

**Wade Petersen Presents**



# **Dare to Be “Different”**

**Using “Choice Menus” to  
Differentiate in Your Classroom**

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*Creativity speaks volumes.*

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# Differentiation

The new buzzword in the education world is “differentiation.” Teachers are increasingly being asked to provide alternative ways to help students learn. The old concept of “one size fits all” education is gone.

Differentiation provides world language students with choices or options based on their readiness, interests, and learning styles. Differentiation can happen in three areas: **content, process, and product.**

**Content** refers to what students learn and can be differentiated by providing materials at varied ability levels in one classroom. Altering the level of reading materials is a common way to differentiate content. Differentiation of content offers students the chance to start at different places in the curriculum and/or proceed at different paces.

**Process** refers to how students learn and refers to using a variety of activities to meet student learning interests or preferences. Differentiation of process recognizes the many learning styles within any group of students.

**Product** refers to how students demonstrate what they have learned and means that students have some choice in how they will demonstrate what they have learned to the teacher, class, or other audience. This allows expression in students' areas of strength. Giving different assignments to different students increases motivation and results in an interesting variety of work products.



# Choice Menus

Life is about choice. Life inside our classrooms should also involve choice. Students are just like everyone else in that they want to feel like they can make personal decisions about their learning. When hearing the word “menu,” most people naturally think of ordering food in a restaurant. A customer sees a list of choices, and based on his or her personal likes and dislikes, mood, and appetite, makes the decision on what to order. Imagine if you walked into a restaurant and there was only one thing on the menu, and everyone in the restaurant had to eat the same thing. Most of us would never go back to that restaurant. Imagine your students as customers in your classroom “restaurant.”

A menu is simply providing your students with a list of choices for activities they may complete to demonstrate what they have learned. By giving them choice, you promote a sense of independence and provide opportunities for personal challenge and creativity.

Choice menus are great when used with any level of French students, but they can be particularly useful with more advanced students. Your upper-level students will appreciate the fact that you trust them to make choices about their learning. Once you have instilled the love of the your language, people, and culture in your students, they can enrich their learning by building their own learning bridges to connect with their own interests.

## Benefits and Drawbacks to Menus

The most obvious benefit with menus is that your students will feel satisfied in having more control over how they demonstrate their learning. Each student can tap into his or her individualized learning style. For teachers, a great benefit is that student motivation is increased and there can be opportunities to challenge students to a higher level of thinking.

Drawbacks to menus usually come down to two issues: preparation and time. In the busy life of a teacher, having time to prepare multiple avenues for students to demonstrate their learning is very demanding. Yes, it is much easier to develop and assign the same project to the entire class. Time is also a factor in that a teacher may now be grading multiple projects for each student instead of just one. If you make the decision to provide your students with a choice menu, you must also provide more in-class work time for students, depending how you incorporate the menu into your unit.

You might also want to anticipate financial issues with products from menus. Be sure you limit the amount of money that students can spend on constructing any possible products in your menus. Students should not be graded on the amount of materials they buy to enhance their products; limiting the amount of money they spend provides equity among students with different financial resources. This might also encourage your students to get more creative in how they produce their product.



## **Incorporating Menus into your Units**

As a teacher, you must decide how you want to blend the choice menu into your daily curriculum. This may depend on how much exposure or mastery your students have of the given topic before you proceed. One way to introduce a choice menu is at the beginning of a unit before you have even exposed students to specific grammar, vocabulary, or culture. Even though students will not immediately know how to complete the activities, they will have been given a preview or “roadmap” to their eventual success. The teacher then begins progressing through the unit, but provides time to work on menu items along the way. Some of your students may even want to work ahead...great! Teachers may want to do mini-lessons for five to ten minutes at the beginning of class and then turn students loose to: work with the teacher, consult textbooks, conference with other students, or make use of other classroom or technological resources.

## **Allowing Student Free-Choice Options within Menus**

In many of the choice menus that you will see in this unit, there is a “free choice” option. Despite your best brainstorming, students will amaze you with their own ideas for demonstrating their learning (and then you can steal the ideas for future years when you update your menus). You will need to set guidelines for students who want to submit their own ideas for projects. It is helpful to develop one form that you provide to all students when introducing a choice menu. I have provided a sample form in this unit. For that student who always has the look of “Why do we have to do this?”, you are providing the perfect outlet. Ironically, even the biggest complainers do not make the extra effort to think of their own activity...but that has become their decision, not yours.

