**Quel Buffet!**

**French kit on basics, food & politeness**

**Unit Learning Goal**

* Students can identify letters of the alphabet and phonemes in French
* Students can use common questions, and polite greetings
* Students can tell which foods and drinks they eat (manger), drink (boire), like (aimer) or don’t like (ne pas aimer)

**Day 1 (45 min):** **Alphabet and vocabulary focus**

Greeting: *Bonjour/ Salut, Comment ça va? Comment t’appelles-tu?*

* Play Bonjour song (Alain le lait) <https://youtu.be/atNkI6QFZ50>

 Pronunciation – sorting new vocabulary (la nourriture (food) and other words)

* Alphabet & pronunciation of vowels (go through letters of the alphabet together with the class (Can play embedded Alain le Lait “l’alphabet en français - )
* Hangman: Letters of the alphabet practice (review letters en français) – students use these phrases to guess the word

Est-ce qu’il y a un …? (Is there a B? Is there an O?)

Est-ce que c’est? (Est-ce que c’est un RADIS? Is it a radish?)

Food vocabulary – have students guess English words and then share the rest – drag the croissant from left to right to reveal the correct words

SMART Board games –

* Les Salutations (Students match up the French to English greeting and encourage students to say the greeting aloud)
* Match French food word to image (click on blue rectangle to expand picture) and have students say the word as they complete the pairs
* Match French fruit/ vegetable word to image (click on blue rectangle to expand picture) and have students say the word as they complete the pairs
* *Exit ticket: Have students answer the question: Qu’est-ce que tu bois? Qu’est-ce que tu manges?*
* *…or game of charades : Qu’est-ce qu’il mange? Qu’est-ce qu’il boit?(le riz, le spagetti, le hamburger, les frites, la pomme, etc.)*

**Day 2 (45 min): Les Verbes**

* 2 min demo intro: Model actions and have students guess what’s happening (eating, drinking, dancing, singing) – explain that verbs are action words and are critical in communication and sentence structure.
* Present pages on Les Verbes - “manger” and “boire” – print one-page reference on Manger/Boire for student’s reference
* Practice conjugating “manger”:
	+ SMART Board game – Conjugate Manger (option for students to get a device and click on « device icon » to project code for students to enter [www.hellosmart.com](http://www.hellosmart.com) and practice game separately or at device stations). Students drag the pronoun to match the verb conjugation and say the pair together
	+ Making sentences – student rolls die on SMART Board and conjugate “Manger” and create a sentence (e.g., Nous mangeons une pizza.)
	+ Qu’est-ce que tu manges? Pair up words and make a sentence starting with « je mange… »
* Practice conjugating “boire”:
	+ SMART Board game –Students drag the pronoun to match the verb conjugation and say the pair together
	+ Making sentences – student rolls die on SMART Board and conjugate “Boire” and create a sentence (e.g., Nous buvons un café.)
	+ Qu’est-ce que tu bois? Pair up words and make a sentence starting with « je bois… »
* *Exit ticket: Have students answer this question in a complete sentence: Qu’est-ce que tu bois? Qu’est-ce que tu manges?*
* *…or game of charades (answers in complete sentences) : Qu’est-ce qu’il mange? Qu’est-ce qu’il boit?(le riz, le spagetti, le hamburger, les frites, la pomme, etc.)*

**Day 3 (45 min): Review & practice**

Polite greetings – review vocab with SMART Board game “Les Salutations”

Story read-aloud: Quel Buffet!

* **Pre-reading:** Ask students what the story might be about based on front cover and the climax-building page (page 5). Students need to attend to any clues that they see!
	+ *Qu’est-ce que tu observes?* (What do you see/ notice?)
	+ *Qu’est-ce qu’il va manger?* (What’s he going to eat?)
	+ *Qu’est-ce qui se passe?* (What’s happening?)
	+ *Qu’est-ce qui va se passer après ça? (*What’s will happen next?)
* **Reading:** Project the story from <https://aquilaonlinebooks.com/> (Sign in with Username: **12296** Password: **xr27w2** and go to “My Videos” and scroll down to Aquila Bandes-Dessinées “Salut Alfred!” Click the play button and choose “Lexique” to enable French-English dictionary for the read-aloud text. Students watch the video or follow along with the student anthologies. Click cog for slower speed (0.75x) pause/ repeat as needed.
* Print “Lexique sheets” for students to look over vocabulary

