



Chez Nous dans le Maine et avec les francophones du monde entier

Thème III: Partageons la nourriture en français! (produits, manières, coutumes) **Let's Have a Meal Together in French!**

(Version du 03/décembre/13 - J. SCHULZ)

GENERAL OUTLINE

Theme	<p><i>Partageons la nourriture en français (produits, manières, coutumes)</i> Ages : 5-7 Duration : 9 weeks x 2 lessons of approximately 90 minutes</p>
Objectives	<p>Communicative Objectives : speak about foods, table settings, meals, polite expressions, shopping for food, cooking, ordering in a restaurant</p> <p>Linguistic Objectives: <u>Grammar :</u> <i>J'aime, je n'aime pas</i> ; imperative form of verbs with TPR <u>Lexis :</u> Verbs : <i>aimer ; prendre ; préparer, mélanger, goûter, nettoyer, mettre, peler</i> ; gender of nouns ; vocabulary related to food (shopping, preparing, eating, cleaning up) ; adjectives to describe food items ; winter sports and clothing ; numbers ; expressions : <i>Ça sent bon ! C'est délicieux ! Tu peux m'aider ?</i></p> <p>Sensory Learning Objective : « Mettre la main à la pâte » : preparing dishes from fresh ingredients ; setting the table ; eating together ; shopping in a market ; ordering in a restaurant.</p> <p>Cultural Objectives: This unit starts in Maine and then encourages students to explore other Francophone countries and regions of the world : the Swiss Alps,</p>

	<p>Louisiana, and Sénégal, West Africa. Seasonal holidays, like la Chandeleur, La St. Valentin, and le Mardi Gras are featured.</p> <p>Students, with their teachers, will :</p> <ul style="list-style-type: none"> • create and taste some traditional seasonal and/or holiday dishes from Franco-American and other Francophone regions. • practice shopping for food. • practice various serving and eating customs from Maine and other Francophone regions. • be courteous when eating. • know about chores that children perform in various Francophone cultures. • become aware of <i>les plaisirs de la table</i> : the conviviality of eating together in the Franco-American/Acadian traditions and the importance of food in European French culture. • gain sensitivity to why we eat the foods we eat, where they come from, and how they taste. • become more aware of geography and how it influences food choices. <p>Privileged Activity : Oral comprehension ; visual and tactile learning leading to speaking ; identification of some familiar written words ; and finally, learning to write some very familiar words having to do with food.</p> <p>Resources Needed : Maps of Maine, Québec, New Brunswick, Louisiana, Europe, and Africa. A variety of plastic fruit, vegetables, and/or play food or large (laminated) illustrations ; table settings (can also be plastic) ; a tablecloth ; tables and chairs ; cooking utensils ; kitchen or hot plate/electric frying pan.</p>
Logistics	<ul style="list-style-type: none"> - Each lesson will have a menu of activities, games, and options, with suggestions for guest teachers. - The Context section is meant as background information for the teaching team, and is not necessarily to be included in the lesson. - Teachers should encourage students to share information with their families, ask questions, and bring in relevant words, phrases, and photos from home.
Project	<p>Final Project : « <i>Un party du sucre</i> » for parents with maple syrup.</p> <p>Alternative Final Project : « <i>Dîner/Souper à la fortune du pot</i> » : Pot-luck dinner for families, where students set the table, talk about their favorite foods, serve the meal, and clean up.</p> <hr/> <p>Review and reinforce : Classroom vocabulary, teacher’s instructions, classroom routines, greetings, snack words, polite expressions, alphabet, Word Wall and Word Banks, learning strategies, the calendar, geography of the Francophone</p>

	world, immigration, occupations ; all songs, expressions, grammar, verbs, and vocabulary introduced in Themes I and II.
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Partageons la Nourriture en Français! Let's Have a Meal Together in French!
Week 1 Day 1 Region: La Vallée Saint Jean, Maine Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire : Review imperatives TPR ; *mon, ton*

Verbs : *mettre, habiter, prendre*

Vocabulary : Review geographical terms, weather, family. Students will be able to set the table in French and tell the names of the meals.

Lexique: Students will review all expressions, especially related to eating and add new ones

Objectif culturel: Students will be able to identify a new region where French is spoken. They will begin to understand aspects of the Acadian French culture of Northern Maine. They will sing a new song.

Ouverture 15 mins	<p>PLAY « Meunier, tu dors » as students arrive</p> <p>Routine : Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings and extend to third person, using <i>Je m'appelle;</i> <i>il/elle s'appelle;</i> <i>Qui est-ce?;</i> <i>Comment ça va?;</i> <i>J'habite. . . ; J'ai ___ ans.</i></p> <p>Use Yes/No questions with names. Teacher models introducing her/himself and then asks a puppet to introduce itself</p> <ol style="list-style-type: none"> 1. Whole group : Students repeat <i>Je m'appelle Comment t'appelles-tu ?</i> 2. In Pairs: Students practice conversing with each other. 3. Students introduce their friends to each other. 	<p>Ressources</p> <p><i>Chanson: "Meunier, tu dors"</i></p> <p>Optional: puppets Aluminum plates Ball</p> <p><i>Les Règles de la classe:</i> http://mfhlp.pbworks.com/w/page/58213855/Class%20Management</p> <p><i>La Règle d'or:</i> http://mfhlp.pbworks.com/w/page/58213855/Class%20Management</p> <p>Optional : Book (recommended by member</p>
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		of MFHLP): <i>Non, je ne veux pas manger</i> by Emilie Beaumont, Fleurus Editions
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent.</i> 3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i> 4. <i>J'essaie d'imiter la personne qui parle.</i> 	Ressources Bilingual chart of procedures Chart of learning strategies
Activité 2 10 mins	Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	Ressources Word wall Word banks
Activité 3 20 mins	Introduce a new Francophone region: La Vallée St. Jean, Maine Review Francophone countries and regions; <i>review nord/sud/est/ouest.</i> Find La Vallée St. Jean on the map (region covers both sides of the Maine-New Brunswick border). Note its location relative to the rest of Maine. Practice pronouncing: “La Vallée Saint Jean”; <i>le fleuve</i> ; “Madawaska” Review: Où habites-tu? Où habite-t-elle/il? Qui habite la Vallée? Context: (Review Acadian immigration from Theme 1). The people of the St. John Valley call themselves Acadian French. Their ancestors had founded Acadie starting in 1604. When their rivals, the British, forced them out of Acadie in 1755, many traveled up the St. John River and settled in Le Territoire de Madawaska, on both shores, before the border with Canada was fixed, and before Maine even became a state. The climate in their new home did not permit wheat cultivation to make bread, so they grew buckwheat and developed the tradition of making and eating <i>ployes</i> . They continue to grow a lot of potatoes there: <i>patates</i> . Families were very large: 14 or 16 children were not unusual. The older children looked after the younger ones, and everyone worked	Ressources <i>La carte des pays francophones</i> <i>Chanson: Meunier, tu dors</i> Video: Show scenes of the St. John River and Madawaska from the DVD “Réveil – Waking Up French” <i>Photos sur le Wiki : Au Village Historique Acadien (à Caraquet, Nouveau Brunswick)</i> Lien : Voici the Valley Cultureway: http://www.voicithelvalley.org

	<p>together on the farm.</p> <p>Prepare to sing: “Meunier, tu dors.” Introduce/review vocabulary.</p> <p>Gestures: Swing the arms to imitate a windmill grinding grain. The arm swinging gets faster as the song speeds up.</p>	
<p>Activité 4 25 mins</p>	<p>Collation : Use snack-time to review <i>merci, s’il vous plaît, le fromage, la pomme, le jus, le chocolat, le lait ; je mange ; j’aime. . .</i></p> <p>Introduce : Les repas de la journée <i>Dans le Maine : le déjeuner, le dîner, la collation, le souper</i> <i>En France : le petit déjeuner, le déjeuner, le goûter, le dîner</i></p> <p>Introduce : Le couvert Use <i>la boîte magique</i> to introduce the items on a family dinner table : <i>la nappe, la fourchette, la cuillère (à soupe, à café), le couteau, le verre, l’assiette, le bol, la serviette, la tasse.</i> Use TPR to practice setting the table the way a family would in La Vallée St. Jean. Use 3 hand-outs (1 per meal) to practice new vocabulary for meals. Use snack-time to practice saying « Bon Appétit » ; « Passe-moi le/la _____, s’il te plaît » ; « Je prends _____ . » « Ils/elles prennent _____ . » Color the items on <i>la fiche Le couvert</i>. Each student holds up his/her page and points to one item and says the word for it to the others.</p> <p>Enrichment: Chanson: “Je suis une pizza!” (End after “. . .prête à manger” or “apporte-moi chez toi”; after that the story gets too complicated!</p> <p>Assessment: Can students find La Vallée St. Jean on a map? Can they identify the 2 countries the region touches? Can they name in French two items in their snack? Are they able to point to each item in a table setting as the teacher calls it out? Can they name some or all of the items independently?</p>	<p>Ressources 3 Fiches: Les Repas de la Journée <i>La boîte magique</i> Forks, knives, etc. : whole table settings, tablecloth <i>Fiche : « Le couvert »</i></p> <p><i>Vidéo : Je suis une pizza!</i> http://www.youtube.com/watch?v=zfgSP3fIZ2M</p> <p><i>Fiche: paroles de la chanson “Je suis une pizza!”</i></p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français!

Week 1 Day 2

Let’s Have a Meal Together in French!

