

Financial Literacy Resource
French as a Second Language: Core French
Grade 6
Au restaurant

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| Unit: Au restaurant | Core French, Grade 6 |
| Connections to Financial Literacy | |
| <p>The document <i>A Sound Investment: Financial Literacy Education in Ontario Schools, 2010</i> (p. 4) sets out the vision that “Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.”</p> <p>In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.</p> <p>The goal of this resource is to help students to understand the following financial literacy connections:</p> <ul style="list-style-type: none">• planning personal finances and calculating cost• consumer awareness• compare pricing <p>Students will develop this understanding as they:</p> <ul style="list-style-type: none">• talk about expenses and costs in restaurant settings• talk about their favourite foods• create a restaurant and its French-language menu with prices• answer and ask questions related to menus and ordering food in French | |
| Curriculum Expectations | |
| Listening | |
| <p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;</p> <ul style="list-style-type: none">• A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts• A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and | |

situations, with contextual and visual support

A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

- **A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- **A2.2 Interacting:** respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support
- **A2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

Speaking

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

- **B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
- **B1.2 Producing Oral Communications:** using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support
- **B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics

B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;

- **B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour in a variety of situations
- **B2.2 Interacting:** engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support
- **B2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the

appropriate use of French sociolinguistic conventions in a variety of situations.

- **B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions

Reading

C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

- **C1.1 Using Reading Comprehension Strategies:** identify a few reading comprehension strategies and use them before, during, and after reading to understand texts
- **C1.2 Reading for Meaning:** demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
- **C1.4 Developing Vocabulary:** use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words

C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

- **C2.2 Characteristics of Text Forms:** identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (*e.g.*, poem/song)
- **C2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills

Writing

D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

- **D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
- **D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;

- **D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided,

and independent writing activities

- **D2.2 Drafting and Revising:** plan and produce drafts following a model (*e.g., email, postcard, procedure, directions to determine location*), and revise their writing using a variety of strategies, with teacher support
- **D2.3 Producing Finished Work:** make improvements to their written work, using knowledge of a few of the conventions of written French
- **D2.4 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

- **D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work

Learning Goals

At the end of this lesson, students will know, understand and/or be able to...

Financial Literacy

- Plan personal purchases by estimating cost and calculating actual cost of items
- Determine appropriate pricing for items on a menu

FSL Curriculum

Listening

- Use effective listening strategies to understand short oral text in French
- Respond appropriately to a short oral text in French
- Respond appropriately when asked a simple question in French
- Reflect and assess their own listening skills in French

Speaking

- Share their ideas with another classmate in French
- Respond appropriately during a short interaction in French
- Use appropriate language conventions when speaking to a friend or a stranger
- Reflect and assess their own speaking skills in French

Reading

- Read a simple text in French
- Identify familiar vocabulary word in French on reference chart
- Reflect and assess their own reading skills in French

Writing

- Write a list of items in French
- Complete online profile information
- Reflect and assess their own writing skills in French

Links to the CEFR (Common European Framework of Reference)

This lesson plan targets outcomes that meet the A1 level.

Interaction et production orale

Je me présente et je m'exprime.

- Je peux dire ce que j'aime et ce que je n'aime pas. (*J'aime...Je n'aime pas*)
- Je peux demander quelque chose dont j'ai besoin. (*Est-ce que je peux avoir? Je veux...*)

Je parle aux autres et je comprends

- Je peux parler des achats et en utilisant le vocabulaire de référence. (cartes, mur/banque de mots, etc.)
- Je peux utiliser des expressions élémentaires de salutation et de congé. (*Bonjour, au revoir, comment ça va?*)
- Je peux faire des achats simples. (*Ça coûte combien? C'est de quelle taille?*)
- Je peux me débrouiller avec les chiffres, les quantités, l'argent. (*J'ai seulement 40\$.*)
- Je peux demander aux autres ce qu'ils aiment et ce qu'ils n'aiment pas. (*Est-ce que tu aimes...préfères?*)
- Je peux dire quand je ne comprends pas. (*Je ne comprends pas. Répétez, s'il vous plaît.*)
- Je peux répondre aux questions sur des sujets simples. (*couleurs, dates, chiffres,*)
- Je peux poser des questions sur des sujets simples (*Où ? Quel/Quelle ? Qu'est-ce que ? Est-ce que ? Quand ? Pourquoi ? Comment ?*)
- Je peux comprendre des instructions simples. (*Passe-moi ton stylo. Ouvre la porte.*)
- Je peux compter. (*1 à 10, 10 à 20, 20 à 100*)