When any student submits a proposal for his or her own activity, the teacher must evaluate it and decide whether or not to approve the project. Many times, students mistakenly equate a project that takes a lot of time and effort as a project of higher level thinking. A great example is a student who produces a board game that only reviews the vocabulary from the chapter or unit. The board game may be the most beautiful masterpiece with lovely glitter on every area. This does not compare to a higher level project that requires a student to use the vocabulary to communicate, such as preparing a skit in a different language.

## **Evaluating Student Menu Products**

Teachers will be receiving a variety of products from students according to the choice menus; how are they supposed to evaluate totally different products on a fair basis? The best answer to that is to use a generic grading rubric to address a wide variety of items. Develop competency levels for major criteria: content, correctness, and creativity. You may need to provide options for other criteria, depending on the nature of the product, such as for oral presentations.

# Types of Choice Menus:



- Simple List Menu**
- Weighted List Menu**
- Tic-Tac-Toe Menu**
- 20-50-80 Menu**
- Game Show Menu**
- Themed Menu**



nom:

**A LA CARTE**

classe:

les nombres de 0 à 100

**OPTION A:****Speaking/Pronunciation**

Are you struggling with pronouncing your numbers in French? This session is for you! Students will review numbers 0-100 with the teacher (getting specific help on correct pronunciation).

Once you have reviewed together, you and your teacher will have some fun with dice and flashcards to get you to say your numbers more easily (and to think of them more quickly). There may even be some cool prizes if we get competitive with some games!

**OPTION B:****Listening Comprehension**

This option is for students who know their numbers pretty well (mainly when you can see them or write them). You still struggle to comprehend when numbers are said in French (especially by native speakers).



To practice, you will work comprehension with some exercises on tape (including some exercises said by your teacher and others by native speakers). You can stop, rewind, and work at your own pace!

**OPTION C:****Writing/Spelling**

If you can say French numbers but mess up on spelling when writing them, this option is for you.

I have designed several drill exercises on the computer that will help you to practice and to improve your writing. The exercises will first show you a number and give you time to think of the proper spelling. You will then be asked to type the number. If you are correct, you go on, if not, the computer program will show you the correct answer and ask you to try again.

**OPTION D:****Un je-sais-tout (know-it-all)**

According to your quiz results, I can tell that you have already "mastered" the French numbers (speaking, listening, and writing) and are ready for something more challenging!



You will work in a small group with numbers, but using the metric system! You will learn how to convert temperatures from Fahrenheit (U.S.) to Celsius (France). You will also learn how clothing and shoe sizes differ from the U.S. to France with some online shopping at a few French department stores!



# le futur



Now that you have studied how to form the future tense in French, it's time to put your skills to work. Each of the projects below requires you to communicate effectively in French, and all three options carry equal weight as far as grading. There are options for individuals, as well as groups of two or three. Choose the option that works best for you. Challenge yourself and have fun!

Completion Date(s): \_\_\_\_\_



## **au futur (pour deux personnes)**

"Est-ce que je vais rencontrer une femme ?" "Est-ce que je serai riche ?" "Est-ce que je vais être content ?" These are some questions that every person must face. Many say that "time will tell," but what if you can't wait??? Then it's time to talk with a fortune teller!

After having studied the formation of the French future tenses, you will now demonstrate your ability to use verbs correctly in both the *futur simple* and the *futur proche* (*aller* + infinitive). Students will work as partners to create a dialogue where one student is a fortune teller and the other is a curious client (invent a new identity).

Prepare 10 creative questions with responses (using both French future tenses). Incorporate regular and irregular verbs -- impress your teacher! Once you have written the text, check for correct vocabulary and grammar (you will give the script to your teacher for evaluation before performing your skit). Memorize the questions and answers, but feel free to improvise. When you perform, use some costumes and/or props (a cape? a crystal ball?). Begin your skit with some general introductions (greetings / how are you's) and add as any extra "funny" details as you can. *Bonne chance !*



## **un candidat idéal (pour une personne)**

*Que le meilleur gagne!!!* Préparez les discours, commencez la campagne, you are about to se présenter aux élections! *La politique* is important in France, as it is *aux États-Unis*, and citizens take the responsibility of voting very seriously. There always seem to be serious issues at stake; and *un(e) candidat(e)* must convince *les électeurs* that he or she is the best person for the position.