Region: La Vallée St. Jean, Maine Duration: 1:30 hours

<p>Titre : Partageons la Nourriture</p> <p>Communication objective: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand simple spoken questions and respond appropriately 2. Introduce themselves and another student 3. Sing several songs without assistance 4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall 5. Copy words from the word wall <p>Linguistic objective:</p> <p><u>Grammaire</u> : Review imperatives TPR ; <i>mon, ton</i></p> <p><u>Verbs</u> : <i>mettre, habiter, prendre</i></p> <p><u>Vocabulary</u> : Review geographical terms, weather, family. Students will be able to set the table in French and tell the names of the meals.</p> <p><u>Lexique</u> : Students will review all expressions, especially related to eating and add new ones</p> <p>Objectif culturel: Students will be able to identify a new region where French is spoken. They will begin to understand aspects of the Acadian French culture of Northern Maine, including preparing and enjoying <i>les ployes</i>. They will sing a new song.</p>		
<p>Ouverture 15 mins</p>	<p>PLAY « Meunier, tu dors » as students arrive</p> <p>Routine :</p> <p>Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?; J'habite. . . ; J'ai ___ ans.</i></p> <p>Use Yes/No questions with names.</p> <p>Teacher models introducing herself and then asks a puppet to introduce itself</p> <ol style="list-style-type: none"> 1. Whole group : Students repeat <i>Je m'appelle Comment t'appelles-tu ?</i> 2. In Pairs: Students practice conversing with each other, reviewing the expressions they know. 3. In Threes: Students introduce their friends to each other. 	<p>Ressources:</p> <p>CD: “<i>Meunier, tu dors</i>”</p> <p>Optional: puppets</p> <p>Aluminum plates</p> <p>Ball</p> <p>Lien: <i>le Congrès Mondial Acadien 2014</i> http://www.cma2014.com/fr/</p> <p>La Vallée du Haut St. Jean</p> <p>Contexte: <i>la langue française dans la Vallée:</i> http://acim.umfk.maine.edu/language.html</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations</p> <p>Review: Chart of procedures and student barometers</p> <p>Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent.</i> 	<p>Ressources:</p> <p>Bilingual chart of procedures</p> <p>Chart of learning strategies</p>

	<p>3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i></p> <p>4. <i>J'essaie d'imiter la personne qui parle.</i></p>	
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> Review all expressions, routines, and questions Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources: <i>Chanson de Donat Lacroix: "Viens voir l'Acadie" (mp3 version with D. Lacroix solo)</i> https://www.youtube.com/watch?v=vDjH99YasEE <i>Viens voir l'Acadie</i> <i>Viens voir le pays</i> <i>Le pays qui m'enchanté</i> <i>Je te le dis</i> <i>Je te le chante</i> <i>Je te le crie</i> <i>Je te le montre</i></p>
<p>Activité 3 25 mins</p>	<p>Return to the new Francophone region: La Vallée St. Jean</p> <p>Review song: "<i>Viens voir l'Acadie</i>"</p> <p>Review location, who lives there; why they eat buckwheat <i>ployes</i> instead of wheat bread. Describe <i>le creton et le sirop d'érable</i>. Describe <i>les ployes</i>. <i>Les ingrédients: la farine de sarrasin/buckwheat; le sel; la levure; l'eau chaude</i></p> <p>Show YouTube video of <i>Madame Soucy qui fait les ployes dans sa cuisine</i>.</p> <p>Project: Prepare <i>la pâte à ployes</i> together and cook them on an electric frying pan. Use TPR with verbs: Mélangez, Mettez, Ajoutez.</p> <p>Review: les repas de la journée, le couvert</p>	<p>Ressources: <i>La carte des pays francophones</i></p> <p><i>La recette pour les ployes</i> Video: <i>Les ployes</i> http://www.acadievivante.ca/fr/ <i>Themes/Alimentation, Ployes</i> www.ployes.com Book : French Acadian Cookbook from the Bouchard Family Farm</p>
<p>Activité 4 25 mins</p>	<p>Collation: Manger les ployes et le creton et/ou le sirop d'érable</p> <p>Use <i>la fiche "Le Couvert"</i> to review names of items on the table. Practice saying <i>Bon appétit!</i> and using polite phrases, such as <i>Je voudrais. . . S'il vous plaît, s'il te plaît, merci, etc.</i></p> <p>Review: <i>J'aime. . . Je n'aime pas. . .</i></p> <p>Enrichment:</p> <p>Role-play: In many Francophone cultures, kids cook together with their parents and learn the family recipes. The class becomes a big, multi-generational Acadian family having <i>le souper</i> together in the evening.</p> <p>Review: la famille. Students take the roles of <i>Maman, Papa, Mémère, Pépère, Mon Oncle, Ma Tante, et les enfants</i>. Teacher can practice counting the children and telling their names and ages in French. Practice saying what Danielle</p>	<p>Ressources: <i>Fiche : Le Couvert</i> Utensils, mixing bowl, ingredients for ployes, including oil for frying and toppings : butter, molasses or maple syrup ; electric frypan <i>Le creton</i> (purchased), plates, etc.</p> <p><i>Fiche: "La Ploye" recette (pdf)</i></p>

	<p>heard growing up: “<i>Mâche avec la gueule fermée.</i>” Clean up: <i>Nettoyez la table; faites la vaisselle.</i> Sing : « <i>Meunier, tu dors</i> » Project : Children take <i>la recette pour les ployes</i> home and make ployes with their own families.</p> <p>Enrichment : Word search puzzle « Les Repas »</p> <p>Assessment: Can students name one meal and say where and when that meal would be eaten? (E.g., <i>le déjeuner – Maine – le matin</i>) When the teacher mimes an action for preparing ployes, are students able to say the appropriate verb out loud? Can students sing “<i>Meunier, tu dors</i>” unassisted by the teacher? Are students able to give a command to another student, such as <i>Passe-moi la fourchette, s’il te plaît?</i></p>	<p><i>Photos des ployes</i></p> <p>Information about les ployes: http://www.acadian.org/poye.html</p> <p><i>Photos sur le Wiki:</i> - <i>La Vallée St. Jean (général)</i> - <i>Repas dans la Vallée</i></p> <p><i>Fiche: Puzzle “Les Repas” (pdf)</i></p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français!

Let’s Have a Meal Together in French!

Week 2 Day 1

Region: Aroostook and Jackman, Maine

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review verbs in the imperative, cooking verbs; *Je voudrais ; J’aime*

Verbs : for working in a kitchen or a field : *couper, peler, mettre, planter, ramasser*

Vocabulary : Students will review geographical terms, weather, family; practice saying *les légumes*

Lexique: Students will review the song “*Savez-vous planter les choux?*”, review all expressions, and add new ones

Objectif culturel: Students will be able to identify regions and countries where French is spoken. Students will become familiar with two Francophone regions in Maine (Aroostook County and Jackman/Skowhegan). They will be able to prepare mashed potatoes and talk about the ingredients in French.

Ouverture 15 mins	PLAY « Savez-vous planter les choux ? » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day <i>Le Programme</i> Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?; J'habite. . . ; J'ai ___ ans.</i> Use Yes/No questions with names. Teacher models introducing herself and then asks a puppet to introduce itself. Students practice as a whole group, then in pairs, then in threes.	Ressources <i>Chanson: "Savez-vous planter les choux?"</i> Optional: puppets Aluminum plates Ball
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language	Ressources: Bilingual chart of procedures Chart of learning strategies
Activité 2 10 mins	Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. Review <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	Ressources: Word wall Word banks
Activité 3 20 mins	Review Francophone countries and regions; Review <i>nord/sud/est/ouest.</i> Introduce a new Francophone region: <i>Les champs et les forêts du Nord du Maine</i> Find Aroostook County and the Kennebec River corridor on the map. Are any students from Northern Maine? Or their parents or grandparents? Note location in Maine close to Québec border. Review : Acadians of the St. John Valley: their special foods. Climate, work, etc. Review weather, seasons, calendar, <i>j'habite.</i>	Ressources: <i>La carte des pays francophones</i> Franco-American genealogy Optional: Video from Northeast Historic Film: "From Stump to Ship"
Activité 4	Introduce :	Ressources

<p>25 mins</p>	<p>Growing and harvesting potatoes : <i>les pommes de terre/les patates</i>. <i>Vocabulaire : les légumes</i> Context : Northern Maine soil and climate are especially suited to potato farming, and potatoes are the largest crop there. Middle and high school kids still have « potato vacation » (called Harvest Break) from school during harvest time : the last week of September and their first week of October. According to Danielle Laliberté, there are very few farms that still pick by hand, but the kids are on harvesters, etc. Review : <i>les mois de l'année</i> Practice phrases : <i>Je plante les pommes de terre en juin. Je ramasse les pommes de terre en septembre.</i> Study archival photos of Aroostook County potato fields, potato harvest, and potato houses. Use <i>la boîte magique</i>, play/plastic food, food illustrations, and TPR to introduce <i>la tomate, la carotte, la pomme de terre/la patate, le chou, le chou-fleur, les haricots verts, la laitue, etc.</i> Project : Recette : Purée de pommes de terre (Fr.), patates pilées (Can.) <i>Laver, peler et couper les pommes de terre. Mettre dans l'eau bouillante. Ajouter du sel. Quand elles seront cuites, mélanger les pommes de terre avec du beurre et du lait.</i> Note from Danielle Laliberté : « In our family we called them 'les mashed.' As kids we also made 'les patates dans beurre' and just put a potato in the microwave. » Song (review) : « <i>Savez-vous planter les choux ?</i> » Substitute <i>les pommes de terre/les patates</i> for <i>les choux</i>. Guest Teacher: French speaker from Northern Maine, such as recent college graduate Danielle Laliberté, who can share information about his/her experiences. Optional: Teachers may want to show pictures of their own gardens or Incorporate <i>Lots to Garden</i> in Lewiston (St Mary's Nutrition Center). They teach cooking to kids. (recommended by member of MFHLP) Enrichment: <i>Vidéo: "Une patate"</i> (also a review of parts of the body) Assessment: Can students find Aroostook County and the Kennebec River on a map? Can they use <i>pomme de terre</i> in a French sentence? Are they able to name a food that people in Maine or France would eat for breakfast, lunch, and dinner? Can students sing "<i>Savez-vous planter les choux?</i>" without the teacher's assistance?</p>	<p>Archival photos from the video « <i>La Bonne Aventure</i> » <i>CD : «Savez-vous planter les choux ?»</i> Video : « From Stump to Ship » : log drives Potatoes, salt, butter, milk ; plates and forks for tasting <i>Fiches: Recette: La purée onctueuse (pdfs)</i> <i>La boîte magique</i> Plastic foods, produce illustrations Suggested Guest Teacher: Danielle Laliberté: danielle.laliberte@maine.ed Read Danielle's poems: http://www.fawi.net/ezone/vol4no1/page2/page37/page37.html <i>Vidéo: "Une patate"</i> http://www.youtube.com/watch?v=OCNqKG2SdCo</p>
<p>Clôture</p>	<p>Clôture</p>	

10 mins	Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.	
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Partageons la Nourriture en Français!

Let's Have a Meal Together in French!

Week 2 Day 2

Region: Aroostook and Jackman, Maine

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review verbs in the imperative, cooking verbs; *Je voudrais ; J'aime*

Verbs : for working in a kitchen or a field : *couper, peler, mettre, planter, ramasser*

Vocabulary : Students will review geographical terms, weather, family; practice saying *les légumes*

Lexique: Students will review the song "*Savez-vous planter les choux?*", review all expressions, and add new ones

Objectif culturel: Students will be able to identify regions and countries where French is spoken. Students will become familiar with two Francophone regions in Maine (Aroostook County and Jackman/Skowhegan). They will be able to prepare mashed potatoes and talk about the ingredients in French. They will be acquainted with the European French holiday: *La Chandeleur (La Fête des Crêpes), le 2 février 2014*, and will make and share *les crêpes*.