Compréhension de l'oral

- Je peux comprendre les mots et expressions simples. (*Excusez-moi, désolé, merci...*)
- Je peux comprendre les jours de la semaine, les mois de l'année et les saisons.
- Je peux comprendre la date et l'heure.
- Je peux comprendre les nombres et les prix.
- Je peux comprendre les salutations de base et les prises de congé. (*Bonjour, au revoir, salut, bonne journée...*)
- Je peux comprendre des questions personnelles simples quand les gens parlent lentement et distinctement. (*Quel est votre nom?, Quel âge avez-vous?, Quelle est votre adresse?*)
- Je peux comprendre des mots et des phrases courtes, à condition que les gens parlent très lentement et très clairement
- Je peux comprendre des mots et des phrases courtes à condition qu'ils font partie d'un vocabulaire familier.

Production écrite

- Je peux écrire des choses simples à propos de moi-même et où je vis, en utilisant des phrases courtes et simples.
- Je peux remplir un formulaire d'inscription d'hôtel, ou un inscription à une équipe de sport assez

bien pour donner l' information la plus importante à propos de moi-même. (*nom, prénom, date de naissance, nationalité*)

- Je peux écrire un court texte. (*une carte d'anniversaire, une carte postale, une liste, répondre un courriel simple*)

Compréhension de l'écrit

- Je peux reconnaître des noms, des mots et des phrases que je connais et les utiliser pour comprendre des phrases très simples, (s'il y a des photos).
- Je peux comprendre des formes simples assez bien pour donner des détails personnels de base. (*nom, adresse, date de naissance*)
- Je peux comprendre des instructions très simples si elles sont soutenues par des images.
- Je peux identifier l'information essentiel (prix, temps, lieu, etc.) si elles sont soutenues par des images.
- Je peux comprendre des messages simples écrits par des amis ou des collègues. (*de retour à 4 heures*)

Instructional Components and Context

Pre-assess students' prior knowledge and capabilities related to:

- How to ask and answer questions
- Food vocabulary
- Colours and shapes
- Greeting and thanking vocabulary

Terminology

le menu

le menu à prix fixe

à la carte

un amuse-gueule

les hors-d'œuvre

une entrée

la soupe

la salade

le plat principal / le plat du jour

le dessert

la boisson

la serveuse / le serveur

l'addition

le pourboire

commander

le service compris OU le service non compris

le/la chef

Bon appétit !

C'est à votre goût ?

Combien coûte... ?

Je vais prendre / Je prends...

Je voudrais / J'aimerais ...

Qu'est-ce que je vous sers ?

Que prenez-vous ?

Je vous écoute.

Que voudriez-vous ? Vous désirez ?

Vous avez choisi ?

Materials

- Cue cards
- BLM 1 - Restaurant Chez André
- BLM 2 - Guide de visionnement
- Play money
- Chart paper
- Internet sites, if available
- Sample menus from Internet
- BLM 3 - Commander en ligne
- BLM 4 - Portfolio « Je peux... »


Tech Tools

- Photo Dice Free App (available from various online app stores)

How to use Photo Dice

<https://beneylu.com/pssst/en/introducing-technology-inside-classroom-photo-dice-app/>

