

Grade 8 French

Distance Learning Module 7: Week of: May 18<sup>th</sup> - May 22<sup>nd</sup>

## World Languages      Grade 8 French - *Modified from Unit #4 - Très à la mode*

### Targeted Goals from Stage 1: Desired Results

*How you dress tells a lot about who you are, what you like to do, and where you live. Students will discuss what clothing they wear and why, and what that reflects about them (e.g. Are they athletic? artistic? crafty? etc!). They will compare that to what teens are wearing around the francophone world. As they dig deeper into the purpose/meaning of different articles of clothing, they will explore the cultural differences in how to give and accept compliments. Throughout the unit students will expand their knowledge of verb conjugations both in the past and present and grammatical concepts such as direct object pronouns.*

### Content Knowledge:

- K2: Present & past tense of clothing verbs: porter (to wear/to carry) & mettre (to put on/to wear/to place)
- K3 :Expression for compliments/criticisms [See Stage 3 for list]
- K4: Direct Object Pronouns: le/la/les

### Vocabulary:

- Clothing vocabulary: Basic clothing provided, plus additional items based on student interest

### Skills:

- S2: Conjugating porter & mettre in present & past tenses.
- S3: Complimenting/Criticising others clothing in a culturally appropriate manner.
- S4: Identifying & using Direct Object Pronouns (DOPs).
- S6: Communicating about clothing.

**Expectation:** Week 2 of Unit 4 will focus on complimenting and criticizing clothing. Students will continue to practice clothing vocabulary.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: <ul style="list-style-type: none"> <li>• Mini-lesson 1: DOP (Je l'aime. / Je ne l'aime pas.)</li> <li>• Winter slide: Give opinion of clothes</li> <li>• Play clothing review games</li> </ul>	Google Slide Daily Presentation: Module 6 & 7 daily plans and activities are all located in a Slide document. Each student will have their own copy in which to complete activities.	Completion of Winter Slide opinions.
Tuesday: <ul style="list-style-type: none"> <li>• Spring slide: Give opinion of clothes (Je l'aime. / Je ne l'aime pas.)</li> <li>• (Je les aime. / Je ne les aime pas.)</li> <li>• Play clothing review games</li> <li>• Create &amp; Play I Spy via FlipGrid</li> </ul>	<ul style="list-style-type: none"> <li>• (Slides doc)</li> <li>• FlipGrid post: I Spy Game</li> </ul>	Completion of Spring Slide opinions. Play I spy via FlipGrid.
Wednesday: <ul style="list-style-type: none"> <li>• Mini-lesson 2: DOP (Comment tu le/la/les trouves? Je le/la/les trouves + adj.)</li> <li>• Summer slide: Give opinion of clothes</li> <li>• Play clothing review games</li> </ul>	<ul style="list-style-type: none"> <li>• (Slides doc)</li> </ul>	Completion of Summer Slide opinions.
Thursday: <ul style="list-style-type: none"> <li>• Mini-lesson 2: DOP</li> <li>• Fall slide: Give opinion of clothes (Comment tu le/la/les trouves? Je le/la/les trouves + adj.)</li> <li>• Play clothing review games</li> </ul>	<ul style="list-style-type: none"> <li>• (Slides doc)</li> </ul>	Completion of Fall Slide opinions.
Friday: <ul style="list-style-type: none"> <li>• Humans of Paris: silent discussion</li> </ul>	<ul style="list-style-type: none"> <li>• (Slides doc)</li> </ul>	Participation in Silent Discussion.

**Week criteria for success** (attach student checklists or rubrics): Students will get instant feedback from Google Form comprehension checks. Daily checklists are embedded into the Slides doc.

**Supportive resources and tutorials for the week** (plans for re-teaching):