Ouverture 15 mins	<p>PLAY « Savez-vous planter les choux ? » as students arrive</p> <p>Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme <i>Revoir les salutations</i> <i>Revoir les responsabilités pour travailler ensemble</i> <i>Revoir les stratégies pour mieux parler</i> <i>Revoir où le français est parlé</i></p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p> <p>Use Yes/No questions with names.</p>	<p>Ressources <i>CD: "Savez-vous planter les choux?"</i></p> <p>Optional: puppets Aluminum plates Ball</p>
Activité 1 10 mins	<p>Routine: Expectations</p> <p>Review: Chart of procedures and student barometers</p> <p>Review: Learning strategies—ways to learn a new language</p>	<p>Ressources: Bilingual chart of procedures Chart of learning strategies</p>

<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review the new Francophone region: Northern Maine</p> <p>Growing potatoes and buckwheat; <i>les légumes: la tomate, la carotte, la pomme de terre/la patate, le chou, le chou-fleur, les haricots verts, la laitue, etc.</i></p> <p>Charades: Mime activities and students guess which activity: <i>planter les pommes de terre; ramasser les patates; nettoyer, préparer et manger les pommes de terre.</i></p> <p>Sing: "Savez-vous planter les choux?"</p>	<p>Ressources <i>La carte des pays francophones</i></p> <p>Video and archival photos</p>
<p>Activité 4 25 mins</p>	<p>Review concept: <i>La Fête</i></p> <p>Introduce: <i>La Fête de la Chandeleur, la Fête des Crêpes, le 2 février 2014.</i></p> <p>Context: Catholic holiday celebrated in France, Belgium, and Francophone Switzerland, where everyone makes and eats <i>les crêpes</i>.</p> <p>Review: Les repas de la journée</p> <p>Review: Le couvert</p> <p>Review: <i>les ingrédients pour les crêpes: la farine, le lait, les oeufs, le sucre, le beurre</i></p> <p>Project: Prepare <i>la pâte à crêpes</i>, cook on electric crêpe pans.</p> <p>Collation: Manger les crêpes. Practice all cooking, serving, table setting, passing vocabulary and expressions such as "Bon Appétit," "J'aime beaucoup," etc.</p> <p>Nettoyer la salle de classe.</p> <p>Reflection: How are <i>les ployes</i> and <i>les crêpes</i> similar? different? Pourquoi?</p> <p>Activity: Franco-American dance party: musique et danse: Invite Guests Cindy LaRock or the North Star Sisters to play jigs and reels and teach dances in the French-Canadian tradition.</p> <p>Assessment:</p>	<p>Ressources <i>Fiche : « La Chandeleur »</i> http://fr.wikipedia.org/wiki/Chandeleur</p> <p><i>Recette : Les crêpes</i> Ingredients for crêpes and toppings</p> <p>Guest Teacher : Prof. Chelse: Ray</p> <p>Guest artist(s): Cindy LaRock or the North Star Sisters</p>

	<p>Can students name one ingredient in <i>les crêpes</i>?</p> <p>Are they able to find Franco-American and Acadian regions of Northern Maine?</p> <p>Can they name any ingredients in <i>les crêpes</i> or what you might eat with them?</p>	
Clôture 10 mins	<p>Clôture</p> <p>Sing: <i>Au revoir mes amis, au revoir</i></p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français!

Let's Have a Meal Together in French!

Week 3 Day 1

Region: Le Maine et le Québec

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Review imperative and *chaud/froid, frette ; Que fais-tu ?*

Verbs : *faire, jouer*

Vocabulary: Students will review geographical terms, weather, calendar, months, clothing; and will learn and practice winter clothes ; winter weather ; winter sports

Lexique: Review all expressions; add new ones

Objectif culturel: Students will be able to identify countries where French is spoken.

Students will be able to understand many aspects of winter as it is enjoyed in Maine and in Québec. They will make and enjoy together *une tasse de chocolat chaud*.

Ouverture 15 mins	<p>PLAY « Du Nanane » as students arrive</p> <p>Routine:</p> <p>Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p> <p>Use Yes/No questions with names.</p>	<p>Ressources</p> <p>CD de Michel Parent: "<i>Du Nanane</i>"</p> <p>Optional: puppets Aluminum plates Ball</p>
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<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> 3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i> 4. <i>J'essaie d'imiter la personne qui parle.</i> 	<p>Ressources Bilingual chart of procedures Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review: Parts of the body and clothing; the calendar, months, seasons, weather. Review and sing: “Du Nanane” The focus here is: L'Hiver dans le Maine et au Québec. Review: les vêtements d'hiver: les bottes, le bonnet/la tuque, l'écharpe; l'anorak; les mitanes/les gants; les pichous/les pantoufles Game: Suitcase relay between 2 teams.</p> <p>Introduce: les jeux d'hiver: faire un bonhomme de neige; les sports d'hiver: le ski (alpin, nordique/de fond); le hockey; le patin à glace; la pêche sous la glace; la luge/aller glisser; les raquettes</p> <p>Prepare an activity for next time: Le Concours de Pichous! Students and teachers bring their favorite pichous to class next time, wear them, and show off, practicing <i>les couleurs, grand/petit, le comparatif, mon/ton/, mes/tes, etc.</i></p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte de Maine et de Québec</i> <i>Le drapeau québécois</i> <i>Un grand calendrier</i> <i>CD: “Du Nanane”</i></p> <p>Two suitcases with 1 each of every item of winter clothes.</p> <p>Fiche sur le Wiki: Pichou</p>
<p>Activité 4 25 mins</p>	<p>Collation : Foods we eat in winter and during winter sports activities, such as le chocolat chaud: Describe what people eat when they practice winter sports in Francophone regions of Maine. Review: <i>les repas de la journée, le couvert, polite questions and expressions when asking and serving food; les verbes: mélanger, mettre, prendre, nettoyer. Qu'est-ce que tu prends?</i> Project : Make and share <i>une tasse de chocolat chaud.</i></p>	<p>Ressources Ingredients for hot chocolate Video : children playing winter games <i>Site web : les sports</i></p>

	<p>Watch a video of snow sports.</p> <p>Assessment:</p> <p>Can students describe winter weather?</p> <p>Are students able to sing “<i>Meunier, tu dors,</i>” “<i>Savez-vous planter les choux?</i>,” and “<i>Du Nanane</i>” unassisted by their teacher?</p> <p>Can students name some articles of clothing they wear in winter?</p>	<p><i>d’hiver</i></p> <p>http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-17922.php</p>
<p>Clôture 10 mins</p>	<p>Clôture</p> <p>Remember the <i>Concours de Pichous</i></p> <p>Sing: <i>Au revoir mes amis, au revoir</i></p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let’s Have a Meal Together in French!

Week 3 Day 2 Region: Le Maine, le Québec Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Review imperative and adjectives *chaud/froid, frette ; Que fais-tu ?*

Verbs : *faire, jouer*

Vocabulary: Students will review geographical terms, weather, calendar, months, clothing; and will learn and practice winter clothes ; winter weather ; winter sports

Students will learn and practice *les fruits*.

Lexique: Review all expressions; add new ones

Objectif culturel: Students will be able to identify countries where French is spoken.

Students will be able to understand many aspects of winter as it is enjoyed in Maine and in Québec. They will make and enjoy together *une tasse de chocolat chaud*.

<p>Ouverture 15 mins</p>	<p>PLAY « Du Nanane » as students arrive</p> <p>Routine:</p> <p>Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings, using <i>Je m’appelle; il/elle s’appelle; Qui est-</i></p>	<p>Ressources</p> <p><i>CD: “Du Nanane”</i></p> <p>Optional: puppets</p> <p>Aluminum plates</p> <p>Ball</p>
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	<i>ce?; Comment ça va?</i>	
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language	Ressources Bilingual chart of procedures Chart of learning strategies
Activité 2 10 mins	Use the word wall as a reference for classroom expressions, questions, routines etc. needed/used during the school year. Review <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	Ressources Word wall Word banks
Activité 3 20 mins	Review: Map of Maine Map of Québec Review: All winter weather vocabulary: parts of the body and clothing; the calendar, months, seasons, weather. Practice winter sports and games expressions. Review and Sing: “Du Nanane” Practice an expression from “Du Nanane”: <i>C’est bon!</i> Charades Game: Que fais-tu? One student mimes a winter activity. The rest of the students guess what it is. Variation: In pairs, with pictures of people doing winter activities. One student calls out the activity, the other points to the appropriate picture. Introduce: Les fruits Using <i>la boîte magique</i> , plastic fruit, illustrations of fruits and TPR, practice <i>les fruits: la pomme, le melon, l’orange, le kiwi, les raisins, la banane, les fraises, la pêche, la poire.</i> Flyswatter Game: Use laminated pictures of fruits on tables; call out a fruit in French and ask students to point or touch with flyswatter. La collation: Faire une salade de fruits: Laver, peler, couper les	Ressources: <i>La carte des pays francophones</i> <i>La carte du Maine et du Québec</i> <i>Le drapeau québécois</i> <i>Un grand calendrier</i> Pictures of people doing various winter activities CD: “Du Nanane” <i>La boîte magique</i> , plastic fruits Laminated illustrations of fruits

	<i>fruits; les mélanger avec un peu de miel ou de sirop d'érable.</i>	
	Optional snack: <i>Les fèves au lard</i> /beans, a staple of Northern Maine families and the logging camps	
Activité 4 25 mins	Assessment: Can they sing “Du Nanane” unassisted? Are they able to use <i>j’aime/je n’aime pas</i> to describe a winter sport in Maine? Can they name two items of clothing they wear in winter in Maine?	
Clôture 10 mins	Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.	

