Lesson #1 Les vêtements

Clothing

Grade: 5 FSL	Duration: 1h	
Specific Learner Outcomes:	**Learning Objective:**	**Assessments:**
Language: Demonstrate an understanding of vocabulary associated with common clothing items and basic accessories.	Students will be able to recognize vocabulary associated with clothing and different weather patterns.	Formative assessment of word families.

Preparation required:

- Print off colour copies of resources A-13, A-14, and A-15 for one third of your class as students will be working in groups of three.
- Print off copies of the resource A-P1-*Les articles* for each student to be used as a post-task for this lesson.

Introduction (5 minutes):
Hook/Attention grabber: Bonjour les amis! Quel temps fait-il aujourd'hui?
Introduction: Can anyone guess what this question means? It means "What is the weather like today?" When you want to say that it is nice out, you would say: "Il fait beau." When you want to say that it is not nice out, you would say "Il ne fait pas beau." How would you answer this question today? We are going to look at some of the specific types of weather in French today. We are also going to learn the clothing items you might wear depending on the weather.

Pre-task (35 minutes):
Mention the types of weather that will be used in this lesson: sunny, rainy, snowing, windy. Windy has only been included in the first pre-task for logistical reasons. Ask students if they know the French words for these terms:

- c'est ensoleillé – *it's sunny*
- il pleut – *it's raining*
- il neige – *it's snowing*
- il vente/c'est venteux – *it's windy*

Play a game of four corners, designating each corner with a weather pattern. Students can physically answer a series of questions, by moving to a corner to answer. Some of these have multiple answers. As long as students are making choices, responding in French and justifying their choices when prompted

to by the teacher, then it's okay! Here is a list of questions you could ask students to complete by filling in the blank in French:

- Je joue dans la neige quand _____. (I play in the snow when _____.)
- Je nage dans un lac quand _____. (I swim in a lake when _____.)
- Je saute dans les flaques d'eau quand _____. (I jump in water puddles when _____.)
- Je fais du ski quand _____. (I go skiing when _____.)
- J'aime quand _____. (I like when _____.)
- Je préfère quand _____. (I prefer when _____.)
- Je n'aime pas quand _____. (I don't like when _____.)
- Quel temps fait-il aujourd'hui? (What is the weather like today?)

In small groups, have students cut out a variety of clothing words and clothing pictures (resource A-14). Have them place all of the cards face down. They may choose to put all of the bigger picture cards to one side and all of the smaller word cards to the other side. They may also choose to mix them all up. Students will play a game of Memory to familiarize themselves with the vocabulary. One at a time, a student will flip one picture card over and read it. They will then flip one word card over and read it. If the two cards match, they can remove them from the pile. If the cards do not match, they must flip them back over. They should do this until all of the cards are gone.

Hand out a page that is separated into the three weather patterns (resource A-13). Ask students to sort out their word cards (A-14) into their corresponding categories. Once they are done, each group can be asked to share a category and explain their clothing choices, especially if their selection differs from another group's. Explain to students that the three categories they have created are called word families (*les familles do mots*). They can then glue these to their worksheet as this can be used for future reference. The words are:

- un chapeau
- une casquette
- une tuque
- des lunettes de soleil
- un foulard*
- des mitaines*
- un manteau
- une chemise
- des pantalons

- un t-shirt
- des shorts
- des sandales
- des bottes
- une robe
- un pull*
- un maillot de bain
- une jupe
- un imperméable

*Let students know that in France, people often say "une écharpe" to mean *a scarf*. In Canada, it's more common to say "un foulard." Let students know that in France people often say "des moufles" to mean *mittens*. In Canada, it's more common to say "des mitaines." Let students know that in France, people often say "un pull" to mean *a sweater*. In Canada, it is more common to say "un chandail." In fact, many articles of clothing, including various types of footwear, have varying vocabulary depending on the region.

Task (15 minutes):

In their groups, ask students to create their own new word families with these new words for clothing, picking one word that does not fit (*le mot intrus*) and remembering it. Tell them to think of other ways they might categorize the types of clothing. Explain to them that a word family may contain as little as 3 words and that a fourth word could be the odd word out. In this lesson, they have categorized them by weather but there are many other options. You could prompt any groups having difficulties with ideas such as (favourite clothing articles, least favourite clothing articles, clothing you wear below your waist or above your waist, clothing you wear to a particular event, clothing that is more of an accessory than a main piece, etc.). They can fill out the first part of the worksheet A-15. They can then partner up with another group and ask them to pick the word that does not belong in each one of their word families and to justify, in English why that is. The group should write their answers in the space provided. Then each group can indicate what their odd words out were, write them down in the space provided and explain their choice. Each group could be asked to present one of their word families to the class.

Post-task (5 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or brought up in the task. Examples include vocabulary and pronunciation elements.

The post-task is also a great time to have students share their accomplishments from the task. The post-task for this lesson <u>might</u> address the following:

- Each group could be asked to present one of their word families to the class
- Have students work on the post-task worksheet (A-P1) *Les articles*. This is a consciousness raising activity to allow students to become more familiar with the use of articles. They can use the empty box provided at the bottom of the worksheet to write out any articles they noticed. They might also notice that in English, we sometimes drop the use of an article when referring to a plural noun, such as in the sentence "He was wearing glasses." In French, however, the article becomes pluralized, such as in the translation of the previous sentence: "Il portait <u>des</u> lunettes."
- Explain to students that although there is a rule (with many exceptions) for knowing which items are feminine and which items are masculine, it's one rule that even Francophones have a difficult time breaking down as it corresponds to an endless variety of word endings. The best trick when learning new vocabulary in French is to always learn a corresponding article at the same time. Discuss this learning strategy with students.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, remove some of the vocabulary and have groups create word families without including one odd word out. You could also ask the questions in the first pre-task (four corners) in English rather than in French.
- To accommodate this lesson for a higher level, include more vocabulary by having students look up some words. Students could also be asked to create their word families individually.