Your French class is about to have its own *élection* to choose *le premier ministre* (your French teacher still has the job of *président(e)!*). Prepare a short campaign speech to try and convince other students that you are *le candidat(e) idéal(e)*. Begin with info on your *formation* (background) including name, age, place of residence, and family.

Then give *déclarations* on **five** major issues (you may make your issues serious or funny). To do this, first explain a problem in one or two sentences; follow this up by making at least two promises using the French future tense for **each** issue ("when I am president, I will/will not..."). You may also change the context to running for president of the student council of your school. You will give your written "campaign speech" to your teacher before you deliver your address.



## **allons à la boum ! (pour trois personnes)**

*On va à la boum !* You've suffered through another week of school and *le weekend* has finally arrived. The best part is that you and your two best friends are having a party. All your *copains* et *copines* will be there! *C'est formidable !*

Students will work in a group of three to prepare a skit. Imagine that the three of you are having lunch in the school cafeteria. You are discussing the school's food or how boring your lives have been lately. One of you comes up with the idea to have a party this weekend! The majority of your skit will be spent in planning: Who will you invite? Who will you not invite? What will you eat? How much money will you spend? What will you wear? Where will you go shopping? What music will you listen to? Where will your parents be? These are just some of the questions to consider as you plan your party. Be sure to use *le futur* as you practice your conversation *en français*. Also, since there are three people in your skit, be sure to evenly divide the conversation.

Your group must incorporate at least 10 future questions and responses into the skit (using a variety of French verbs, regular and irregular). Write out your script in French (which you will give to your teacher before you perform your skit).


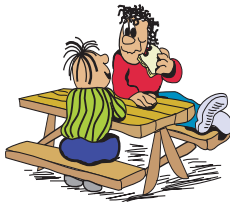





# la famille

After studying the French vocabulary for various members of the family, it's time to put your skills to work. You must choose **one** of the three options below. Each of these tasks requires you to communicate effectively about your family in French (in writing and/or speaking), but each option carries a different weight as far as grading (based on the difficulty of the task). A great job on any task below may add a "+" (plus) to the grade, while a poor job may add a "--" (minus).







Completion Date: \_\_\_\_\_

<p><b>To Earn a Grade of:</b></p> <p><b>A</b></p>	<p><b>une photo de ma famille (family photo)</b></p>  <p>Bring <i>une photo</i> or <i>des photos</i> of your family to class (these may be taken recently or even from years ago). Discuss <b>at least five</b> family members (you must be one of the five). You can use extended family members (grandparents, uncles, cousins) or even a family pet if they appear in the photograph(s).</p> <p>Begin by introducing the whole family (<i>C'est ma famille.</i>); then introduce each family member, giving a name and their relationship to you (<i>mère, père, frère, sœur, etc.</i>). In mentioning each person, use the correct equivalent of "my" (<i>mon/ma/mes</i>). Next, use a variety of adjectives to describe these family members (making sure the adjectives agree in gender); phrase adjective descriptions in <u>both</u> the affirmative and negative (<i>ne...pas</i>). This must be memorized (no notes).</p> <p><i>Modèle: C'est ma soeur. Elle s'appelle Lisa. Elle est intelligente, et elle n'est pas timide.</i></p>
<p><b>To Earn a Grade of:</b></p> <p><b>B</b></p>	<p><b>une réunion de famille au pique-nique (family reunion picnic)</b></p>  <p>You've just found out that you will be going to your first family reunion picnic. You know some of your relatives, but you are a bit nervous since there will be family members there whom you have never met (or you were a baby the last time you saw them). To ease your fears, your mom has given you some descriptions of various family members so you will know who they are.</p> <p>Your job is to make a chart of <b>10</b> family members. For each person, list a name in the first column, their relationship to you in the second column, and then include two distinctive details about their physical appearance in the third column (use adjectives to describe their hair color, height, personality, etc.). You can decide whether to base this on your actual family or whether to make this all up. It might be fun to actually talk with your mom or dad and get them to describe some relatives you don't know!</p>
<p><b>To Earn a Grade of:</b></p> <p><b>C</b></p>	<p><b>l'arbre généalogique (family tree)</b></p>  <p>On a piece of paper, draw a diagram of your family tree (with at least three generations). You do not have to be a great artist for this; just draw heads and be sure to label each head with a name. We all know that families come in all shapes and forms; use what you are comfortable with sharing.</p> <p>On the bottom half of the paper, write <b>10</b> sentences in French to describe the relationships in your family. Use as many French vocabulary words for family members as possible.</p> <p><i>Modèle: Margot est la mère de Nicolas. Louise et Georges sont les parents de Brad et d'Angie.</i></p>

