

## Cluster 2H - Christmas Songs and Practices

Rhyming and Creating a Christmas Verse - *Rimes et création d'un couplet de Noël*

### Lesson 3

FSL Grades 7-9	Duration: 45 minutes	
<b>Specific Learning Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p><b>Grade 7,8,9:</b> <i>Experience</i> origins of the four holidays and celebrations traditions associated with the four holidays and celebrations</p>	<ul style="list-style-type: none"> <li>● Students will be able to identify the rhyming scheme of the song</li> <li>● Students will be able to employ their knowledge of rhyme and rhythm to create an additional verse for the song “Deck the Halls” in French</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Observe students’ uses of French resources</li> <li>● Observe students’ word choice to ensure understanding of French vocabulary.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Assess the completion of the task</li> </ul>

#### Preparation Required:

- Load Resource H-2.6
- Load or Print off Resource H-2.7-3 (Exemplar)
- Print off Resource H-2.7-1 \*See differentiation/accommodation
- Print off Resource H-2.7-2 \*See differentiation/accommodation

#### Introduction (5 minutes):

Have students listen to the song “Deck the Halls” (H-2.6) and march around the room (this is to help them feel the rhythm of the song).

**Pre-task (15 minutes):**

Part One: Students will need to count the syllables present in each line (aside from the *Falalalalala* line). It is important to maintain the syllable count in each line (as a pattern) because this is what creates the rhythm of the song. This only needs to be done for the first verse as this is a repetitive song and maintains the pattern for the whole duration of the song.

Part Two: Have students look at the lyric sheet and see if they can find a rhyming pattern (H-2.6-2). If this is a challenge (as some words do not look like they rhyme but do) have them listen to the song as they look at the lyric sheet. Have students circle the set of words that rhyme in one colour so they are easily distinguishable.

Part Three: Introduce students to rhyming dictionaries

<https://drime.a3nm.net/>

<https://www.dicodesrimes.com/>

<https://rimessolides.com/>

<https://www.rimador.net/index-fr.php?wlang=fr> (This site only uses the ending of the word for rhyming).

These are some examples of French rhyming dictionaries that students can use online. For these dictionaries the students type in the word they would like to rhyme a word with. In many cases they may need to use a dictionary to look up the meaning of the words to ensure they are choosing a term that makes sense. This would be a good opportunity to show the class how to find words that rhyme using the dictionary. As a teacher you could try to write two verses that rhyme for students to be able to understand the process that they will need to undertake in the task. Show students Resource H-2.7-3 (this is an example of a verse that could be written to continue the song). You could use the words in the example to help demonstrate how rhyming dictionaries work.

**Task (20 minutes):**

Students will write a verse to continue the song “Deck the Halls.” This will consist of four lines (since every other line will be *falalalala*). Each normal line should have 8 syllables and follow the rhyming scheme aabb, just as the other verses, as was discovered in the pre-task. This can be done in partners or as individuals. Look at the Differentiation/Accommodation section for ways to adapt this task for three different levels of students.

**Post-task (5 minutes):**

Have students share their work with each other and provide constructive feedback.

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:**

- For low level students, have them complete resource H-2.7-1. Students will need to find two words that rhyme with the prior line and makes sense with the partially written line.
- For moderate level students, have them complete resource H-2.7-2. Students will need to write only two lines to complete a partially written verse. Each line will be the second half of the aabb rhyming scheme.
- For high level students, have them write their own complete verse, following the rhyming scheme and syllable count.