

Cluster H1 - Christmas Song Translation

Holiday Practices- *Pratique de Noël*

Lesson 1

Class 1

FSL Grades 7-9	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
Grade 7,8,9: <i>Experience</i> - origins of the four holidays and celebrations traditions associated with the four holidays and celebrations <i>Listening Comprehension</i> - understand, in guided situations, by identifying key words or expressions previously taught contained in authentic or adapted oral texts	<ul style="list-style-type: none">• Students will be able to sort vocabulary into categories correctly• Students will be able to identify Christmas practice vocabulary (e.g. food, decorations, traditions) in authentic oral texts	Formative: <ul style="list-style-type: none">• Observe students' categorization of vocabulary• Observe students' listening comprehension skills

Preparation Required:

- Print off Resource H-2.1 (1 for every student)
- Load Resource H-2.1-2
- Load Resource H-2.2-2 or H-2.3-2

- Print off Resource H-2.2-1 or H-2.3-1 (1 for every student)
- Have Christmas related item ready for Mystery Box

Introduction (5 minutes):

In order for students to discover the next topic of the class, students will play a game of “Mystery Box.” Have an opaque box with an item that has to do with Christmas inside. The teacher will then give one hint as to what is inside the box. After having 2-3 students guess based on one hint, give another hint and have 2-3 more students guess again. Each hint should get more specific and easier to guess what the object is inside the box.

Pre-task (40 minutes):

Hand out Resource H-2.1. This will be a word list with Christmas/Holiday practice vocabulary. For assistance with pronunciation resource H-2.1-2 has recordings of all the terms. Have students sort the vocabulary on the list into categories, the teacher can choose the categories but suggested categories are food, symbols, gifts, holidays. After, the students have sorted the words into categories and their lists have been corrected, students will divide into pairs or small groups the students will play memory games with their sorted list. One student will omit a word from a list or add a wrong word to the list. They will then read out this new list to their partner(s). The partner(s) will be responsible for identifying the missing word or wrong word in the new list. Students can play a few rounds of this game.

Load Resource H-2.2-2 or H-2.3-2. Set up the classroom for musical chairs. Follow the instructions for this game on www.tbltfrenchgames.weebly.com, if you are unfamiliar with the set-up or rules. For this game you will use the example recording of someone describing their own holiday practices in French. Tell the students the Christmas/holiday term or category they will be listening for; every time they hear this word or a word in this category they will sit down. *Use the provided transcript (H-2.2-1 or H-2.3-1) for the selection process. The student left standing will be out. The students that are out can be given the transcript of the recording, they are then responsible for circling the words that their classmates must listen for. You can switch up the term or category throughout the game or keep it the same, this is at the teachers discretion. Continue playing this game until you feel the students are comfortable with the new vocabulary.

Class 2

FSL Grades 7-9	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p>Grade 7,8,9:</p> <p><i>Experience</i></p> <ul style="list-style-type: none"> - origins of the four holidays and celebrations traditions associated with the four holidays and celebrations <p><i>Written Production</i></p> <ul style="list-style-type: none"> - Describe in written form, providing some details, resulting in a prepared message expressed in the present, that is comprehensible and accurate <p><i>Listening Comprehension</i></p> <ul style="list-style-type: none"> - understand, in guided situations, the main idea(s) and a few isolated details contained in authentic or adapted oral texts 	<ul style="list-style-type: none"> ● Students will be able to describe their own holiday practices using simple sentences. ● Students will be able to identify four details about a Christmas practice when listening to an oral text. 	<p>Formative:</p> <ul style="list-style-type: none"> ● Observe students' sentences, check for the use of Christmas vocabulary and that the sentences make sense. ● Observe students' ability to pick out details from an oral text.

Preparation Required:

- Print off Resource H-2.4 (1 for every student) *At teacher's discretion
- Load Resource H-2.2-2 or H-2.3-2

- Print off Resource H-2.10 (1 for every student)
- Print off Resource H-2.2-1 (1 for every student)
- Print off Resource H-2.3-1 (1 for every student)

Introduction (5 minutes):

Begin by playing one round of “Musical Chairs” as a review for the vocabulary learned last class. As teacher you can choose to use the recording that was used in the previous class or you can use the other recording that was not used.

Task (30 minutes):

Students will write a few brief sentences that describe their family Christmas/holiday practices. Students can use resource H-2.10 to write out their family Christmas/holiday practice, on the top of the sheet is a spot for the students to draw a picture of their holiday practice. The students can use the new vocabulary that they learnt in the previous lesson or they can use resources (i.e., a dictionary) to find other words in French to describe their Christmas/holiday practice. The number of sentences isn't set but students should talk about what holiday they celebrate, what they eat, if they give gifts and any decorations/symbols that are present for their holiday. They can model their own holiday practice description from the example in the previous class. Give students resource H-2.2-1 and H-2.3.-1, this is an example that their own practice can be modeled after.

After the students have finished writing their holiday practice in French, they will share that practice with one other student. In pairs, the students will read out their holiday practices to one another. The description can be read twice or as many times as needed depending on students' level of French. The other partner will be responsible for identifying four ideas about their partner's holiday practice. The points they can note down are interesting facts, similarities or differences. Students can follow the model/template (H-2.4) to note down the four ideas but it is not necessary. The format of how they note down the four ideas about their partners practice is up to the teacher's discretion.

Post-Task (10 minutes):

Use this time to have students share two ideas about their classmate's Christmas traditions to the class in French, the points they share can be facts they found interesting, were the same as their own Christmas practices or completely different. The students who are listening will come up with a question they can ask the group that is

presenting. The students can ask the question in English or French but encourage the use of French as much as possible.

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

Differentiation/Accommodation:

- To accommodate for lower level students, use template H-2.4 when comparing responses to that of their peers.
- For higher level students push them to use new vocabulary and add in more description about their holiday practices. As well, they can compare the practices of more than one person to their own work.