# les verbes réfléchis

After studying the French reflexive verbs, it's time to put your skills to work. You must choose **one** of the three options below. Each of these tasks requires you to communicate effectively about your daily routine (in writing and/or speaking), but each option carries a different weight as far as grading (based on the difficulty of the task). A great job on any task below may add a "+" (plus) to the grade, while a poor job may add a "--" (minus).

Completion Date: \_\_\_\_\_


<p><b>To Earn a Grade of:</b></p> <p><b>A</b></p>	<p><b>Je me fâche ! (writing a creative letter)</b></p> <p>You are a first semester American college student who has spent some time with a French family during a high school trip to France. You are continuing to stay in touch with your French sister/brother by writing letters. You have just received a letter describing his or her first week at the university. Now it is your turn to respond by telling about (inventing) your college experience. Begin your letter by mentioning a special memory of your French family stay (make one up).</p> <p>The majority of the letter will be spent complaining about how opposite you are from your college roommate. Discuss differences in daily schedules and personal grooming habits. To do this, you will use a variety of reflexive verbs (use at least 10 reflexive verbs from those we have studied in class). You must also demonstrate that you can conjugate reflexive verbs correctly in a variety of verb tenses. Most of your verbs will be in the present tense. You must use at least two reflexive verbs in the past tense (<i>passé composé</i> or <i>imparfait</i>) and at least two reflexive verbs in the future tense (<i>futur proche</i> or <i>future simple</i>). Use correct letter format by including an appropriate salutation and closing. Be as creative as you can with the content of the letter.</p> 																		
<p><b>To Earn a Grade of:</b></p> <p><b>B</b></p>	<p><b>Je me prépare ! (describing your daily routine)</b></p> <p>Your task is to describe for your teacher, <i>en français</i>, your average day. Begin from the time you wake up until the time you go to bed. To accomplish this, you should use as many reflexive French verbs as possible (<i>Je me réveille</i>). You will also need to include times when many of these activities occur (<i>Je me réveille à sept heures du matin</i>). You must also include descriptive adverbs that further reveal your habits (<i>D'habitude, je me réveille à sept heures du matin</i>).</p> <p>Following is a list of verbs (most are reflexive) to include in your description:</p> <table border="0"> <tr> <td></td> <td><i>se réveiller</i></td> <td><i>prendre une douche</i></td> <td><i>se brosser</i></td> <td><i>s'habiller</i></td> <td><i>se coucher</i></td> </tr> <tr> <td></td> <td><i>se lever</i></td> <td><i>prendre un bain</i></td> <td><i>se raser</i></td> <td><i>se déshabiller</i></td> <td><i>s'endormir</i></td> </tr> <tr> <td></td> <td><i>se laver</i></td> <td><i>se peigner</i></td> <td><i>se maquiller</i></td> <td><i>s'amuser</i></td> <td></td> </tr> </table> <p>When you discuss times, be sure to include <i>du matin</i>, <i>de l'après-midi</i>, or <i>du soir</i>. Possible adverbs include: <i>d'habitude, souvent, quelquefois, rarement</i>, and/or <i>toujours</i>.</p> 		<i>se réveiller</i>	<i>prendre une douche</i>	<i>se brosser</i>	<i>s'habiller</i>	<i>se coucher</i>		<i>se lever</i>	<i>prendre un bain</i>	<i>se raser</i>	<i>se déshabiller</i>	<i>s'endormir</i>		<i>se laver</i>	<i>se peigner</i>	<i>se maquiller</i>	<i>s'amuser</i>	
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<p><b>To Earn a Grade of:</b></p> <p><b>C</b></p>	<p><b>un job de baby-sitting (instructions chart)</b></p> <p>You are looking for a way to earn some money; luckily, your next door neighbors have hired you for the summer to take care of their two small children while they are at work. The children have different schedules since one child is three years old and the other is seven years old. You sat down with their parents to schedule their daily routines and activities and now must make a poster (chart) to remember the activities and times for both children.</p> <p>Make a chart that has a separate column for each child. Along the lefthand side, list <b>ten</b> daily routine items (that would require reflexive verbs) and then write one sentence for each child that tells what time that task applies to each child.</p> <p>For example:</p> <table border="0"> <tr> <td><u>verbe:</u></td> <td><u>Chris (3 ans):</u></td> <td><u>Abby (7 ans):</u></td> </tr> <tr> <td><i>se réveiller</i></td> <td><i>Chris se réveille à 8h30.</i></td> <td><i>Abby se réveille à 9h00.</i></td> </tr> </table> 	<u>verbe:</u>	<u>Chris (3 ans):</u>	<u>Abby (7 ans):</u>	<i>se réveiller</i>	<i>Chris se réveille à 8h30.</i>	<i>Abby se réveille à 9h00.</i>												
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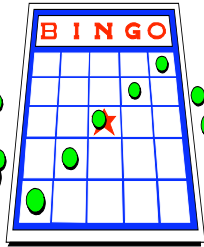
# les vêtements