Partageons la Nourriture en Français! Let’s Have a Meal Together in French!
Week 4 Day 1 Region: La Suisse Romande
Duration: 1:30 hours

<p>Titre : Partageons la Nourriture Communication objective: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand simple spoken questions and respond appropriately 2. Introduce themselves and another student 3. Sing several songs without assistance 4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall 5. Copy words from the word wall <p>Linguistic objective: <u>Grammaire:</u> Review imperative and all forms of the verb : habiter Verbs : <i>habiter, manger, être</i> Vocabulary : Students will review geographical terms, weather, clothing; begin learning to tell time and will practice expressions for Valentine’s Day. <u>Lexique:</u> Review all expressions; add new ones Objectif culturel: Students will be able to identify a new Francophone region: la Suisse Romande. Students will become familiar with some cultural aspects of the French-speaking part of Switzerland including making and sharing <i>le pain avec du nutella et le Bircher müsli.</i></p>		
Ouverture 15 mins	<p>PLAY « La Cigale Tyrolienne» or « Le Printemps est Arrivé » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme Revoir les salutations</p>	<p>Ressources “La Cigale Tyrolienne” https://www.box.com/shared/6gxnipdtl or “Le Printemps est Arrivé” Swiss folk song: http://www.mamalisa.com/</p>

	<p>Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p>	<p>?p=950&t=fs&c=126 <i>Fiche: Partition "Le Printemps est Arrivé"</i> <i>Fiche: Paroles "Le Printemps est arrivé"</i> <i>Le drapeau suisse (pdf)</i> Optional: puppets Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language</p> <p>INTRODUCE NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations</p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies Plastic fruit Play food <i>La boîte magique</i> Illustrations of fruits and vegetables</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines etc. needed/used during the school year. Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review Francophone countries and regions on all 5 continents; Review <i>nord/sud/est/ouest</i>. Introduce new Francophone region: <i>La Suisse Romande (the French-speaking part of Switzerland)</i> Find Switzerland on the map. Note its location in Europe. Context: Although Switzerland is a small country, there are four <i>langues nationales: l'allemand, le français, l'italien, et le romanche</i>. People in the Western part of Switzerland, including the cities of Genève and Lausanne, are French-speaking. What are the favorite foods of children in Switzerland? <i>Le chocolat, le fromage (gruyère et emmenthal) la fondue savoyarde (avec du fromage), Birchermüesli, etc.</i> Review: <i>Les repas de la journée, mettre la table, le couvert, les expressions de politesse.</i></p> <p>Review: <i>le calendrier, les mois, les saisons, le temps d'hiver, les sports d'hiver, les vêtements d'hiver.</i></p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte d'Europe</i> <i>Le drapeau suisse</i> Photos of the Swiss Alps: mountains, fields, a village, traditional farmhouses</p> <p>White bread (baguette) and jar of Nutella</p>

	<p>Introduce: <i>l'heure. Quelle heure est-il? Il est 3h00. Je prends la collation/le goûter.</i></p> <p>Collation: <i>du pain (une baguette) avec du Nutella</i> Show pictures of <i>les montagnes et les champs des Alpes.</i></p>	
<p>Activité 4 25 mins</p>	<p>Enrichment: Introduce the rooms in a house : <i>le salon, la salle à manger, la chambre, la cuisine, la salle de bains.</i> Some traditional houses had a barn on the first floor, and the family lived upstairs ; this was an efficient way to use and conserve heat in a very cold climate. Play « Le Printemps est arrivé » a yodeling song from the Swiss Alps. Game: <i>Les chaises musicales</i></p> <p>Optional : Sing « <i>Le Printemps est arrivé.</i> »</p> <p>Assessment: Can students identify Switzerland on a map and name one language spoken there in addition to French? Are they able to draw a Swiss flag from memory, color it, and name the colors in French? How many names of rooms can they identify when they hear them? Are they able to independently name the rooms in a house?</p>	<p>Ressources Materials to draw and color the interior of a Swiss Alpine traditional house. CD/mp3: “Le Printemps est arrivé”</p> <p>Fiche: Les chaises musicales (pdf)</p>
<p>Clôture 10 mins</p>	<p><i>Clôture</i> Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let's Have a Meal Together in French!
Week 4 Day 2 Region: La Suisse Romande
Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

<p>Linguistic objective: <u>Grammaire:</u> Review imperative and all forms of the verb : habiter Verbs : <i>habiter, manger, être</i> Vocabulary : Students will review geographical terms, weather, clothing; begin learning to tell time and will practice expressions for Valentine’s Day. <u>Lexique:</u> Review all expressions; add new ones Objectif culturel: Students will be able to identify a new Francophone region: la Suisse Romande. Students will become familiar with some cultural aspects of the French-speaking part of Switzerland including making and sharing <i>le pain avec du nutella et le Bircher müsli</i>.</p>		
<p>Ouverture 15 mins</p>	<p>PLAY « La Cigale Tyrolienne» or « Le Printemps est Arrivé » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m’appelle; il/elle s’appelle; Qui est-ce?; Comment ça va?</i></p>	<p>Ressources “La Cigale Tyrolienne” https://www.box.com/shared/6gxniptdt or “Le Printemps est Arrivé” Swiss folk song: http://www.mamalisa.com/?p=950&t=fs&c=126 Fiche: Partition “Le Printemps est arrivé” Fiche: Paroles “Le Printemps est arrivé” Optional: puppets Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language Practice NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations.</p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Project: Make a Valentine card with a photo of the student Practice expressions for the Valentine card: <i>Je t’aime, je t’adore, etc.</i></p>	<p>Ressources : Photo of each student Materials to make a Valentine card in French</p>
<p>Activité 3 20 mins</p>	<p>Continue with new Francophone region: La Suisse Romande (the French-speaking part of Switzerland) Review: Francophone countries and regions on all 5 continents</p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte d’Europe</i> <i>Le drapeau suisse</i></p>

	<p>Review: <i>nord/sud/est/ouest.</i></p> <p>Review: Switzerland and especially <i>la Suisse Romande:</i> location, mountains, major cities, languages, <i>le drapeau</i>, favorite foods, etc..</p> <p>Review: winter weather: Farmers in the Alps traditionally used <i>les raquettes</i> to get around. Now they use <i>une motoneige</i>.</p> <p>Continue introducing l'heure (telling time). <i>Quelle heure est-il? Il est 7 heures du matin. Je prends le déjeuner/petit déjeuner.</i></p> <p>Use the fiche: "Horloge à découper" from Wiki site.</p> <p>Game: Use students' drawings to play "I spy."</p> <p>Enrichment: Draw a cross-section of a traditional house in the Swiss Alps. Label the rooms. Show the drawing and describe the rooms.</p> <p>Optional : Role-play a French Swiss family and describe how they use their rooms.</p>	<p>Photos of the Swiss Alps: mountains, fields, a village, traditional farmhouses</p> <p><i>Fiche : Horloge à découper</i></p>
<p>Activité 4 25 mins</p>	<p>Review : all cooking, serving, table setting, etc vocabulary and expressions.</p> <p>Collation : Prepare and eat Birchermüsli together.</p> <p>Context : Traditionally in the Swiss Alps, farm families ate their main meal at mid-day and Birchermüsli cold with milk or yogurt for the evening meal.</p> <p>Home activity : Students take the recipe home and try it with their own families.</p> <p>Assessment: Can students name one traditional food Switzerland is famous for? Are they able to tell the hours on the clock? Can they name one ingredient for Birchermüsli? Are students able to identify vegetables and fruits?</p>	<p>Ressources Ingredients for Birchermüsli, milk, bowls spoons</p> <p><i>Recette : Bircher müsli</i></p> <p><i>CD/mp3: "Le Printemps est arrivé"</i></p>
<p>Clôture 10 mins</p>	<p>Clôture</p> <p>Sing: <i>Au revoir mes amis, au revoir</i></p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let's Have a Meal Together in French!
Week 5 Day 1 Region: Lewiston/Auburn, Maine
Duration: 1:30 hours

<p>Titre : Partageons la Nourriture</p> <p>Communication objective: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand simple spoken questions and respond appropriately 2. Introduce themselves and another student 3. Sing several songs without assistance 4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall 5. Copy words from the word wall <p>Linguistic objective:</p> <p><u>Grammaire:</u> Review verbs in the imperative, cooking verbs; <i>Je voudrais ; beaucoup/pas beaucoup</i></p> <p>Verbs : for shopping : <i>donner, acheter</i></p> <p>Vocabulary : Students will review geographical terms, weather, family; will practice <i>les magasins ; une liste d'achats</i></p> <p><u>Lexique:</u> Students will review all expressions and add new ones</p> <p>Objectif culturel: Students will become familiar with two Francophone cities in Maine (Lewiston/Auburn). They will be able to make a simple purchase in a shop. They will be able to talk about their food preferences. They will learn a new song: “Fais Dodo, Colas.”</p>		
<p>Ouverture 15 mins</p>	<p>PLAY « Fais Dodo, Colas» as students arrive</p> <p>Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va? J'habite _____; J'ai ____ ans.</i></p>	<p>Ressources</p> <p>CD: “Fais Dodo, Colas”</p> <p>Optional: puppets</p> <p>Aluminum plates</p> <p>Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations</p> <p>Review: Chart of procedures and student barometers</p> <p>Review: Learning strategies—ways to learn a new language</p> <p>Practice NEW ROUTINE:</p> <p>Review les légumes et les fruits, using Yes/No questions, TPR, and the plastic fruit and produce illustrations.</p> <p>Practice: <i>J'aime les pommes. Je n'aime pas les bananes.</i></p>	<p>Ressources:</p> <p>Bilingual chart of procedures</p> <p>Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 	<p>Ressources</p> <p>Word wall</p> <p>Word banks</p>

	<p>2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank.</p> <p>3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered.</p>	
<p>Activité 3 20 mins</p>	<p>Review Francophone countries and regions on all 5 continents; review <i>nord/sud/est/ouest</i>.</p> <p>Review <i>l'heure</i> (telling time)</p> <p>Introduce a new Francophone region: <i>Les villes de Lewiston/Auburn, Maine</i></p> <p>Find Lewiston/Auburn on the map. Are any students from Lewiston? Or their parents or grandparents?</p> <p>Note its location in Maine on the Fleuve Androscoggin.</p> <p>Review: Immigration of French-Canadians to Lewiston to work in <i>le moulin de coton</i>.</p> <p>Find other French-Canadian communities in Maine besides Lewiston: Biddeford, Augusta, Waterville/Winslow.</p> <p>Context: What do these cities have in common? Big rivers provided water power to run the cotton textile mills. As the mills got bigger, more workers were needed, so French-Canadians were recruited. They brought their language, religion, and culture with them. They settled in <i>Petits Canadas</i> in these cities and soon had their own shops: <i>les magasins</i>, where salespeople and customers all spoke French together. How did they get there ? Old Canada Road, following the Chaudière and Kennebec Rivers (coming through Jackman). Later, they came by train : the Grand Trunk Railroad.</p> <p>Describe Franco-American/French-Canadian dishes: <i>la tourtière, la soupe aux pois, le ragoût de poulet, la tarte au sucre, etc.</i></p>	<p>Ressources</p> <p><i>La carte des pays francophones</i></p> <p>Franco-American genealogy Online exhibition: "From French Canadians to Franco-Americans" http://www.mainememory.net/sitebuilder/site/2122/page/3514/display?use_mmn=1</p>
<p>Activité 4 25 mins</p>	<p>Introduce : <i>Les magasins : la boulangerie, la boucherie, l'épicerie, le super-marché.</i></p> <p>Practice phrases : <i>J'achète le pain à la boulangerie. J'achète la farine et le sel et la levure à l'épicerie. J'achète le créton à la boucherie.</i></p> <p>Study archival photos of shops in downtown Lewiston in the old days.</p> <p>Project : Make a mural of <i>les magasins</i> on a street in the Petit Canada of Lewiston, drawing the shops and giving them names and labels : Boulangerie Gagnon, for example, etc. Include <i>l'église Catholique et quelques maisons</i> (3-decker wooden millworkers' houses as in the photos), and <i>le moulin de coton</i>,</p>	<p>Ressources</p> <p>Archival photos from the video « La Bonne Aventure » and from the Franco-American Collection of USM Lewiston/Auburn Art supplies for mural (or use town students made in Theme 1) Paper and pencil for shopping list CD : « Fais Dodo, Colas »</p>

	<p>if there is space.</p> <p>Alternative : Use « town » students made in Theme 1 and read together the bilingual book : <i>Caribou</i>.</p> <p>Practice expressions for shopping : <i>Je voudrais. . . Donnez-moi, s'il vous plaît . . .</i></p> <p>Project : Make une liste d'achats for your shopping trip next lesson.</p> <p>Sing: "Fais Dodo, Colas"</p> <p>Assessment: Can students find Lewiston/Auburn on a map? Can they name other French-Canadian communities in Maine? Are they able to point to a store in the mural and say its name? Can students make a sentence about buying something in a store? Are they able to make a simple shopping list in French?</p>	<p><i>Livre : Caribou</i> Guest Teacher : Doris or someone else who grew up in Lewiston and can describe and name stores she knew</p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let's Have a Meal Together in French!
Week 5 Day 2 Region: Lewiston/Auburn, Maine
Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Review verbs in the imperative, cooking verbs; *Je voudrais ; beaucoup/pas beaucoup*

Verbs : for shopping : *donner, acheter*

Vocabulary : Students will review geographical terms, weather, family; will practice *les magasins ; une liste d'achats*

Lexique: Students will review all expressions and add new ones

Objectif culturel: Students will become familiar with two Francophone cities in Maine (Lewiston/Auburn).