<http://www.mmemallette.com/2015/02/activity-4-ipad-photo-dice/>

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| <p>Unit: Au restaurant Day 1: Le menu</p> | <p>Core French Grade 6</p> |
| <p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning | <p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p> |
| <p>Whole group (10 minutes): MON PLAT PRÉFÉRÉ</p> <p>Description: Each student will write (<i>en français</i>) or draw their favourite food on a cue card and will not show anyone else.</p> <p>Intéraction orale : Students will mingle to the music and when the music stops, they will form partners with the person closest to them. They will ask each other 10 questions which need OUI or NON answers in order to try and discover each other's favourite foods.</p> <p>Suggested sentence starters or word wall to be posted: <i>Est-ce que c'est...</i></p> <ul style="list-style-type: none"> • <i>un fruit, un légume, une viande, une friandise ?</i> • <i>sucré, salé ?</i> • <i>pour déjeuner, dîner, souper ?</i> • <i>servi chaud ? servi froid ?</i> • <i>végétarien ?</i> • <i>servi à McDonalds ? servi à un restaurant japonais ? à Tim Hortons ? à un restaurant latino-américain ?</i> <p>Possible extension: collect all the completed images and shuffle them. Place a piece of tape on the reverse side of each image and ask each student to attach it to their back (or have a friend gently attach it there, with permission). Students circulate again and may ask 10 questions of someone else in the class in order to guess this second food taped to his/her back.</p> | <p>A for L Assessment for learning</p> <p>-observation of student participation and understanding of concept</p> <p>-teacher can use checklist to take note of students demonstration and use of sentence starters.</p>  <p>-if students know the word in French, they can write it underneath the picture</p> <p>- some students may need additional visual/written/ aural support with questions that they could ask and questions that they may be asked</p> |

Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Whole Group (20 minutes)

Description: Once students have practiced and discussed different food items, they can apply this knowledge in the context of a restaurant. If possible, bring in an actual French menu and/or one from a restaurant in the community, or use **BLM 1 - Chez André**. Students will create their own menus and practice ordering during this unit.

Compréhension de l'écrit :

During this activity, students will have to opportunity to read simple menus and read prices. Include a list of prices and remind students that written prices in French use "une virgule" and not a decimal like they are used to.

Introduce the idea of "le menu à prix fixe" and explain that the restaurant sets a fixed price based on a selected list of dishes which is different from "le menu à la carte" where each item is ordered separately at an individual price. Explain that "le menu à prix fixe" is more common in Europe than in Canadian restaurants.

Teachers can use the following menu with "le menu à la carte":

<http://www.topmenu.com/menu/roisserie-st-hubert-val-d-or.pdf>

Teachers can use the **BLM 1 - Chez André** for "le menu à prix fixe" or another source.

Compréhension de l'oral :

Before listening to the video, the teacher should brainstorm a list of possible expressions that would be used when ordering in a restaurant.

Some of the possible expressions:

- *As-tu faim ?*
- *Vous désirez ?*
- *Je vais prendre...*
- *L'addition, s'il vous plaît.*
- *Combien est-ce le pourboire ?*
- *Le service est compris.*
- *Que'est-ce que vous prenez ?*
- *Vous avez une carte (un menu) ?*
- *C'est combien... ?*
- *Vous avez choisi ?*
- *Et comme boisson, vous voulez... ?*



-you may want to add pictures for some students to help them understand what is on the menu
-some students may have only visited fast food restaurants so a comparison between the two might need to be made




-ensure vocabulary accessible to support all students: PWIM, vocabulary cards, anchor chart with sentence stems

