanding
- Lunch and Dinner Setting Stations-Remembering, Understanding
- Lunch, Dinner, Meal Slide-Appling, Analyzing
- Restaurant Skit-Creating
- Delsea One
- SWAG

## **Formative Assessment:**

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### **Warm-Up**

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

### **Anticipatory Set**

- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- News (articles and recordings)
- Fishbowl activity (Choose a question at random to answer.)
- Koosh Activity
- Exit Ticket
- KWL
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)
- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)
- Kahoot
- Quizlet Practice and QuizletLive
- Quizalize
- Quizizz

### **Closure**

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
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### **Other Formative Assessments**

- Classwork
- Homework
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify vocabulary words in French.
- Answer questions in French in complete sentences orally.
- Answer questions in French in complete sentences in written form.
- Correct the sentences in French.
- Create 5 sentences in French about a given topic.
- Create 5 sentences in French about a picture prompt.
- DuoLingo website practice
- Conjuguemos website practice

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction



- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts

- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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### **Google Suite with Apps**

Breakfast Stations: [https://docs.google.com/document/d/1heSTn-iy-E4lqmOwQdEPA0Py5LdFA7YDP\\_uuDsgkKhc/edit?usp=sharing](https://docs.google.com/document/d/1heSTn-iy-E4lqmOwQdEPA0Py5LdFA7YDP_uuDsgkKhc/edit?usp=sharing)

Place Setting

Labeling: <https://docs.google.com/presentation/d/18yR7J6knUEdTYr9Q4oJ5YHePXAkWid50r7u31liOIc/edit?usp=sharing>

Breakfast Comparison: <https://docs.google.com/document/d/190G-OYvOvyVEm6Dw7nkJKKeoeqCzFPykQ2B8NhsEUVA/edit?usp=sharing>

Lunch and Dinner

Stations: <https://docs.google.com/document/d/1k9DQi33ui1M7ItUEnY4V7OBrIM5fe2KDhG3pNprjJb4/edit?usp=sharing>

Lunch, Dinner, Meal

Slide: [https://docs.google.com/presentation/d/1RYZkTHs3KUD8Ljg58JIdRenpWDbhgcej3E\\_e2Jdoek/edit?usp=sharing](https://docs.google.com/presentation/d/1RYZkTHs3KUD8Ljg58JIdRenpWDbhgcej3E_e2Jdoek/edit?usp=sharing)

Restaurant Conversation: <https://docs.google.com/document/d/18BETyEtCTzn4nFVmzrlkiENLIL416z58kq-eeXiHHUw/edit?usp=sharing>

Grammar Notes: [https://docs.google.com/document/d/1nqCPtBJGKpx7xh-8vN5sPgr8\\_KFICA1\\_wZG7MxCKbKg/edit?usp=sharing](https://docs.google.com/document/d/1nqCPtBJGKpx7xh-8vN5sPgr8_KFICA1_wZG7MxCKbKg/edit?usp=sharing)

**Quizlet.com** - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

Breakfast: <https://quizlet.com/152513711/le-petit-dejeuner-flash-cards/>

Place Setting: <https://quizlet.com/155311615/le-couvert-1-flash-cards/>

Lunch and Dinner: <https://quizlet.com/159541064/le-dejeuner-et-le-diner-2-flash-cards/>

Food Culture: <https://quizlet.com/233668746/le-dejeuner-et-le-diner-culture-flash-cards/>

Food Verbs: <https://quizlet.com/229738443/food-verbs-present-tense-conjugations-2h-flash-cards/>

devoir, pouvoir, vouloir: <https://quizlet.com/254418439/devoir-pouvoir-vouloir-dormir-partir-sortir-present-tense-conjugations-flash-cards/>

**Kahoot.it** - Jumble and quiz games for vocab and grammar review

Le petit-dejeuner: <https://play.kahoot.it/#/k/19a0c313-a392-428f-bb5c-62a6208eea93>

Le déjeuner et le dîner: <https://play.kahoot.it/#/k/fdeb9020-289c-4bc7-9d7e-610d23f3e725>

pouvoir, devoir, vouloir: <https://play.kahoot.it/#/k/cd9ef281-089e-4233-b3a5-803fa0f3fc48>

dormir, partir, sortir: <https://play.kahoot.it/#/k/5271f801-9696-49f0-b20d-58c1c346bb33>

Restaurant Conversation: <https://play.kahoot.it/#/k/c663891e-5f2b-4158-b6f8-736c4c9ce633>

## **Quizizz**

Breakfast: <https://quizizz.com/admin/quiz/58cfea1e7e880ff566b7543d/bien-dit-ch-61-petit-dejeuner>

prendre/mettre: <https://quizizz.com/admin/quiz/5acba6dbb40efa001c400848/prendre-et-mettre>

devoir, pouvoir, vouloir: <https://quizizz.com/admin/quiz/5713d8b130987d0430fbc4a7/vouloir-pouvoir-devoir>

Conversation au restaurant: <https://quizizz.com/admin/quiz/59f0bdb72f357810000d43b5/qi-au-restaurant>

**Duolingo** - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment)

<https://www.duolingo.com/>

**Youtube.com** - Cultural videos, tutorial videos

American Kids Try Food From Around the World-France: <https://www.youtube.com/watch?v=bTr05BT->

[YJ0&t=2s&disable\\_polymer=true](#)

Interview on What the French Eat for Breakfast: [https://www.youtube.com/watch?v=\\_Ks2wdQDOFY](https://www.youtube.com/watch?v=_Ks2wdQDOFY)

dormir, partir, sortir Instructional

Video: [https://www.youtube.com/watch?v=IVrVe8rMNIA&t=4s&index=2&list=PL5AlM20JYVYNqwf-jnjqLKV0jVJgxQhj&disable\\_polymer=true](https://www.youtube.com/watch?v=IVrVe8rMNIA&t=4s&index=2&list=PL5AlM20JYVYNqwf-jnjqLKV0jVJgxQhj&disable_polymer=true)

pouvoir, devoir, vouloir: <https://www.youtube.com/watch?v=1xVDVh60Ha0>

Les Poissons (The Little

Mermaid): [https://www.youtube.com/watch?v=oV2SpFi4nVY&index=22&list=PL5AlM20JYVYNqwf-jnjqLKV0jVJgxQhj&disable\\_polymer=true](https://www.youtube.com/watch?v=oV2SpFi4nVY&index=22&list=PL5AlM20JYVYNqwf-jnjqLKV0jVJgxQhj&disable_polymer=true)

Restaurant Conversation Simulation: [https://www.youtube.com/watch?v=dfcAECpnc\\_o](https://www.youtube.com/watch?v=dfcAECpnc_o)

### **Additional Websites**

<https://www.education.vic.gov.au/languagesonline/french/french.htm>

<http://www.laits.utexas.edu/tex/>

<https://conjuguemos.com/verb/21>

[https://www.buzzfeed.com/ailbhemaleone/breakfasts-around-the-world?utm\\_term=.wLZLrplQER#.pn0jX06ELz](https://www.buzzfeed.com/ailbhemaleone/breakfasts-around-the-world?utm_term=.wLZLrplQER#.pn0jX06ELz)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