They will be able to make a simple purchase in a shop. They will be able to talk about their food preferences.

They will learn a new song: "Fais Dodo, Colas."

Ouverture 15 mins	PLAY « Fais Dodo, Colas» as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme <i>Revoir les salutations</i> <i>Revoir les responsabilités pour travailler ensemble</i> <i>Revoir les stratégies pour mieux parler</i> <i>Revoir où le français est parlé</i> Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?; J'habite_____ . J'ai _____ ans.</i>	Ressources CD: "Fais Dodo, Colas" Optional: puppets Aluminum plates Ball
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language Practice NEW ROUTINE: Review les légumes et les fruits, using Yes/No questions, TPR, and the plastic fruit and produce illustrations. Practice: Quel est ton fruit préféré? Quel est ton légume préféré? <i>J'aime les haricots verts. Je n'aime pas les carottes.</i> Teaching team models asking and answering questions.	Ressources: Bilingual chart of procedures Chart of learning strategies <i>Les fruits et les légumes</i>
Activité 2 10 mins	Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. Review <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	Ressources Word wall Word banks
Activité 3 20 mins	Review the new Francophone region: Lewiston/Auburn Location on a mighty river; history of cotton mills and French-Canadian immigration; settlement in <i>Le Petit Canada</i> . Role-play shopping: On va magasiner/faire les achats. Use the mural and the <i>listes d'achats</i> ; students play <i>les marchands et les clients</i> . Practice greetings: - <i>Bonjour, Madame.</i> - <i>Bonjour, Monsieur.</i> And simple requests and responses: - <i>Je voudrais la farine, s'il vous plaît.</i> - <i>Voilà!</i> - <i>Je voudrais du pain, s'il vous plaît.</i> etc. Sing: "Fais Dodo, Colas"	Ressources <i>La carte des pays francophones</i> Video and archival photos Mural Shopping lists
Activité 4	Assessment:	Ressources

25 mins	Can they sing “Fais Dodo, Colas” unassisted? Are they able to describe a building in an archival photo from Lewiston, e.g., <i>l’église, le magasin, la maison</i> , etc.? Can they make a simple request as if they were buying something in a store?	
Clôture 10 mins	Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.	

Partageons la Nourriture en Français! Let’s Have a Meal Together in French!
Week 6 Day 1 Region: La Louisiane Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review imperative, shopping and eating verbs and expressions, asking questions, and polite expressions

Verbs : *prendre, manger, vouloir (Je voudrais. . .)*

Vocabulaire: Students will review geographical terms, weather, family, colors, clothing, and le Carnaval vocabulary;

Students will be able to design a menu and role-play ordering in a restaurant.

Students will practice *J’ai soif et J’ai faim*.

Lexique: Students review all expressions and add new ones

Objectif culturel: Students will deepen their knowledge of Louisiana, and especially the Acadian Triangle and favorite regional foods. They will broaden their knowledge of how people in *la Nouvelle Orléans* celebrate *La Fête du Mardi Gras*.

Ouverture 15 mins	PLAY Cajun music as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler	Ressources CD/: Songs from a Cajun band, such as Beusoleil, the Pine Leaf Boys, Marc Savoy, etc., etc. Optional: puppets Aluminum plates Ball
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	<p>Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?; J'habite _____; J'ai _____ ans.</i></p>	
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language</p>	<p>Ressources: Bilingual chart of procedures Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review Francophone countries and regions on all 5 continents; review <i>nord/sud/est/ouest.</i> Introduce new Francophone region: The Acadian Triangle of La Louisiane Find <i>La Louisiane</i> on the map. Note that its shape is like a boot. Note its location relative to Maine. Practice pronouncing: <i>La Louisiane</i>. Review weather, the seasons, the months of the year: Imagine the weather in <i>La Louisiane</i>. Review <i>les vêtements: Qu'est-ce que tu portes en Louisiane en février?</i> Context: <i>le climat:</i> Louisiana has a semitropical climate. Rainfall on average is 59 inches per year with 0 inches of snow. In contrast, Maine gets 44 inches of rain per year and 74 inches of snow! What does this mean for growing food? We saw that in Northern Maine, the harsh climate supported buckwheat but not wheat. In Louisiana, they grow rice (<i>le riz</i>) and sugar cane (<i>la canne à sucre</i>). More comparisons with Maine: special foods include crayfish (<i>les écrevisses</i>) which grow in warm fresh water marshes, streams, and rice patties and look like tiny lobsters. Another specialty is <i>gombo</i>, a soup based on okra, a warm-weather vegetable probably introduced to Louisiana by African slaves in the 18th century. Whereas in Maine we grow and eat a lot of potatoes, in Louisiana, rice is grown and is a staple of the local cuisine. We</p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte de la Louisiane</i> UM web site on Acadians: http://umaine.edu/teachingcanada/instructional-resources-2/culture-focus-acadia-acadians/#flag Optional: Acadian teaching kit Acadian genealogy and list of family names Photos, recipes, and/or actual ingredients: potatoes, rice, crayfish, sugar cane; dishes like gombo, étouffée, and jambalaya</p>

	<p>like maple syrup; in Louisiana, the climate is too warm for maple sugar. They grow and process sugar cane to sweeten their foods.</p> <p>Review Acadian Immigration to Maine When the French had to leave their farms on the coast in Acadie, many went to La Vallée St. Jean. Many more traveled to La Louisiane, which was part of France at that time. There are many communities of French speakers in La Louisiane. In rural areas, French farmers and hunters called themselves Acadien/Acadienne, which was shortened to 'Cadien or Cajun. Are any students of Acadian origin? Check family names. Cajun cuisine is world famous. Do any students know any dishes? <i>Le gombo, les écrevisses, le riz aux pois rouges. . .</i></p>	
<p>Activité 4 25 mins</p>	<p>Project : Invent a restaurant (could be a Cajun restaurant) Students invent the name and choose the items on the menu. Teacher types the items and makes a menu cover for students to color.</p> <p>Practice expressions for ordering food and drinks in a restaurant in preparation for the role play, next lesson. Use : <i>Que voulez-vous ? Je voudrais. . . Je prends. . . Je mange. . . Je bois. . .</i></p> <p>Show the Video “<i>Les Roses chantent sur la nouvelle neige,</i>” (7mins) <i>histoire de Maylin, qu fait les plats délicieux dans un restaurant chinois au quartier chinois (de Montréal?).</i></p> <p>Enrichment: <i>Un restaurant régional bilingue: Tim Hortons</i></p> <p>Assessment: Can students recognize Louisiana as a Francophone region of North America? Can students name one French place-name in Louisiana? Can they name any food item on a menu (from any French-speaking region)?</p>	<p>Ressources List of menu items from various French-speaking regions. Could include <i>gombo ployes, crétons, tourtière, pommes frites/patates frites, poutine, crêpes, soupe aux pois, hot dog/chien chaud, pizza, hamburger, etc.</i></p> <p>Vidéo: “Les Roses chantent sur la nouvelle neige” (ONF-Canada) http://www.onf.ca/film/roses_chantent_sur_la_nouvelle_neige_des</p> <p>Menu, still photos, hand-out: from Tim Hortons</p> <p>Photos sur le Wiki: Chez Tim Hortons, dans le Nouveau Brunswick</p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français!

Let's Have a Meal Together in French!

Week 5 Day 2

Region: La Louisiane

Duration: 1:30 hours

<p>Titre : Partageons la Nourriture</p> <p>Communication objective: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand simple spoken questions and respond appropriately 2. Introduce themselves and another student 3. Sing several songs without assistance 4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall 5. Copy words from the word wall <p>Linguistic objective:</p> <p><u>Grammaire:</u> Students will review imperative, shopping and eating verbs and expressions, asking questions, and polite expressions</p> <p><u>Verbs :</u> <i>prendre (Je prends. . .), manger, vouloir (Je voudrais. . .)</i></p> <p><u>Vocabulary:</u> Students will review geographical terms, weather, family, colors, le Carnaval vocabulary; Students will be able to design a menu and role-play ordering in a restaurant.</p> <p><u>Lexique:</u> Students review all expressions and add new ones, especially the order of dishes served in a restaurant. Students will practice <i>J'ai soif et J'ai faim.</i></p> <p>Objectif culturel: Students will deepen their knowledge of Louisiana, and especially the Acadian Triangle, as well as their knowledge of how people in la Nouvelle Orléans celebrate La Fête du Mardi Gras.</p>		
<p>Ouverture 15 mins</p>	<p>PLAY « Fais dodo, Colas» as students arrive</p> <p>Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p> <p>Revoir les salutations</p> <p>Revoir les responsabilités pour travailler ensemble</p> <p>Revoir les stratégies pour mieux parler</p> <p>Revoir où le français est parlé</p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?; J'habite _____; J'ai _____ ans.</i></p>	<p>Ressources</p> <p>Chanson-“Fais dodo, Colas”</p> <p>Optional: puppets</p> <p>Aluminum plates</p> <p>Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations</p> <p>Review: Chart of procedures and student barometers</p> <p>Review: Learning strategies—ways to learn a new language</p> <p>Practice NEW ROUTINE:</p> <p>Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations.</p> <p>Practice: <i>J'aime les pommes. Je n'aime pas les bananes.</i></p>	<p>Ressources:</p> <p>Bilingual chart of procedures</p> <p>Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Goal: Use the word wall as a reference for classroom expressions, questions, routines etc. needed/used during the school year. MC</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 	<p>Ressources</p> <p>Word wall</p> <p>Word banks</p>