A for L Assessment for learning

-observation of student participation and understanding of concept

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| <p>Use the BLM 2 - Guide de visionnement to prepare students for listening activity.</p> <p>Listen to an example of visit to a restaurant on YouTube:</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=5K8fz8xMoW4&feature=related • https://www.youtube.com/watch?v=vy7GVk2np4&spfreload=5 (This clip is quite dated and makes reference to the <i>franc</i>, but has strong, authentic language use and could conceivably be taking place in Switzerland.) <p>Listen to the videos multiple times so that students are able to note useful expressions that are used in both examples.</p> <p>Talk about tipping and what is generally expected. For example, in Ontario salaries of waiters and waitress are based on the assumption that they will be getting tips so clients should be aware of this when tipping. Remind them that in the first video, the man said, “le pourboire est compris”; students will thus need to put on their menus either <i>pourboire compris</i> OU <i>pourboire non-compris</i>.</p> | <p>-video will need to be listened to more than once</p> |
| <p><u>Consolidation</u></p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned | |
| <p>Whole Class (10 minutes)</p> <p>In order to consolidate their learning, the teacher will discuss the video and expressions needed to order food in a restaurant.</p> <p>Create a vocabulary list, as a class, with “les expressions utiles” from the videos, as well as any others that might be needed in order to get along ordering in a restaurant in a French-speaking region. Some sample expressions are included in the terminology section above.</p> <p>In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.</p> | <p>A^{as}L Assessment as learning - student may self-assess their listening and reading skills during the activities</p> |

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| <p>Unit: Au restaurant Day 2: Je peux comprendre les menus et les prix</p> <p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning <p>Partners (10 minutes)</p> <p>Intéraction orale : During this activity, students review reading prices and answering or asking questions. Students can add prices to the cards created on Day 1 or teacher could have done this in advance. Teacher can randomly distribute cards.</p> <p>Using the card they receive, model to students the following interactions (the first card would have a pepperoni pizza): Student A: “Combien la pizza au pepperoni coûte-t-elle ?” Student B: “La pizza au pepperoni coûte 13,49\$.” Student A: “Ah, c’est un prix raisonnable/c’est trop cher/c’est parfait.” Student B: “Je suis d’accord. / Non, je ne suis pas en accord about toi.”</p> <p>Another options is having students use virtual dice (Photo Dice) or foam dice with pictures of food and prices. As students roll the dice, they will land on a item food and a price. Students use the same model as above.</p> <p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) | <p>Core French, Grade 6</p> <p>Connections Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p> <p>A for L Assessment for learning</p> <ul style="list-style-type: none"> -observation of student participation and understanding of concepts -teacher can use checklists to take note of students participation and use of sentence starters. <p> - challenge some students by only having the words with no visual reference</p> <ul style="list-style-type: none"> -student can create their own dice using Photo Dice app. -challenge student to use variations of questions or to invent new questions using the item and price on dice. |
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Whole Class or Groups (20 minutes)

Production écrite :

With the knowledge from the previous activities, in partners or small groups, students will create their own restaurant. The checklist of required elements should include a menu and prices, but potentially also a slogan, logo, name, and website. Students will select either *un menu à prix fixe* or *un menu à la carte*.

Discuss orally as a class everything that the price on the menu has to cover at the restaurant, i.e., salaries, cost of building, cleaning, ingredients, profit, etc.

Using the internet to compare pricing of items on various menus will help student determine appropriate pricing for their items. This will also allow student to develop consumer awareness and marketing strategies.

Intéraction orale :

Students will have to negotiate items and prices on menu in French. Teacher should present the following sentence starters to allow the discussion to be in French.

Teacher prompts/key vocabulary to be posted:

- *Je pense qu'on devrait avoir... sur notre menu.*
 - *Je suis d'accord.*
 - *Je ne suis pas d'accord.*
- *Je pense que le prix devrait être....*
- *J'aimerais avoir ... sur le menu.*
- *Penses-tu qu'on puisse aussi ajouter...*
 - *C'est une bonne idée.*
 - *J'aime ton idée.*
 - *Je ne suis pas certain(e), parce que... ceci coûte beaucoup/ceci est difficile à cuisiner...*



-teachers may want to incorporate this activity during a cross-curricular unit about Canadian heritages, histories, and cultures of First Nations, Métis, and Inuit peoples, newly-arrived Canadians, or community celebrations that acknowledge the make-up of the school populations.

-this may be a good opportunity to address the idea of traditional foods according to regions, i.e., le fricot acadien, la rapure acadienne, la tourtière, la tarte au sucre, les crevettes à l'ail, les escargots, la fondue savoyarde suisse, les frites avec de la mayonnaise, foods from other French-speaking communities across Canada, etc.

