

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

French I Unit 3 Family & Friends

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.georgiastandards.org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

Essential Questions: What is a family? Who makes up a family?

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What students will be able to do:

Elements

- MLI.IP1G** Ask questions and provide responses based on topics such as self, family, school, etc.
- MLI.P1B** Give basic information about self and others including school, family, activities, etc.
- MLI. P2A** Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed materials
- MLI. CU1C** Describe customs and traditions of the culture such as greetings, celebrations and courtesies
- MLI.CCC2A** Compare patterns of behavior and interaction in the students' own culture with those of the target language

What students should know:

Vocabulary for members of the immediate and extended families as well as pets

Numbers 0-31

Some pastimes

Self-descriptive adjectives

Expressions of likes and dislikes

Possessive adjectives

Cultureal background for application of French last names

Verbs: to be, to have, to live, to name or to call oneself

Regular verbs (-er) such as *jouer*, *porter*, etc.

Il y a

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Summative Performance-Based Assessment #1

Elements: ML.I.P1B, ML.I.P1C

WE ARE FAMILY!

Student Task:

Eloise is a French exchange student who is attending your school for the entire year. During the day she goes to classes with the daughter of her host family. One night a week, the French teacher has suggested and Eloise has eagerly agreed to spend a few hours in the home of a student in the French class. In the home of the students, Eloise is requested to speak **French only** to aid the English speakers with their French. Tonight is your night!

To impress Eloise with your knowledge of the family, you pull out the group picture that you received at the last family reunion. Rather than frustrate her with telling her about everyone pictured, identify at least 3 members of your immediate family including yourself, as well as 5 members of your extended family with different titles (i.e. aunt or male cousin).

For your immediate family, tell the

~name

~relationship

~age

For each extended family member tell Eloise the

~name

~the relationship to you

~where he/she lives.

Following this, as a courtesy, ask her 3 questions about her family.

Teacher note:

Each student is given a group picture that represents a photo taken at a family gathering. If no authentic photo is available, most textbooks include such photos as well as the internet. You may play the role of Eloise or student may video his *virtual* interaction with Eloise.

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GRADING RUBRIC

- 3 EXCEEDS EXPECTATIONS**
All information requested is given
Pronunciation is seemingly error free
Few grammar errors occur but do not impede comprehension
- 2 MEETS EXPECTATIONS**
Most information requested is given
Any pronunciation errors do not impede comprehension
Some grammar errors occur but do not impede comprehension
- 1 APPROACHES EXPECTATIONS**
Less than half of the requested information is given
Pronunciation errors impede comprehension
Grammar errors may impede comprehension
- U Unsatisfactory**
No comprehensible information is given.

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Summative Performance Based Assessment # 2

Elements: MLI.CCC2A

Pen Pal Wanted!

Student Task:

Marie Fouret is one of the students whose teacher sent a brief biography to your French class to be considered as a pen pal. Read the biography and answer the questions that follow.

~~~~~

Marie Fouret habite à Avignon, dans le sud de la France. Elle a treize ans et elle aime écouter de la musique. Elle a un frère, Jean, et deux soeurs, Sophie et Julie. Jean est le plus âgé. Il a seize ans. Sophie a onze ans et Julie a huit ans. Ils sont très sympas et ils aiment les sports. Jean joue au basket et Sophie joue au foot. Marie n'a pas de chat ou de chien.

##### **Pen Pal Wanted!**

Answer the following questions in English regarding Marie and her family:

1. How old is Marie? \_\_\_\_\_
2. How many siblings does Marie have? \_\_\_\_\_
3. What is the name of her brother? \_\_\_\_\_
4. Does she have any sisters? \_\_\_\_\_
5. What does Jean like to do? \_\_\_\_\_
6. Where does Marie live? \_\_\_\_\_
7. How many pets does she have? \_\_\_\_\_
8. What are the names of her two younger siblings? \_\_\_\_\_
9. What does her sister like to do? \_\_\_\_\_
10. What is the age of her youngest sister? \_\_\_\_\_

#### **SCORING RUBRIC**

- 3 EXCEEDS EXPECTATIONS**  
Answers 9-10 questions correctly
- 2 MEETS EXPECTATIONS**  
Answers 6-8 questions correctly
- 1 APPROACHES EXPECTATIONS**  
Answers 4-5 questions correctly
- U DOES NOT MEET EXPECTATIONS**  
Answers 0-3 questions correctly

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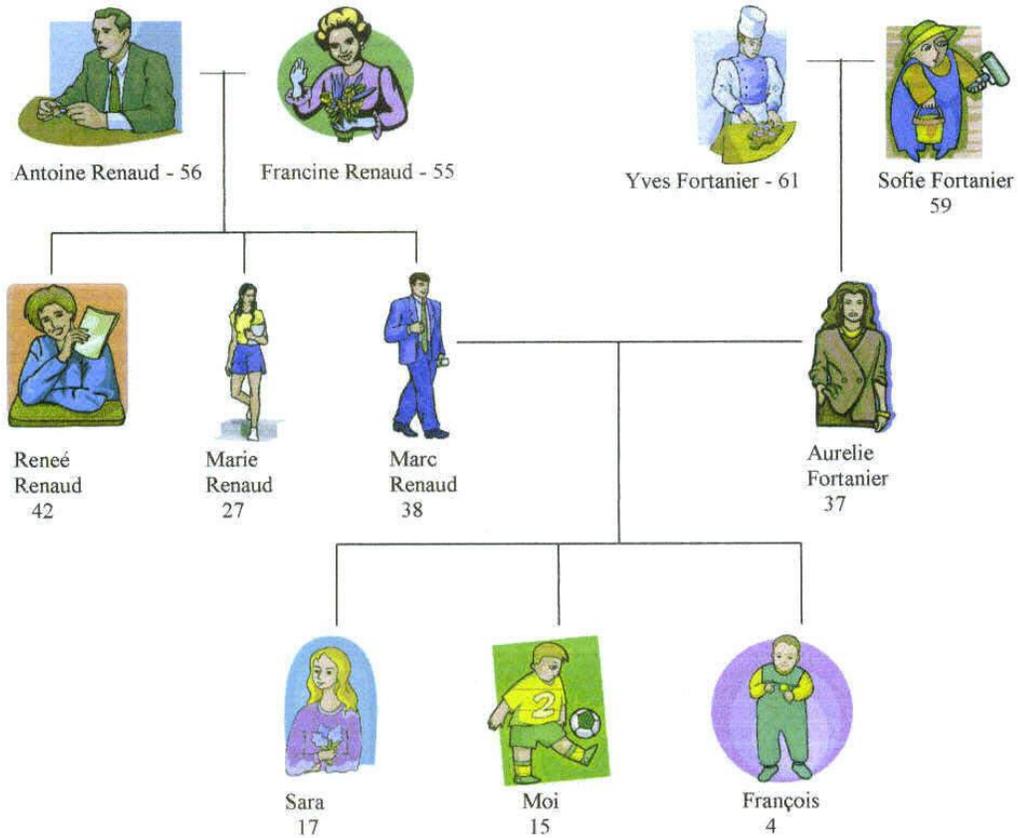
### Summative Performance Based Assessment # 3

Elements: MLI.P1G, MLI.P1B

#### Are You Paying Attention?

**Teacher note:**

Duplicate and give the following handout to the students.



**Student Task:**

As a class assignment, Louis brought in a poster of his family tree. He then tells the class about his family. However, because Louis is one who sometimes checks to see if you are listening to him, he makes some statements that are not true. Based on Louis' family tree, decide if the statements are true or false.

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### Family member description to be read to the students:

1. J'ai quatorze ans.
2. Mon oncle s'appelle Renée.
3. Mon frère s'appelle Marc.
4. Ma grand-mère Fortanier est jeune.
5. J'ai une soeur.
6. J'aime jouer au foot.
7. Ma grand-mère Renaud aime les fleurs.
8. François est ma soeur.
9. Ma tante Marie a vingt-sept ans.
10. Sara est blonde.

### Answers:

1. T
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T

### SCORING RUBRIC

- |          |                                                                     |
|----------|---------------------------------------------------------------------|
| <b>3</b> | <b>EXCEDES EXPECTATIONS</b><br>Answers 9-10 questions correctly     |
| <b>2</b> | <b>MEETS EXPECTATIONS</b><br>Answers 6-8 questions correctly        |
| <b>1</b> | <b>APPROACHES EXPECTATIONS</b><br>Answers 4-5 questions correctly   |
| <b>U</b> | <b>DOES NOT MEET EXPECTATIONS</b><br>Answer 0-3 questions correctly |

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### Summative Performance Based Assessment # 4

Element: MLI.INT1A, MLI.INT1D

#### Just Who's Family Is It?

##### Teacher Note:

The teacher may, in "real time", read the indicated passages or may prefer that another teacher read it and record it or that native speaker, who may be a community member or another faculty member, reads and records it.

##### Student Task

For each number below, you will see two pictures. You will hear a passage that will describe one of the pictures. Listen and then circle the letter of the picture you hear described.

1.

A



B



2.

A



B



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3.

A



B



4.

A



B



5.

A

### Picture Descriptions to be used by the teacher:

1. La grand-mère est très contente, et c'est un moment spécial pour toute la famille. Elle est à une fête avec sa famille. Il y a quelques personnes avec elle. Sur la photo, elle est avec une demoiselle et trois messieurs.
2. Le fils est avec sa mère.