	<p>2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank.</p> <p>3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered.</p>	
Activité 3 20 mins	<p>Return to new Francophone region: the Acadian Triangle of Louisiana</p> <p>Review Francophone countries and regions on all 5 continents; review <i>nord/sud/est/ouest</i>.</p> <p>Review colors. Use the Acadian flag: <i>bleu, blanc, rouge, avec une étoile jaune</i>.</p> <p>Review location of state, location of Acadian triangle, weather, clothes, brief history of Acadians/Cajuns; special foods.</p>	<p>Ressources</p> <p><i>La carte des pays francophones</i></p> <p><i>Le drapeau acadien:</i> http://www.flickr.com/photos/flave/2723930282/</p>
Activité 4 25 mins	<p>Role-Play : Using menus, assign waiter and customer roles to groups of students at different tables.</p> <p>Review : <i>le couvert, les expressions de politesse, les menus de la journée, etc..</i></p> <p>Introduce : the order of dishes served: <i>l'entrée ou le potage/ la soupe, le plat principal, la salade, le dessert. La boisson, le pain.</i></p> <p>Practice asking the waiter for a fork, etc.</p> <p>Introduce : <i>J'ai soif ! J'ai faim !</i></p> <p>Practice expressions for ordering food. Practice saying items on the menu.</p> <p>Practice polite expressions for serving, passing, wishing each other <i>Bon Appétit</i>, etc.</p> <p>Practice : <i>Que voulez-vous ? Je voudrais. . . Je prends. . . Je mange. . . Je bois. . .</i></p> <p>Optional : Play a Cajun two-step or waltz and practice dancing as if you were at the Festivals Acadiens et Créoles in Lafayette.</p> <p>Assessment:</p> <p>Can students make a simple request to order something in a restaurant?</p> <p>Are students able to be polite at the table in French, using various expressions?</p> <p>Can students describe the Acadian flag in French?</p>	<p>Ressources</p> <p>Students' menus</p> <p>CD of Cajun music</p> <p>Festivals Acadiens et Créoles http://www.festivalsacadiens.com/index1.html</p>
Clôture 10 mins	<p>Clôture</p> <p>Sing: <i>Au revoir mes amis, au revoir</i></p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Date du Mardi Gras: le mardi 4 mars 2014

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review imperative and shopping and eating verbs and expressions

Verbs : *danser, se déguiser, jouer de la musique*

Vocabulary : Students will review geographical terms, weather, clothing, colors, le Carnaval and parade vocabulary; new colors : *le vert, le violet, l'or* ; adjectives : *vieux/vieille, nouveau/nouvelle*

Lexique: Review all expressions; add new ones

Objectif culturel: Students will be familiar with expressions associated with some cultural aspects of New Orleans, Louisiana, such as La Fête du Mardi Gras.

<p>Ouverture 15 mins</p>	<p>PLAY « La Danse de Mardi Gras » (Zachary Richard) OR « La Chanson du Mardi Gras » (Lucie Therrien) as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day <i>Le Programme</i> <i>Revoir les salutations</i> <i>Revoir les responsabilités pour travailler ensemble</i> <i>Revoir les stratégies pour mieux parler</i> <i>Revoir où le français est parlé</i> Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p>	<p>Ressources CD: "La Danse de Mardi Gras" OR "La Chanson du Mardi Gras" Optional: puppets Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language Practice NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions,</p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies <i>Les fruits et les légumes</i></p>

	<p>TPR, and the plastic fruit and produce illustrations. Practice: <i>Quel est ton fruit préféré?</i> <i>Quel est ton légume préféré?</i> <i>J'aime les haricots verts. Je n'aime pas les carottes.</i> Teaching team models asking and answering questions.</p>	
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines etc. needed/used during the school year.</p>	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review Francophone countries and regions on all 5 continents; review <i>nord/sud/est/ouest</i>. Review: La Louisiane Review the map of La Louisiane: Ask yes/no questions, then: <i>Quelle est la plus grande ville de la Louisiane?</i> Location of <i>La Nouvelle Orléans</i>. Why 'nouvelle'? Do students know anything about New Orleans? Review <i>La Fête de Carnaval</i> in various French-speaking countries and, in particular, Mardi Gras as it is celebrated in New Orleans. (Refer to Unit 2 of the MFHLP curriculum). Collation: <i>Mangez le gâteau des rois</i> (King Cake), with a bean or figure inside. The one who gets the bean is <i>le roi/la reine</i> and dons a crown. He/she then crowns his/her counterpart. Practice: <i>Que manges-tu? Que bois-tu? Quel est ton dessert préféré? Tu aimes le gâteau des rois? etc.</i></p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte de Louisiane</i> <i>Le drapeau acadien:</i> http://www.flickr.com/photos/flave/2723930282/ <i>CD: Musique cadienne</i></p> <p>Snack: <i>Gâteau des Rois</i> 2 paper crowns Easy recipe for King Cake: http://homecooking.about.com/od/cakerecipes/r/blc148.htm</p>
<p>Activité 4 25 mins</p>	<p>Project : Make masks for the Mardi Gras parade, next lesson. Make percussion instruments for the parade, next lesson. Look at photos of Mardi Gras in la Nouvelle Orléans. Practice marching and dancing for the parade, next lesson. Sing : « La Chanson du Mardi Gras »</p> <p>Assessment: Can students describe the masks they made? Are students able to point to a photo from la Fête du Mardi Gras and say a simple phrase to describe what they see? Can students find Louisiana and New Orleans on a map of North America?</p>	<p>Ressources Materials to make and/or decorate masks for Mardi Gras : basic Halloween masks for eyes ; glue, sequins, feathers, beads, paint Materials to make percussion instruments : rattles can be made from boxes or coffee cans with tops ; beans inside YouTube: <i>Le défilé de Mardi Gras à la Nouvelle Orléans</i> CD: "La Chanson du Mardi Gras" de Lucie Therrien <i>Festivals Acadiens et Créoles:</i> http://www.festivalsacadiens.com/index1.html</p>

Clôture 10 mins	Clôture Sing: Au revoir mes amis, au revoir Check in with behavior barometer and provide time to tally learning strategies.	
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Partageons la Nourriture en Français!

Let's Have a Meal Together in French!

Week 7 Day 2

Region: La Louisiane

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review imperative and shopping and eating verbs and expressions

Verbs : *danser, se déguiser, jouer de la musique*

Vocabulary : Students will review geographical terms, weather, clothing, colors, le Carnaval and parade vocabulary; new colors : *le vert, le violet, l'or* ; adjectives : *vieux/vieille, nouveau/nouvelle*

Lexique: Review all expressions; add new ones

Objectif culturel: Students will be familiar with expressions associated with some cultural aspects of New Orleans, Louisiana, such as La Fête du Mardi Gras.

Ouverture 15 mins	PLAY « La Danse de Mardi Gras » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i>	Ressources CD: "La Danse de Mardi Gras" Optional: puppets Aluminum plates Ball
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent.</i> 	Ressources Bilingual chart of procedures Chart of learning strategies <i>Les fruits et les légumes</i>

	<p>3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i></p> <p>4. <i>J'essaie d'imiter la personne qui parle.</i></p> <p>Practice NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations. Practice: <i>Quel est ton fruit préféré?</i> <i>Quel est ton légume préféré?</i> <i>J'aime les haricots verts. Je n'aime pas les carottes.</i> Teaching team models asking and answering questions.</p>	
Activité 2 10 mins	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> Review all expressions, routines, and questions Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources</p> <p>Word wall Word banks</p>
Activité 3 20 mins	<p>Continue with la Louisiane, and its biggest city: La Nouvelle Orléans</p> <p>Review the map of La Louisiane: Ask Yes/No questions.</p> <p>Review location, weather, etc. for Nouvelle Orléans.</p> <p>Review <i>La Fête de Carnaval</i> in various French-speaking countries and, in particular, Mardi Gras as it is celebrated in New Orleans. (Refer to Unit 2 of the MFHLP curriculum).</p> <p>Review clothing: <i>Quels vêtements portes-tu pour ton déguisement?</i></p> <p>Project: Draw a self-portrait in a costume for a Mardi Gras parade in New Orleans.</p> <p>Vocabulary for costumes: <i>le masque, le collier de perles (le vert, le violet, l'or), la couronne.</i></p> <p>Project: Finish making Mardi Gras masks and percussion instruments.</p>	<p>Ressources</p> <p><i>La carte des pays francophones</i> <i>La carte de Louisiane</i> <i>Le drapeau acadien:</i> http://www.flickr.com/photos/flave/2723930282/</p> <p>CD: "La Danse du Mardi Gras"</p>
Activité 4 25 mins	<p>Play and sing « La Danse de Mardi Gras »</p> <p>Watch more videos of <i>défilés de Mardi Gras</i>.</p> <p>Project : Wear masks, play percussion instruments and</p>	<p>Ressources</p> <p>Materials to make and/or decorate masks for Mardi Gras : basic</p>

	<p>march in a parade, first in the classroom to the music of « La Danse de Mardi Gras » then out and down the hall of the school. Practice saying « <i>Laissez les bons temps rouler !</i> »</p> <p>Assessment: Using their self-portraits, can students describe the clothes they might wear in a Mardi Gras parade? Are students able to sing “La Danse de Mardi Gras” unassisted by their teacher? Can students name some traditional foods from Louisiana?</p>	<p>Halloween masks for eyes ; glue, sequins, feathers, beads, paint Materials to make percussion instruments : rattles can be made from boxes or coffee cans with tops ; beans inside <i>YouTube: Le défilé de Mardi Gras à la Nouvelle Orléans</i> CD: “La Danse de Mardi Gras” <i>Festivals Acadiens et Créoles:</i> http://www.festivalsacadiens.com/index1.html</p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: Au revoir mes amis, au revoir Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let’s Have a Meal Together in French!
Week 8 Day 1 Region: L’Afrique de l’Ouest
Duration: 1:30 hours

<p>Titre : Partageons la Nourriture Communication objective: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand simple spoken questions and respond appropriately 2. Introduce themselves and another student 3. Sing several songs without assistance 4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall 5. Copy words from the word wall <p>Linguistic objective: <u>Grammaire:</u> Students will review imperative « <i>Donnez-moi, s’il vous plaît,</i> » etc. ; students will learn and practice quantities : <i>un chou, un kilo de riz ; une douzaine d’oranges, etc..</i> Verbs : <i>manger, acheter, donner, coûter</i> Vocabulary : Students will review geographical terms, weather, the calendar, clothing, colors, fruits and vegetables, food preferences, meals, and food shopping. In this unit, students will discover a typical open-air African market: <i>le marché, le/la marchand(e), le/la client(e), les fruits et légumes d’un pays tropical</i> <u>Lexique:</u> Students will review all expressions and add new ones. Objectif culturel: Students will be familiar with common fruits and vegetables and basic geographical features of West Africa. They will know how to make simple requests at an open-air market and buy something. They will understand some aspects of how food is traditionally served and eaten in West Africa.</p>