-as a class, you may want to discuss different types of menus they have seen including themed menus like kids', birthday party, new year, Thanksgiving, religious holiday, bar-bat mitzvah/quinceañera/debut, etc.

- some students may want to add pictures of the menu items when creating their menus so they may need access to magazines and/or flyers, computer graphics and/or the internet
-students may want to research menus and pricing on the Internet; if possible, have a few sample menus available



Consolidation


- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Whole Class or Groups Description

In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self- assess their second language competencies.

A^{as}L Assessment **as** learning - student may self-assess their skills in the asking and answering questions in the minds-on activity and in the writing activity

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| <p>Unit: Au restaurant Day 3: Je peux commander au restaurant</p> | <p>Core French, Grade 6</p> |
| <p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning | <p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p> |
| <p>Whole Class (10 minutes)</p> <p>Have students participate in an inside-outside circle (also known as “speed dating”) where half of the class will be in the centre facing outwards and the other half of the class will be in the outer circle facing someone in the inner circle. The inner circle student will be the server, who will ask what they would like to order then the person in the outer circle will then answer with a food of their choice. The inner circle person will then to make up a price (unless the price is listed on the card). Allow everyone the chance to share, then have the inner circle move 2 students clockwise and the outer circle will move 2 students counter-clockwise.</p> <p>The cards with prices from Day 2 could also be used for this activity. The outer circle students may also use the drafts of the menus created on Day 2, which will include prices.</p> <p>Intéraction orale: Suggested student sentence stems: Student A (inner circle): Bonjour, Madame/Monsieur, que voulez-vous commander ? Student B (outer circle): Bonjour. Combien coûte? Student A (inner circle): C’est 12,50\$. Student B (outer circle): D’accord, j’aimerais commander ...</p>  | <p>A for L Assessment for learning - observation of student participation and prior knowledge of topic</p>  <p>-ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.</p> |

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| <p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) | |
| <p>Individual work, then small groups (25 minutes)</p> <p>Once restaurant menus from Day 2 are completed, students will visit each others' restaurants.</p> <p>During this activity, students will have the opportunity to practice ordering food in a restaurant.</p> <p>Teacher may want to have students view the following video to establish success criteria for ordering food in a restaurant successfully. https://www.youtube.com/watch?v=y8o2kEm1vM</p> <p>Intéraction orale :</p> <p>Half the class will set up their restaurant and the other half will visit and they will use the anchor chart of expressions and success criteria to order a meal.</p> <ul style="list-style-type: none"> • remind students about appropriate greetings and vocabulary to show thanks/appreciation • give each student a randomly selected amount of money that they can spend. • remind students that the money must cover their menu selections as well as the appropriate tip. <p>Then, the class will switch roles, following the same structure. Alternatively, students can maintain their roles, but the customers could switch restaurants and work with a different partner.</p> |  <p>-some students will need a written script to participate in the activity</p> <p>A for L Assessment for learning</p> <p>-creation of success criteria will allow teacher and students to assess their ability in ordering food.</p> |
| <p>Consolidation</p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned | |
| <p>Whole Class or Groups (5 minutes)</p> <p>In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.</p> | <p>A as L Assessment as learning</p> <p>-student may self-assess their listening skills during the video and the interaction.</p> |

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| Unit: Au restaurant Day 4: Commander en ligne | Core French, Grade 6 |
| <u>Minds On</u> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning | Connections Assessment for learning Assessment as learning Assessment of learning DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning |

Whole group (10 minutes)

Description

During this short activity, students will practice answering simple questions regarding their personal information in order to prepare them to answer similar questions in a written format.