You have just learned the basic vocabulary for French clothing items. It is time for you to demonstrate not only your knowledge and pronunciation of these terms, but to use them in practical, cultural, and creative ways. In the Tic-Tac-Toe menu below, you will have options for how you can demonstrate your proficiency of French clothing. Consider the choices and your personal interests. You must pick **three** activities to complete (across, down, or diagonally) forming any Tic-Tac-Toe. Your teacher will give you the deadlines for completing these activities.

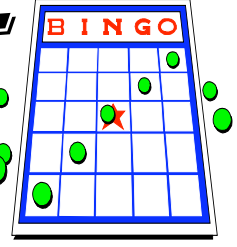


<p style="text-align: center;"><b>Writing</b></p> <p>Write a paragraph about shopping for new clothes for your first day of school. Your paragraph should contain at least 10 sentences with at least 15 new vocabulary words. Be sure you narrate a story and not just write a list.</p>	<p style="text-align: center;"><b>Catalog</b></p> <p>Grab an advertisement section for a department store. Create your own "look" for a woman, a man, and a child by cutting out and piecing together clothing vocabulary. Label at least 20 vocabulary words among the three outfits and include prices.</p>	<p style="text-align: center;"><b>Fashion Show</b></p> <p>With a group of three, plan and present a Paris fashion show (include some cool music too). Each person must "walk the runway" and then describe his or her outfit (including the type of clothing, sizes, colors, and prices). Be a diva!!!</p>
<p style="text-align: center;"><b>Flashcards</b></p> <p>Using index cards, make a complete set of flashcards for the clothing vocabulary we have studied. On one side, place a picture of the clothing item (from a magazine or clipart) and on the other, give the correct word and article in French.</p>	<p><b><i>Faites votre choix!</i></b> (Student Choice)</p>  <p>Fill out a proposal form to get approval from your <i>prof de français</i>.</p>	<p style="text-align: center;"><b>Puzzled</b></p> <p>Create your own review puzzle using at least 15 to 20 French clothing vocabulary items. The puzzle could be a wordfind, crossword, word jumble, or set of anagrams. Be sure to provide a set of clues and an answer key to solve your puzzle.</p>
<p style="text-align: center;"><b>Dialogue</b></p> <p>Find a partner and create a short skit about shopping for clothes in a Paris store. One person is the customer and the other is the salesperson. Each person must have at least 7 lines which incorporate clothing vocabulary, colors, and prices.</p>	<p style="text-align: center;"><b>Paris Online</b></p> <p>See your teacher for a list of online websites for Paris department stores. Print pictures (school appropriate) to make a fashion poster of the newest styles. Label all the clothing items in French (at least 15 to 20).</p>	<p style="text-align: center;"><b>PowerPoint</b></p> <p>Pick a famous French clothing designer (Coco Chanel, Yves St. Laurent, Christian Dior, Pierre Cardin). Using the Internet, research this person's life, fashion style/design. Present your findings in a PowerPoint that contains at least 10 slides</p>