<p>Ouverture 15 mins</p>	<p>PLAY the Bonne Aventure theme song as students arrive</p> <p>Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme <i>Revoir les salutations</i> <i>Revoir les responsabilités pour travailler ensemble</i> <i>Revoir les stratégies pour mieux parler</i> <i>Revoir où le français est parlé</i></p> <p>Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p>	<p>Ressources CD/mp3: Bonne Aventure theme song Optional: puppets Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations</p> <p>Review: Chart of procedures and student barometers</p> <p>Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> 3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i> 4. <i>J'essaie d'imiter la personne qui parle.</i> <p>Practice NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations.</p> <p>Practice: <i>Quel est ton fruit préféré?</i> <i>Quel est ton légume préféré?</i> <i>J'aime les haricots verts. Je n'aime pas les carottes.</i></p> <p>Teaching team models asking and answering questions.</p> <p>Review <i>les repas et les plats</i>: <i>les ployes, les crêpes, la purée de pommes de terres/les patates pilées, le pain, le lait, le fromage, le sandwich, le potage, les frites, la pizza.</i></p> <p>Practice: <i>Quel est ton plat préféré?</i> <i>J'aime les fèves au lard. J'aime les frites. J'aime les crêpes au chocolat.</i></p> <p>Practice: <i>Pour mon déjeuner/mon petit déjeuner, je mange (ou j'aime manger) le pain.</i></p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are 	<p>Ressources Word wall Word banks</p>

	<p>questions, routines, or expressions in their word bank.</p> <p>3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered.</p>	
<p>Activité 3 20 mins</p>	<p>Review Francophone countries and regions on all 5 continents; review <i>nord/sud/est/ouest</i>.</p> <p>Introduce a new Francophone region: L’Afrique Francophone, and especially l’Afrique de l’Ouest: focus on le Sénégal (see also le Mali, La Mauritanie, le Niger, la Guinée, le Togo, le Bénin)</p> <p>Find L’Afrique de l’Ouest and specific Francophone countries on the map. Note the proximity of the Equator (<i>l’Equateur</i>), <i>le désert Sahara, les grands fleuves Sénégal et Niger</i>; capitol cities</p> <p>Note its location relative to Maine.</p> <p>Practice pronouncing: “L’Afrique”</p> <p>Review calendar, today’s date, months of the year, seasons, weather: imagine the weather on this date in the city of Dakar, Sénégal.</p> <p>Sing: Theme song from “La Bonne Aventure”</p> <p>Context: French traders began to come to the coast of Sénégal in the mid-1500’s, and Sénégal became a colony of France: French was the language of school and government. People in West Africa have a long history of trading and of buying and selling in a <i>marché</i>. Most of the sellers in the market are women, who bring their produce to the city from their farms in the countryside.</p> <p>Pre-video preparation: vocabulary for clothing, colors; <i>le marché, le train, les légumes (use pictures): le chou, la carotte, l’oignon, le piment, le gombo, la tomate, les cacahuètes, les fèves, l’aubergine, etc; les fruits: la mangue, le pamplemousse, la papaye, l’orange, le melon, la goyave; aussi le mil, le riz, les épices: le gingembre, l’ail.</i></p> <p>Show approximately the first 5 minutes of video of the market in Dakar, Sénégal. Music only (no dialogue). Students and teacher comment in French on what they see: <i>les bateaux, les couleurs, les enfants, les hommes, les femmes, les marchands, les clients, les fruits, les légumes, etc.</i></p>	<p>Ressources</p> <p><i>La carte des pays francophones</i></p> <p><i>La carte de l’Afrique</i></p> <p>CD/mp3: Theme song from La Bonne Aventure</p> <p>DVD : « Images of Sénégal », documentary by Ben Levine : first part on market in Dakar</p> <p>Also on YouTube : http://www.youtube.com/watch?v=Ch5xWb6YVa8</p> <p>Google images web site of « les légumes du Sénégal » http://www.google.com/search?q=les+légumes+du+senegal</p> <p><i>Drapeau sénégalais (pdf)</i></p>
<p>Activité 4 25 mins</p>	<p>Prepare role-play : buying and selling in an African market</p> <p>Practice expressions for buying and selling in a market. Introduce <i>un kilo de . . . une livre de . . .</i> Have student merchants tell what they are selling. What do <i>les marchands</i> say to attract customers ?</p> <p>Students take different roles. Have them greet each other in French at the market stall and make a request for some fruit or vegetable. Try to re-create the liveliness of the African market.</p> <p>Assessment:</p>	<p>Ressources</p> <p>Cloth shopping bags (if possible)</p> <p>Tables for market stalls, bins for different food items; pictures of fruits and vegetables</p> <p>“Les fruits et légumes”</p>

	<p>Can students identify two French-speaking countries on the map of Africa?</p> <p>How many food items (in pictures) can students name in French?</p> <p>Can they make a simple request for a quantity of food they would like to buy in a market?</p> <p>A word search of tropical fruit and vegetable names is a challenging exercise for students.</p>	word search puzzle and answer key
Clôture 10 mins	<p>Clôture</p> <p>Sing: Au revoir mes amis, au revoir</p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français! Let's Have a Meal Together in French!

Week 8 Day 2

Region: L'Afrique de l'Ouest

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: Students will review imperative « *Donnez-moi, s'il vous plaît,* » etc. ; students will learn and practice quantities : *un chou, un kilo de riz ; une douzaine d'oranges, etc..*

Verbs : *manger, acheter, donner, coûter*

Vocabulary : Students will review geographical terms, weather, the calendar, clothing, colors, fruits and vegetables, food preferences, meals, and food shopping.

In this unit, students will discover a typical open-air African market: *le marché, le/la marchand(e), le/la client(e), les fruits et légumes d'un pays tropical*

Lexique: Students will review all expressions and add new ones.

Objectif culturel: Students will be familiar with common fruits and vegetables and basic geographical features of West Africa. They will know how to make simple requests at an open-air market and buy something. They will understand some aspects of how food is traditionally served and eaten in West Africa.

Ouverture 15 mins	<p>PLAY CD from West Africa as students arrive</p> <p>Routine:</p> <p>Open session : Sing : <i>Bonjour mes amis, bonjour</i></p> <p>Explain the goals of the day</p> <p>Le Programme</p>	<p>Ressources</p> <p>CD/mp3: Music from West Africa: Salif Keita, Youssou N'Dour, Baaba Maal, Zap Mama, etc.</p> <p>Optional: puppets</p>
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	<p>Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va?</i></p>	<p>Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> 3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i> 4. <i>J'essaie d'imiter la personne qui parle.</i> <p>Practice NEW ROUTINE: Review les légumes et les fruits, using Yes/No questions, TPR, and the plastic fruit and produce illustrations. Practice: Quel est ton fruit préféré? Quel est ton légume préféré? Que bois-tu? Que manges-tu? J'aime les haricots verts. Je n'aime pas les carottes. Teaching team models asking and answering questions.</p> <p>Review les repas et les plats: les ployes, les crêpes, la purée de pommes de terres/les patates pilées, le pain, le lait, le fromage, le sandwich, le potage, les frites, la pizza.</p> <p>Practice: Pour mon déjeuner/mon petit déjeuner, je mange (ou j'aime manger) le pain.</p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies</p> <p><i>Un repas au Sénégal (texte et photo):</i> http://www.ladepeche.fr/article/2009/11/15/715378-enfants-de-carabane.html</p> <p><i>Blog marché et repas sénégalais (texte et photos):</i> http://www.genevieveogleman.com/category/blogue-voyage/afrique/</p> <p><i>Sénégal: gastronomie:</i> http://voyagesenduo.com/senegal/gastronomie.html</p>
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year. Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Return to new Francophone region: L'Afrique Francophone, especially Sénégal. Review principal geographical features, using Yes/No</p>	<p>Ressources <i>La carte des pays francophones</i> <i>La carte de l'Afrique</i></p>

	<p>questions.</p> <p>Review <i>nord/sud/est/ouest.</i></p> <p>Review calendar, today's date, weather, clothing: <i>Que portes-tu en mars à Dakar?</i></p> <p>Try on a <i>pagne</i> or other clothing from West Africa. Have students draw a picture of a man or woman dressed in an African style.</p> <p>Introduce: How families share food traditionally in West Africa: The women prepare the meal. Everyone sits on a cloth on the floor in a circle around the bowl. Respect for the Elders: <i>Le grand-père mange d'abord.</i></p> <p>Watch video of West African family sharing a meal. Students and teacher comment on what they see in the video.</p>	<p>CD of music from West Africa</p> <p>African clothes for students to try on</p> <p>DVD : Segment from West African film showing a family eating together.</p>
<p>Activité 4 25 mins</p>	<p>Guest Teacher : Gabriella Howard</p> <p>Have students greet Gabi in French, introduce themselves and ask her questions about herself. She could be wearing a traditional outfit from <i>l'Afrique de l'Ouest/l'Afrique francophone.</i></p> <p>She can explain the traditional meal in French and lead the students in making and sharing the meal.</p> <p>Make and eat millet and vegetables in tomato sauce.</p> <p>Review cooking vocabulary, <i>les repas, le couvert, etc.,</i> now in a West African context.</p> <p>Introduce the West African custom of eating on a cloth on the floor, reaching into a common bowl with one's right hand only.</p> <p>Role-play : Students are a big West African extended family, each taking a role in the family.</p> <p>Gabriella could show students how people in West African used to dance to African pop music when she lived there.</p> <p>Assessment:</p> <p>Are they able to name something people eat in <i>l'Afrique de l'Ouest?</i></p> <p>Can students identify two French-speaking countries on the map of Africa?</p> <p>Can they describe the person in their drawing: the person's name, age, where he/she lives, clothing, etc.?</p> <p>Can they describe how they would travel from Maine to West Africa and say something they like about this region?</p>	<p>Ressources</p> <p>Guest Teacher: Gabriella Howard, former Peace Corps volunteer, Togo</p> <p>Ingredients for a West African meal: millet (or sticky rice or mashed potatoes) and vegetables in a sauce</p> <p>Big enamel serving bowls, one for the millet and one for the vegetables</p>

Clôture 10 mins	Clôture Sing: Au revoir mes amis, au revoir Check in with behavior barometer and provide time to tally learning strategies.	
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Partageons la Nourriture en Français! Let's Have a Meal Together in French!
Week 9 Day 1 Region: Le Maine, Le Québec Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: This is a REVIEW of all material in the previous 8 weeks : imperative ; *j'aime/je n'aime pas ; je voudrais* ; telling time ; possessive pronouns, etc.

Verbs : Review : *habiter, faire, préparer, mettre, manger, donner, acheter, prendre, être, couper, etc.*

Vocabulary : Review winter season vocabulary ; geographical terms, weather, clothing, colors, rooms in a house, ordering in a restaurant, food shopping, buying food in a store or an open-air market, etc.

