

Teachers Network
PROJECT GRANT
Curriculum Packet Outline

Bistro ELD
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I. Project Description

“The Bistro ELD” was created to familiarize and make ELD students confident with being able to order food and socialize in varied social situations involving food. The goal of the unit is to help each student gain confidence to order food for themselves and their families, by familiarizing them with common dialogue types that are normal when ordering food from different places: from phone orders to ordering food in person.

II. Outline

1. Vocabulary Development.
2. Mock-ordering food
3. Mock-table conversations.
4. Teacher sets up a restaurant to have students call to place a live order.
5. Ordering Day-students order food from a restaurant in English.
6. Culminating Experience-Bistro ELD

III. Lessons

There are six lessons in “The Bistro ELD.” **Lesson one** deals with the vocabulary. There are four vocabulary lists: 1. Food-using any picture dictionary that has the food you’re going to be ordering (this can be anything from a kids picture dictionary to a menu even). Vocabulary lists 2 and 3 are Dialogue Sheets-These sheets will have normal sample dialogues for calling for food and ordering a meal from a pizza restaurant or a Mexican Restaurant (in English). The 4th vocabulary list is a list of Table Conversations scripts/typical dialogue.

Lesson two deals with *mock-ordering the food*, in class. It takes a couple days, and during this lesson, students will read over a normal/generic script of most questions generally asked by someone over the phone at a restaurant taking your order. Students will practice the scripts verbatim with their teacher and with other students the first day, and then on the second day, the teacher will throw in some variations to the conversation, and work with students recognizing key items in the conversation that are similar and different to the script, to expand their understanding of the ordering process.

Lesson 3 deals with *mock-table conversations*. Like in lesson 2, the teacher will have a normal/generic script for the students to practice, and then the teacher will work on variations of that script to enhance student understanding of social speaking variations.

Lesson 4 is really only done by the teacher. On this day, the teacher will call a particular restaurant that he/she wants the students to order from, and he/she will set up an available time to the restaurant to be able to take 20 or more phone calls.

Lesson 5 is ordering day, which is generally best if done one day prior to lesson 6, which is the administrator's luncheon. In lesson 5, each student in class will call and make their own order. This is a very fun and apprehensive day for students, watching each other call, one by one, to order food in a fast paced conversation over the phone.

Lesson 6 is the *culminating experience*, when the food shows up, it is set up in the room. Administrators are welcomed to the room (note, if you don't have enough administrators, other teachers, or parents, can participate), students seat them and bring them their meals, and then the administrators and students pair up and partake in an semi-structured conversation based on the "Table Conversations" script.

IV. Notes/Tips for Teachers

Teachers can use my scripts as models, or verbatim. Either way, the scripts created can be used as a base model for how to structure normal, Everyday, English conversations when ordering food, and when having a meal with others.

- a. Grades levels 5-12 are recommended. ELD 1 and on.
- b. The Standards for English Language Development (ELD) are broken into five categories from Beginning Level to the Advanced Level. I use "The Bistro ELD" for the first three levels, ELD1-ELD3. Here is an array of standards categorized in their different ELD levels.

Beginning Level-ELD 1

Listening and Speaking-Comprehension Grades

*Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

*Ask and answer questions by using simple sentences or phrases.

Reading (When reading off of scripts and dialogue sheets)

*Recognize and produce the English phonemes that are *like* the phonemes students hear and produce in their primary language.

* Recognize and produce the English phonemes that are *unlike* the phonemes students hear and produce in their primary language.

*Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).

*Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom, objects). *Speaking on the phone and with admin.*

Early Intermediate Level-ELD 2

Listening and Speaking-Comprehension Grades

*Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he or she*).

*Ask and answer questions by using phrases or simple sentences

*Restate and execute multiple-step oral directions/[questions].

*Use expanded vocabulary and descriptive words in oral responses

Reading (When reading off of scripts and dialogue sheets)

*Read simple vocabulary, phrases, and sentences independently

*Use expanded vocabulary and descriptive words in oral responses

*Demonstrate internalization of English grammar usage, and word choice by recognizing and correcting some errors when speaking aloud and reading.

*Use appropriate connectors (e.g., first, then, after that, finally) to sequence thoughts. *For reading scripts and speaking order meals and when speaking to admin.*

Intermediate-ELD 3

Listening and Speaking-Comprehension Grades

*Respond to messages by asking simple questions or by briefly restating the message.

*Listen attentively...to information and identify important details and concepts by using both verbal and non-verbal responses.

*Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g. third-person singular, male and female pronouns).

*Participate in social conversation with peers and adults on familiar topics by asking and answering questions and soliciting information

Reading

What students have learned from “The Bistro ELD” in the past, more than anything, is a confidence in themselves to speak English. They learn that even though they may not have a native tongue, they are capable of ordering food and communicating with others to get their point across with just a little training. The result of using “The Bistro ELD” in multiple successive years for students moving from ELD 1 all the way to ELD 3 has spoken volumes: as a teacher, I see their progress move across the spectrum from only having a few words and phrases to communicate (ELD 1), to (ELD 2 and then ELD 3) where students begin to speak confidently and effectively in the “real world.” For students, they reflect on the difference in their ability to communicate in an English Speaking world from their first year, in ELD 1, to the present in ELD 3. They laugh and shiver when they think back to their first experience ordering food over the phone in America, and show a gained confidence in each successive year knowing how much better their English is becoming. Finally, it’s exciting for administrators to see the growth of their ELD students as they move through the ELD program at the school. ELD

students, really, are just students when they're out in the quad or immersed in a math class; however, these students need extra attention and guidance in class and around campus. By incorporating the Administration directly with the lives of these students, a bond is built, as well as a recognition. The bond, at least at our school that came from the Bistro ELD over the years is something that each ELD student can count on. From needing a schedule change to needing something clarified about what's going on during a major event, the ELD students know who the administrators are and they know that they are people who the ELD students can count on.

V. Bibliography

All materials were created by Shawn Tracht