# BINGO TRIVIA HUNT

## LA FRANCE



élève: \_\_\_\_\_ classe \_\_\_\_\_

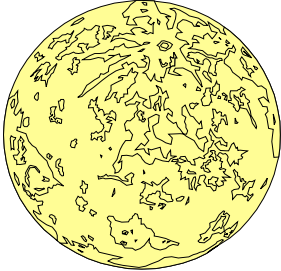
The following is a France trivia assignment. Use the Internet to track down the answers to the following questions. For a C grade, you must get one row of facts correct; for a B grade, you must get two rows of facts correct, for an A grade, you must get three rows of facts correct.

<p>Although the country is known as “France” today, it was actually called something else back in history. What was its original name?</p>	<p>The city of Paris is split by the Seine River that runs through it. What do we call the two halves of Paris on each side of the river?</p>	<p>Iowa was once part of France before the Louisiana Purchase! Which U.S. President purchased this huge chunk of the Midwest from France?</p>	<p>Name at least two French cities that have hosted the Olympics.</p>	<p><i>Le Roi Soleil</i> or “The Sun King” ruled France for 72 years. Which king was this?</p>
<p>What is the most recent year that France has won the World Cup Soccer Tournament?</p>	<p>Name one of France’s major car makers.</p>	<p>Claude Monet, the famous Impressionist painter, had his gardens and lily ponds in what French city?</p>	<p>Who is the only French king to ever have been made a saint by the Catholic Church?</p>	<p>The <i>Mona Lisa</i> is the name of the famous painting in English. It has a different name in French. What is that name?</p>
<p>In what year did France switch from the franc to the euro as its official currency?</p>	<p>What do the words <i>Merovingian</i>, <i>Carolingian</i>, and <i>Valois</i> have in common?</p>		<p>The Eiffel Tower was built for the World Exposition in Paris for what year?</p>	<p>What did the famous French scientist, Marie Curie, discover?</p>
<p>What piece of art is known in French as <i>Le Penseur</i>?</p>	<p>Who is the “Maid of Orléans”?</p>	<p>During what years did the French Revolution take place?</p>	<p>Marie Antoinette had an arranged marriage to the king of France. What country did she come from?</p>	<p>France has always been a pioneer in aviation. Until it stopped flying a couple years ago, what was the name of the famous supersonic French jet that flew transatlantic flights?</p>
<p>Who was the only female Prime Minister of France?</p>	<p>What was the original name of the city of Paris?</p>	<p>Napoléon suffered a great defeat in a Belgian city that shares its name with a city in Iowa. What is this city?</p>	<p>“D-Day” refers to when the Allies landed in Normandy during World War II. What are the names of at least two of the famous beaches where they landed?</p>	<p>In what city will you find the majority of France’s perfume makers?</p>



Differentiated Instruction: 20-50-80 Choice Menu

# Le Petit Prince



You have just finished reading the wonderful story of *Le Petit Prince* by Antoine de Saint-Exupéry. There are many ways to demonstrate your comprehension of the plot, characters, settings, and themes used in this classic tale. In the 20-50-80 menu below, you can make choices based on your own preferences and talents. **You must choose two activities that total 100 points.**

Completion Date(s): \_\_\_\_\_



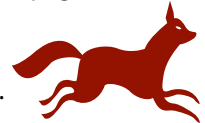
**20**  
points

- Create a **story map/timeline** of *Le Petit Prince*. Unlike the story you read (which is told out of order), your timeline should put events in chronological order (the actual order in which they occurred). Include at least 20 items in your timeline.
- **"Four Facts and One Lie"** - Type a list of five statements (*en français*) about *le Petit Prince* from the story. Four of the statements must be true and one must be false. Do not make the false statement obvious! Include a brief paragraph (*en français*) explaining why the false statement is not correct.