Lexique: Review all expressions; add new ones

Chansons: Review "Meunier, tu dors," "Savez-vous planter les choux?", "Fais dodo, Colas," theme song of La Bonne Aventure, etc.érable

Students will read a book about maple syrup, *le sirop d'érable*

Objectif culturel: Students will be able to identify countries where French is spoken.

Students will be familiar with these Francophone regions: Maine: St. John Valley, Aroostook and Jackman, Lewiston/Auburn; Québec; Louisiana; Switzerland; and West Africa. Review these regions, their location, weather, and special foods and traditions.

Ouverture 15 mins	PLAY « Du Nanane » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day Le Programme Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m'appelle; il/elle s'appelle; Qui est-ce?; Comment ça va? Où habites-tu? Quel âge as-tu?</i>	Ressources CD de Michel Parent: "Du Nanane" Optional: puppets Aluminum plates Ball
Activité 1 10 mins	Routine: Expectations Review: Chart of procedures and student barometers	Ressources Bilingual chart of procedures

	<p>Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J'utilise des gestes, objets, images. . .</i> 2. <i>J'ose m'exprimer, même s'il y a des mots qui me manquent</i> 3. <i>Je regarde la personne qui parle et j'écoute attentivement.</i> 4. <i>J'essaie d'imiter la personne qui parle.</i> <p>Practice NEW ROUTINE: Review les légumes et les fruits, using Yes/No questions, TPR, and the plastic fruit and produce illustrations. Practice: Quel est ton fruit préféré? Quel est ton légume préféré? <i>J'aime les haricots verts. Je n'aime pas les carottes.</i> Teaching team models asking and answering questions.</p> <p>Review les repas et les plats: les ployes, les crêpes, la purée de pommes de terres/les patates pilées, le pain, le lait, le fromage, le sandwich, le potage, les frites, la pizza.</p> <p>Practice: Pour mon déjeuner/mon dîner, je mange (ou j'aime manger) le sandwich, le potage, l'omelette, les frites, la pizza, la salade, etc.</p>	Chart of learning strategies
<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Review familiar Francophone region: Le Maine et le Québec</p> <p>Review principal geographical features (Francophone towns, regions like La Vallée St. Jean, rivers) using Yes/No questions.</p> <p>Review calendar, date, months, days of the week, weather in Maine and in Québec at the end of March.</p> <p><i>Que portes-tu en hiver dans le Maine? Quelles sont les activités préférées des enfants dans le Maine en hiver?</i></p> <p><i>Quels sont les plats préférés des enfants dans le Maine en hiver? Les boissons préférées?</i></p> <p>Introduce: Furniture in the house: new vocabulary from the song "Du Nanane" :</p>	<p>Ressources <i>La carte des pays francophones</i></p> <p><i>La carte de Maine, la carte de Quebec</i></p> <p><i>CD: "Chantons – Let's Sing"</i></p> <p>Quilt to show (<i>le piquet</i>)</p>

	Review and Sing: “Du Nanane” de Michel Parent	
Activité 4 25 mins	<p>Pre-reading: Introduce vocabulary for book <i>La Cabane à Sucre</i>. Ask students what they already know about <i>le sirop d’érable</i>.</p> <p>Embedded reading: Give students on paper 4 or 5 key sentences from the book to read. Show the illustrations. Give students those same sentences with additional details, along with illustrations. Then read the whole book together. For information, see “embedded reading” web site.</p> <p>Context: This is one of the wild foods that the first French-Canadian <i>voyageurs and trappeurs</i> learned about from the Native people they met in la Nouvelle France. Ask students to pick out words they recognize from the book. Anticipate final project: <i>Un party du sucre pour les familles</i>, next lesson.</p> <p>Assessment: Are students able to name one food they like for one meal of the day? Can they name one food they do not like? Can they associate the time of day with the meal with an item one would eat at that time?</p>	<p>Ressources <i>Livre: La Cabane à Sucre</i></p> <p>Mouse puppets</p> <p>Embedded reading: http://embeddedreading.com/about/</p> <p>maple syrup to see, smell, and taste</p>
Clôture 10 mins	<p>Clôture</p> <p>Sing: Au revoir mes amis, au revoir</p> <p>Check in with behavior barometer and provide time to tally learning strategies.</p>	

Partageons la Nourriture en Français!

Let’s Have a Meal Together in French!

Week 9 Day 2

Region: Le Maine, Le Québec

Duration: 1:30 hours

Titre : Partageons la Nourriture

Communication objective: Students will be able to:

1. Understand simple spoken questions and respond appropriately
2. Introduce themselves and another student
3. Sing several songs without assistance
4. Recognize familiar names and words; identify words written in books, song lyrics, or on the word wall
5. Copy words from the word wall

Linguistic objective:

Grammaire: This is a REVIEW of all material in the previous 8 weeks : imperative ; *j’aime/je n’aime pas ; je voudrais* ; telling time ; possessive pronouns, etc.

Verbs : Review : *habiter, faire, préparer, mettre, manger, donner, acheter, prendre, être, couper, etc.*

Vocabulary : Review winter season vocabulary ; geographical terms, weather, clothing, colors, rooms in a house, ordering in a restaurant, food shopping, buying food in a store or an open-air market, etc.
 Chansons: Review “Meunier, tu dors,” “Savez-vous planter les choux?”, “Fais dodo, Colas,” theme song of La Bonne Aventure, etc.

Students will read a book about maple syrup, *le sirop d’érable*.


Students will try a reading game to match regions with favorite dishes.

Objectif culturel: Students will be able to identify countries where French is spoken.

Students will be familiar with these Francophone regions: Maine: St. John Valley, Aroostook and Jackman, Lewiston/Auburn; Québec; Louisiana; Switzerland; and West Africa. Review these regions, their location, weather, and special foods and traditions.

<p>Ouverture 15 mins</p>	<p>PLAY « Du Nanane » as students arrive Routine: Open session : Sing : <i>Bonjour mes amis, bonjour</i> Explain the goals of the day <i>Le Programme</i> Revoir les salutations Revoir les responsabilités pour travailler ensemble Revoir les stratégies pour mieux parler Revoir où le français est parlé Review greetings, using <i>Je m’appelle; il/elle s’appelle; Qui est-ce?; Comment ça va? Où habites-tu? Quel âge as-tu?</i></p>	<p>Ressources CD: “Chantons - Let’s Sing” – Michel Parent Optional: puppets Aluminum plates Ball</p>
<p>Activité 1 10 mins</p>	<p>Routine: Expectations Review: Chart of procedures and student barometers Review: Learning strategies—ways to learn a new language</p> <ol style="list-style-type: none"> 1. <i>J’utilise des gestes, objets, images. . .</i> 2. <i>J’ose m’exprimer, même s’il y a des mots qui me manquent.</i> 3. <i>Je regarde la personne qui parle et j’écoute attentivement.</i> 4. <i>J’essaie d’imiter la personne qui parle.</i> <p>Practice NEW ROUTINE: Review <i>les légumes et les fruits</i>, using Yes/No questions, TPR, and the plastic fruit and produce illustrations. Practice: <i>Quel est ton fruit préféré?</i> <i>Quel est ton légume préféré?</i> <i>J’aime les haricots verts. Je n’aime pas les carottes.</i> Teaching team models asking and answering questions.</p> <p>Review <i>les repas et les plats</i>: <i>les ployes, les crêpes, la purée de pommes de terres/les patates pilées, le pain, le lait, le fromage, le sandwich, le potage, les frites, la pizza.</i></p> <p>Practice: <i>Pour mon dîner/mon souper, je mange (ou j’aime manger) le poulet, le jambon, le riz, les patates, etc.</i></p>	<p>Ressources Bilingual chart of procedures Chart of learning strategies</p>

<p>Activité 2 10 mins</p>	<p>Use the word wall as a reference for classroom expressions, questions, routines, etc. needed/used during the school year.</p> <p>Review</p> <ol style="list-style-type: none"> 1. Review all expressions, routines, and questions 2. Have students take inventory of the words they have that are questions, routines, or expressions in their word bank. 3. Provide 10 minutes for entering targeted questions, routines and questions. Check those off the chart so that everyone has the same one entered. 	<p>Ressources Word wall Word banks</p>
<p>Activité 3 20 mins</p>	<p>Return to familiar Francophone region: Le Maine et le Québec</p> <p>Review principle geographical features (Francophone towns, regions like La Vallée St. Jean, rivers) using Yes/No questions.</p> <p>Review calendar, date, months, days of the week, weather in Maine and in Québec at the end of March.</p> <p><i>Que portes-tu en hiver dans le Maine? Quelles sont les activités préférées des enfants dans le Maine en hiver?</i></p> <p><i>Quels sont les plats préférés des enfants dans le Maine en hiver? Les boissons préférées?</i></p> <p>Sing : “Du Nanane” de Michel Parent</p>	<p>Ressources <i>La carte des pays francophones</i></p> <p><i>La carte de Maine, la carte de Quebec</i></p> <p>CD: “Chantons – Let’s Sing”</p> <p>Quilt to show (<i>le piquet</i>)</p>
<p>Activité 4 25 mins</p>	<p>Pre-reading:</p> <p>Prepare for final project:</p> <p>Either: <i>Un Party du Sucre pour les familles ou un dîner à la fortune du pot</i></p> <p>All family members are invited.</p> <p>Le Party du Sucre:</p> <p>Optional food/treat: <i>la tire sur la neige</i>.</p> <p>Families could be asked to bring a traditional French or French-Canadian/Acadian dish to share, such as <i>la tarte au sucre, queues de castor, les crêpes au sirop d’érable, tourtière, le boudin, or créton</i>)</p> <p>Optional activities: live French-Canadian music (with a Guest Teacher) or recorded music, singing and dancing together; a parade.</p> <p>Invite previous Guest Teacher Blackie Bécharde to tell a simple story in French. Invite all previous Guest Teachers to join in the fun!</p> <p>Alternative Final Project: <i>Un Dîner à la fortune du pot:</i></p> <p>A pot-luck supper for all families, where the students set the tables, serve the meal and clean up. Students and teacher can make <i>Une Soupe aux Légumes</i> for the <i>Dîner</i>.</p>	<p>Ressources <i>Livre: La Cabane à Sucre</i></p> <p>Mouse puppets</p> <p>Guest musicians: North Star Sisters; Greg Boardman; Cindy LaRock, etc. Or play recorded French-Canadian fiddle music</p>

	<p>Assessment: Jeu de Correspondances: <i>Trouvez quels plats typiques vont avec quels régions francophones!</i></p>	<p><i>Fiche: Le jeu de correspondances (pays=plat typique)</i></p>
<p>Clôture 10 mins</p>	<p>Clôture Sing: <i>Au revoir mes amis, au revoir</i> Check in with behavior barometer and provide time to tally learning strategies.</p>	
<p>Un peu d'humour:</p>		<p>(Merci, Margot!)</p>