3. Cette famille est contente, et il y a sept personnes. La mère et le père sont à l'avant.
4. La famille Smith est en vacances. Sur la photo, il y a la mère, le père, et leur fille et leur fils.
5. Toute la famille est chez elle, le père, la mère et le fils.

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### Answers:

1. B
2. A
3. B
4. B
5. A

## Interdisciplinary Instructional Tasks

### Interpersonal Communication Tasks

**1. Your mama! (Language Arts)** Students will listen to family member descriptions given by the teacher and determine the family relationship. (Example: La mère de ma mère est ma \_\_\_\_.) Following this example, the students will create a similar descriptions and pair and share with a classmate.

**2. Name that Family Member! (Language Arts)** Students get into pairs while the teacher gets his kitchen timer. Given a 15 second limitation, pairs are to see which team can name the most family member in the time given. Rules are that one team member names the members and the other records. When time is called, the teacher asks for how many were named, checks the team sheet, and bestows points. The game continues until student interest (or teacher endurance) wanes.

**3. Barbara Walters LIVE! (Language Arts, Math)** Students divide into pairs and interview each other for a presentation to the class. Students use the following sets of questions as a guide to the interview. They may add other questions if they like. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.

Comment t'appelles-tu?

What is your name?

Comment s'appelle ton père?

What is your father's name?

As-tu des frères?

Do you have brothers/sisters?

Comment s'appellent-ils

What are their names?

Qui est le plus âgé?

Who is the oldest?

Quel âge as-tu?

How old are you?

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### Interpretive Communicative Tasks

- 1. Family Bingo (Language Arts)** Students will create a BINGO sheet to record family vocabulary of their choosing. Teacher and/or students can call the family members. Play and enjoy the game while encouraging accurate pronunciation of family vocabulary.
- 2. Have you seen my friend? (Language Arts)** On a note card, have students write self-descriptions in the target language. They should include their physical descriptions, family information, likes and dislikes. Collect the cards. Randomly pull from the cards reading the information and asking students to guess the name of the person who wrote the card. After the teacher has done this for a few cards, students can volunteer to read the information to the class.

Example card:

Je suis grand et maigre. Je suis brun. J'ai un frère. Il joue au basket. J'aime nager.

- 3. La Grande Famille (Language Arts)** Using the song "Ma Grande Famille" found on *Sing, Laugh, Dance and Eat Quiche Volume 2* (<http://www.teachersdiscovery.com>) by Barbara MacArthur, students will listen and record the family members identified.
- 4. What do you look like? (Science)** Students bring in photos of family members and list the physical descriptions that they have in common with their actual siblings, parents and/or other members of their family. Students then get into groups of 3-4 to share their findings. The teacher asks for each group to nominate the student who looks the most like another family members and someone from the group provides that information to the class.

### Presentational Communicative Tasks

- 1. My Family for Today- (Art)** Students will do an activity that allows them to form a 6-8 member family. To ensure that the "classroom" families are a "mixed bag"—like real families—the teacher uses little slips of paper (equal number as students in the class) and writes letters from the alphabet on them. For example, there are 32 students in class so the teacher decides she wants 4 groups of 8, so on slips of paper, she might write "F" and then on the other sets of paper, she might write "R", "G", and "A". Once students have drawn their letters from the hat, they get with their "like" letters and their new family is formed. As a group then decides their name (i.e. "R" could equal Renoir or Renaud) and who each person in the family is. On a poster board, the group then creates a family tree (the purpose is for the information - not the artistic quality). Also, each family member writes his/her complete name and age on a note card with a marker. Afterwards, he/she hole-punches the corners of the note card and uses yarn to wear his/her new ID around the neck.