**50**  
points

- Construct a **mobile** of the planets that *le Petit Prince* visited on his way to earth. On each asteroid, indicate the characters that *le Petit Prince* met. Use lots of colors and your imagination!
- Make a set of 10 **trading cards**, highlighting the characters found in the novel *Le Petit Prince*. Use standard index cards to make your trading cards. On one side, each card must have a picture (in color) of a character and that character's name (*en français*). On the other side, list one sentence or quotation (*en français*) from the novel that best illustrates that character (include page numbers for each quotation).
- Be an artist! **Paint, sketch, design, or sculpt** one of the characters from *Le Petit Prince*. Use your imagination and the drawings in the book to help you.
- Design a new **book cover** for *Le Petit Prince*. Use paper that would fit your actual copy of the novel. On the cover, include the author, title, and a creative image. On the front inside flap, include a paragraph in French that summarizes the book. On the back inside flap, include three details about the author. On the back cover, include three of your own editorial comments.



**80**  
points

- *Le Petit Prince* made one more stop on his way to Earth that Saint-Exupéry did not record! **Develop an encounter** between *le Petit Prince* and one inhabitant of this new asteroid. The person that *le Petit Prince* meets represents a stereotype (like *le roi, le vaniteux*) that represents an ironic human trait from which *le Petit Prince* can learn something. Construct a replica of your planet to use as a prop during the presentation (a styrofoam ball creatively painted or decorated). Then develop an oral presentation in French to the class including appropriate background information about the planet and its inhabitant, some limited dialogue between *le Petit Prince* and its inhabitant (use different voices!), and a general summary statement that *le Petit Prince* gives as he takes off for the next planet. Teach your audience some sort of truth about life!
- Compose, edit, and type a **poem** of at least 15 lines (*en français*) from the point of view of the narrator. Imagine he has just returned home and finds himself staring at the stars, thinking of *le Petit Prince* and all his adventures. Incorporate his emotions and key elements from the novel.



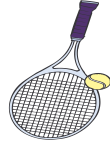


Differentiated Instruction: Game Show Choice Menu

# les sports



You have just learned the basic vocabulary for various French sports. It is time for you to demonstrate not only your knowledge and pronunciation of these terms, but to use them in practical, cultural, and creative ways. In the Game Show menu below, you must choose **at least one** activity from each category (but no more than two). Overall, you must earn 100 points to successfully complete this unit. "Free Choice" proposals must be approved prior to beginning your work (your teacher will determine the appropriate point level). Turn in your projects as you complete them for grading.

Available Points:	Vocabulary	Speaking	Writing	Culture
<b>10 points</b> 	Create a set of at least 13 sports flashcards. Attach a piece of clipart (or hand-drawn image) of the sport on one side (no words) and then write that French sport (with article) on the opposite side.	Describe which sports are played <i>individuellement</i> and which are played <i>en équipes</i> (as teams). Afterward, explain which of these two types of sports you prefer to play (or watch on television) and why.	Pick your favorite sport (to play or watch) and write one paragraph in French that explains why you like this sport so much. Write at least seven sentences (proofread for grammar and spelling).	There are many sports in <i>les Jeux Olympiques</i> . Pick either the summer or winter games; print the Olympic symbols for each sport on one side of a set of flashcards with its French name on the other.
<b>25 points</b> 	It's the beginning of a new school year. Create an eye-catching poster to advertise which sports are available at your school (to recruit new players). Use actual pictures, graphics, and French labels.	It's ESPN's annual ESPY awards! Create 10 mini paper trophies (use the Internet for graphic help) for 10 different sports. Name the BEST player in each sport and give one sentence about him/her in French.	Prepare <i>un sondage français</i> (survey) to give to the other students in your French class. Vote for the best sports, the best athletes, or the best teams. Present the results in graphic form.	Are you a fan of <i>le football</i> (soccer)? Create a two-sided brochure (you may use a computer) that explains the World Cup. Some items may be in English, but find other ways to give info in French.
<b>30 points</b> 	Each sport has specialized vocabulary. Pick two of your favorite sports. Create a mini poster for each that includes at least 15 vocabulary items that one would need to know in order to play that sport.	With a classmate, pick one sport and explain in French how that sport is played. One student explains while the other gives additional commentary. Bring some props for the demonstration.	Create a journal to discuss your successes and struggles with a sport and its practices and/or competitions (real or imaginary). This diary must include at least five entries (paragraphs) in French.	<i>Le Tour de France</i> is cycling's most prestigious race. Create a bulletin board display with at least seven items about this French race. Include one interactive element on the board that engages students.
<b>25 - 50 points</b>	<b>Free Choice</b> (prior approval)	<b>Free Choice</b> (prior approval)	<b>Free Choice</b> (prior approval)	<b>Free Choice</b> (prior approval)