Teacher prompts:

- Que se passe-t-il si on est malade et on a faim ?
- Que se passe-t-il si on n'a pas envie de sortir de la maison et on n'a pas fait des achats ?
- Qu'est-ce qu'on fait si on veut des sushis / des nouilles / des mets indiens / de la pizza et on a un peu d'argent extra ?
- Quels restaurants dans notre quartier offrent un service de livraison ?
- Peut-on commander des repas de l'Internet ? Avec un téléphone intelligent ?
- Faut-il donner un pourboire au livreur / à la livreuse ?
- Avant de commander un repas par livraison, que faut-il faire ?
(créer un profil/compte numérique/électronique à l'Internet)

Intéraction orale :

Using inside-outside circle strategy, students will arrange themselves into two circles. The outside circle moves to the counter-clockwise. Students in inner circle asks one of the questions below, outer circle answers. The inner circle moves after each questions.

Suggested questions:

- *Quel âge as-tu ?*
- *Quel est ton adresse ?*
- *Quel est ton prénom ?*
- *Quel est ton nom de famille ?*
- *Quel est ton numéro de téléphone ?*
- *Quel est ton adresse courriel ?*
- *Quel est ton code postal ?*
- *Y a-t-il un code pour entrer dans ton édifice ?*



-observation of student participation and prior knowledge of topic



-ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.

| | |
|---|--|
| <p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) | |
| <p>Whole Class (20 minutes)</p> <p>During this activity, students will read simple French texts and enter their personal information to complete online profile to order food.</p> <p>Many restaurant provide online ordering options in French. Students will have to create profiles to order food.</p> <p>Using the following sites as models, teacher can demonstrate how to complete an online profile.</p> <p>Compréhension de l'écrit :</p> <p>Dominos Pizza https://www.dominos.ca/pages/customer/?lang=fr#/customer/profile/new</p> <p>St.-Hubert https://www.st-hubert.com/profil/creation/informations.fr.html?</p> <p>Pizza Hut https://www.pizzahut.ca/account</p> <p>Production écrite :</p> <p>Students will complete the online profile BLM 2 - Commander en ligne.</p> | <p>A^{of}L Assessment of learning</p> <p>Teacher can collect the online profiles to assess understanding of concepts.</p> |
| <p>Consolidation</p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned | |
| <p>Whole Class or Groups (5 minutes)</p> <p>In order consolidate learning, teacher may ask for volunteers to model ordering food using telephone. Teacher will ask the same information as online profile to establish location of person ordering.</p> <p>In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self- assess their second language competencies.</p> | <p>A^{of}L Assessment of learning</p> <p>A^{as}L Assessment as learning - student may self-assess their listening skills during the video and the interaction.</p> |

Suggested Assessment of learning opportunities

- Create a personal *aide-visuel* with relevant vocabulary and use it to record a dialogue or spontaneous conversation between students
- Conference with students to role play ordering food to assess oral skills.
- Create a video advertisement for the new restaurant created.
- Transfer the restaurant from Ontario to another Francophone country and use that nation's currency/exchange rate to create a new menu. Explore foods of those regions and make connections to foods found in the school community.

Student Self-Assessment Opportunities (Links to the CEFR Language Portfolios)

- Students may use peer editing for their written work
- Students may reflect on the importance of success and task criteria and how they can be used to guide writing and speaking

Next Steps in Learning

This activity can be extended by:

- connecting with the Canada Food Guide to consider healthy choices
- encouraging students to explore neighbourhood events and community gathering places to see different types of foods
- creating an app that allows for these local businesses to sell their food online
- creating payroll (budget) and a business plan for a restaurant
- exploring the concept of "Canadian" food and how it is rooted in a variety of traditions
- discussing how this lesson would be altered if students were in rural or remote areas

Extending the learning

Possible Extension Activities:

- Plan a party or event to be catered by one restaurant: make choices from an online or printed menu and place the order
- Explore foods that are common in First Nations, Métis, and/or Inuit communities, and explore where they are available in the local community
- Explore the concept of small business and family restaurants in the 21st century, they challenges

that they may face, and how we can support them

- Create a foodie (accro de la bouffe/de la cuisine) blog, Instagram page, Tumblr page, or other online site with favourite dishes, reviews, and contact information for these restaurants
- Discuss gender roles (male-dominated kitchens in restaurants, female-dominated kitchens traditionally in the home) as they relate to food and cooking