Learn & practice aimer (to like) – show conjugation and play song

Exit ticket (SMART Board shout it out activity- option for students to get a device and click on « device icon » to project code for students to enter [www.hellosmart.com](http://www.hellosmart.com) and students type their answers individually or as groups)

*Qu’est-ce que tu aimes manger?* Students answer*: J’aime manger … or Je n’aime pas manger…*

**Day 4 (45 min) : Le Menu**

 Pass out the menu from “*Chez St. Hubert*” or another menu in French (Google search Québec or Montréal restaurants). This can be a cross-curricular activity involving math skills (*ça fait* ... dollars et … sous /the total comes to ...dollars and … cents). You may need to review French numbers to 100 (see embedded video in Notebook file or <https://youtu.be/ZDTcrb0szSo>). Ask students what different items are on the menu (Qu’est-ce qu’un club burger? Combien est-ce qu’un club burger coûte? What is a “club burger”? How much does a club burger cost?) Model an exchange with a waiter using this menu. Have students role play the “Au café” practice. When they’re comfortable, have them use the “*St. Hubert*” menu as their menu for the role play.

Extension activity options:

1. BLM Activities/ worksheets: *Quel Buffet!* To be completed as a review of the unit
2. Students create their own menu for a restaurant (show exemplar menu from Notebook page)

**Days 4-5 (45 min): Presentations & Assessment** *(\* for more focused, preparation and presentation quality, more lessons may be needed for students to rehearse, gather props and present the reader’s theatre)*

Model how to add dramatic/ emotional effect, gestures, and some options for changing the dialogue

Students can use the modelled scripts or create their own skit “au restaurant” to present it to the class

Presentations (Day 4 or 5): skit presentations (with dramatic effect)

Self-assessments: Choice of rubric or single point rubrics on:

1. Skit and presentation and participation
2. Pronunciation and participation

BOIRE = to drink

|  |  |
| --- | --- |
| Je | bois |
| Tu | bois |
| Il (elle) | boit |
| Nous | buvons |
| Vous | buvez |
| Ils (elles) | boivent |

Qu’est-ce qu’il boit?

Il boit du café.

MANGER = to eat

|  |  |
| --- | --- |
| Je | mange |
| Tu | manges |
| Il (elle) | mange |
| Nous | mangeons |
| Vous | mangez |
| Ils (elles) | mangent |

Qu’est-ce qu’il mange?

Il boit un sandwich.

AIMER = to like 

|  |  |
| --- | --- |
| J’ | aime |
| Tu | aimes |
| Il (elle) | aime |
| Nous | aimons |
| Vous | aimez |
| Ils (elles) | aiment |

Qu’est-ce que **tu aimes manger**?

**J’aime** **manger** la pizza .

**Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French speaking rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing**  | **Proficient** | **Extending** |
| **Support needed** | The student pronounces only with constant teacher support, in highly structured situations. | The student pronounces with frequent teacher support, in structured situations. | The student pronounces with occasional teacher support, in structured and open-ended situations. | The student pronounces with little or no teacher support, in structured and open-ended situations. |
| **Range of vocabulary** | The student pronounces using a few basic forms, structures and vocabulary. | The student pronounces using some basic forms, structures and vocabulary. | The student pronounces using most basic forms, structures and vocabulary. | The student pronounces using all or almost all basic forms, structures and vocabulary. |
| *Je peux parler en français!* I can speak French! * I can say all letters of the French alphabet.
* I can say French vowel sounds correctly.
* I can express likes, dislikes, preferences and interests (e.g., j’aime…, je n’aime pas…, je déteste…, j’adore…, je préfère…)
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 |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**French Conversation and Basic Vocabulary**

|  |  |  |
| --- | --- | --- |
| **I continue to practice and grow** | **Criteria** | **I  take my learning beyond** |
|  | * I can participate in a reader’s theatre skit where I can understand what others are asking and respond in a logical way

* I can comprehend and communicate my understanding using good vocabulary and sentences of:
	+ Emotions/ wellness (eg. I am great, I am ok)
	+ Food & drink
	+ Likes/ dislikes/ interests & preferences
	+ *Qu’est-ce que tu manges?*
	+ *Qu’est-ce que tu aimes manger?*
* With some teacher support, I can pronounce words and phrases in French.
 |  |