# Bon appétit!

Since you now know the French words for many common foods, it's time to show your ability to use this vocabulary in a variety of ways.

In this menu, you will see that you have three main courses you must complete for your assessment "meal." You must pick **one** activity to complete from **each** course to receive full credit for this unit.

The *hors-d'œuvre* (appetizer) is a great way to warm up your basic skills.

## le menu



### Hors-d'œuvre

- Make a chart (handwritten or typed) with three meal categories (columns): *le petit déjeuner*, *le déjeuner*, *le dîner*. For each meal, list food items or beverages that you would most likely eat or drink. Your total list must have at least 25 items among the three categories.
- Design your own one-page supermarket ad by cutting out pictures of food items from an actual grocery story ad. Tape or glue the pictures (you can also use clipart) to your page and label each food in French. Include at least 15 items on your advertisement. Under each picture, include the price of the item in euros.

### Plats principaux

- Form of group of three students to prepare and perform a skit. Two friends have just met at a sidewalk café in Paris (using French greetings). The friends have a brief conversation until a waiter or waitress greets them and shows them to a table; menus are distributed, and the waiter leaves. Browse the menu and discuss foods you like and/or dislike. The waiter returns shortly to take their orders; the group then waits and chats briefly (typical "teen" talk) while the waiter prepares the orders. The waiter returns with the order, but he/she has made *une erreur* (customers must convey to the waiter what is wrong). One customer asks for *l'addition* (the bill); another asks if *le pourboire* (the tip) is included; another customer pays for the entire meal and waits for change. The friends realize that they are late for afternoon class and must hurry.

- Prepare and present a dialogue. An American student has just arrived in France for a home-stay with a host family. The two of you are curious about each other's culture and discuss what kinds of foods are typical for eating in a restaurant (with a family) and eating with your friends at the mall.



### Desserts

- Find a simple French food to prepare for the class (do not spend a lot of money on this). Prepare samples so that everyone in class can try *un petit morceau*. Be prepared to give a couple details about the background of this food (what part of France is it from? when would it be eaten?)
- Many American students are discovery careers in the culinary arts field; in fact, many students will travel to France during college to train at cooking schools to become chefs. Research local community colleges, colleges, and universities in your area (or state) to see who has a culinary arts program. Download their brochure from the Internet or ask them to send you information. Present the research to the class: what does this program require? do they offer study/training in France? (where?), what are the career options for someone who has a degree in culinary arts?

Differentiated Instruction:  
Themed Choice Menu

# le café



Student Name: \_\_\_\_\_



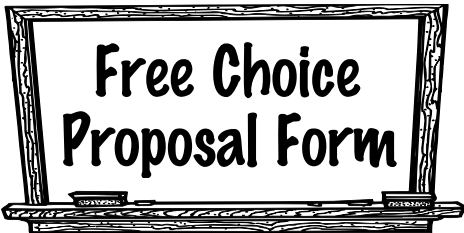
Points Requested: \_\_\_\_\_ Points Approved: \_\_\_\_\_

Teacher Approval: \_\_\_\_\_ Completion Date: \_\_\_\_\_



1. What specific idea do you have for this project? What will the final product look like?  
(use back of this form if more space is needed)

2. What specific criteria should your teacher use to evaluate this project?  
(meeting deadline, content, creativity, grammar, vocabulary, artistic quality, etc.)



Student Name: \_\_\_\_\_



Points Requested: \_\_\_\_\_ Points Approved: \_\_\_\_\_

Teacher Approval: \_\_\_\_\_ Completion Date: \_\_\_\_\_



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