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**2. Parade of families (P.E.)** As a follow-up to the above activity, each family presents itself to the class in the following way: the family tree is displayed in the front of the room for the class to see; then, each family member introduces himself to the class stating who he is and his relationship to at least two other family members (example: *Je m'appelle François, le fils de Marc et le frère de Sophie.*)

**3. My family Scrapbook (Language Arts, Art)** Students will design and create a family scrapbook of 6-8 pages with visuals on each page. The first page will have a family shield created by the student (see this web address for suggested format: [www.mitzvahchic.com/images/family\\_flag\\_shield.doc](http://www.mitzvahchic.com/images/family_flag_shield.doc)). The scrapbook entry pages will be in the target language and include the full name of the family member, the relationship to the student, and 3 to 4 statements about the family member (physical characteristics, likes/dislikes, etc.)

**4. Cinquain (Language Arts)** After the teacher has explained and demonstrated how to create a cinquain (a 5 line poem), the students will interview a friend/family member, record the information and create a cinquain about their friend/family member. (A description of a cinquain poem can be found at this web address: <http://members.optushome.com.au/kazoom/poetry/cinquain.html>).

**5. Acrostic (Language Arts)** After the teacher has explained and demonstrated how to create an acrostic (each letter of the person's name is the letter that begins a descriptive word.), the student will create an acrostic about a friend or family member. (Information about creating acrostic poems can be found at this web address: <http://www.manassas.k12.va.us/round/ClassWeb/Slough/Poetry/acrostic.htm>).

**6. Lost Pet (Language Arts, Technology)** Students are to write a brief description of their pet (dog, cat, hamster, etc.) that was lost in the neighborhood. They may use a pet picture from home or they may use the Internet to get a picture of a "Nibbles" look-a-like and include it in the flyer that they are planning to post around the neighborhood. The flyers could then be posted around the room. Each day, the teacher could "announce" that a pet has been found and provide a description of the pet so that the students could guess the found pet.

## Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are "getting it." In fact, using a variety of assessment activities that address students' multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

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### *Communication in the Interpersonal Mode*

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.

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- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

### *Communication in the Interpretive Mode*

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.

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- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

### *Communication in the Presentational Mode*

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.

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- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

### *Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture*

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.

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- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.