

Lesson 3 - Le Hockey en Alberta

Hockey in Alberta

Grade: 6 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Develop and use comprehension strategies to facilitate the understanding of an oral or written message: <ul style="list-style-type: none">- represent meaning by using mental images, illustrations or graphic representations- collaborate with others to build confidence and exchange information	Students will be able to describe a series of jerseys according to their emblem and the color used to illustrate the emblem. Students will be able to decipher the name of another group's jersey.	Formative or summative assessment of descriptions of various jerseys.

Preparation required:

- Print off resource B-4 (1 for every 4 students). Optional - you may want to cut the spinners out of *acrylic see-through paper* and pin them to the center of the four wheels. You may also give the materials to students to assemble. Discuss pin safety if you do.
- Have resource B-5 downloaded, opened, and ready to be shown on a projector.
- Print off resource B-6 (5 - 1 for you the teacher, 4 for every wall in the room)
- Print off resource B-7 (1 for every 4 students) or chart paper.
- Print off resource B-8 (1 for every student)

Introduction (5-10 minutes):

Hook/Attention grabber:

- 1) "Who here watches hockey or knows someone who plays hockey?" – "Qui joue le hockey?"
- 2) "What's your favorite team?" – "Quelle est ton équipe préférée?"

Introduction: Teacher explains his/her favorite hockey team. For example,

"Mon équipe préférée est les Flammes de Calgary. J'aime cette équipe pour son jersey. Il est a un 'C' en feu." – "My favorite team is the Calgary Flames. I like this team for its jersey. It has a flaming 'C.'"

Prompt students to begin to think about the topic using the following questions (ensure that key vocabulary is stressed through the tone utilized to aid comprehension):

- 1) “Est-ce que c’est **les jerseys** qui l’équipe favorable pour toi?” - “Is it because of the jerseys the team wears that it is your favorite team?”
- 2) “Est-ce que c’est le nom ou **le symbole** de l’équipe qui la favorable pour toi?” - “Is it because of the name or the symbol that you like that team?”

Pre-task (20 minutes):

To do a quick review of colours, animals, and objects, simply ask students questions about their clothes. Example: “Qui porte du vert”(Who is wearing green), “Dis quel animal, [student name] porte sur son T-shirt?”(What animal does [student name] have on their shirt?) - You may need accompanying gestures (further teacher support is included in B-6).

Transition into a mini lesson/game that aims to re-expose students to language they may have struggled with. The game works with multiple groups of 4-5 students. At the SmartBoard/projector, have the selected jerseys up and ready to be displayed one at a time (B-5). The student groups will use B-4, “what is my favorite jersey – roulette”, to describe the jerseys as they are displayed. For example, a blue jersey with a brown hawk is shown. Students use the spinners to find the words needed to describe the jersey. Spinner 1 dictates the jersey color, Spinner 2 dictates the animal (if present), Spinner 3 dictates the object (if present), and Spinner 4 dictates the color of the animal or object. Once a group has this laid out, some form of buzzer can be pressed (optional) and one student from the group can relay their solution to the teacher for verification (un jersey bleu avec un oiseau brun). If correct, they score a point, if not, the next group has a chance to intervene and score. Once the answer is given, a teachable moment may be included to reinforce proper pronunciation. Proceed similarly for all jerseys.

Task (25-30 minutes)

Describe the following scenario:

“Le scénario: Les Flammes de Calgary et les Oilers d’Edmonton ont décidé de combiner leur équipe pour gagner la Coupe Stanley chaque année. Ils discutent la création d’un nouveau jersey, mais ils sont incertains comment la nouvelle équipe de la province.”

“The scenario: Calgary Flames™ and the Edmonton Oilers™ have decided that to win the Stanley Cup™ every year, they should combine their teams. They are now discussing a new team jersey but are unsure how to represent the province’s new team.”

Have students in their same small groups (or pairs - your choice) come up with a new jersey for this team that represents Alberta. Discussions should be had (these should be in French. Granted they may struggle but the importance is that they the use of the vocabulary covered over the last two lessons) on what to illustrate and which colors to incorporate. Their proposed jerseys can be drawn out (B-7 or on chart paper). They will also write the group members’ names on their poster somewhere. When finished, a “gallery walk” can be set up by having students tape their creations to the walls of the classroom for all to see. Next you can hand out B-8 to every student. Their task is to visit three other groups’ jersey. At each jersey they visit students will 1) in French, describe the name of the jersey just as they did during the pre-task (color, object or animal, color of object/animal) and 2) in English, they must

write one sentence as to why they think this jersey represents Alberta. Only after they have the “name” and symbolism of three jerseys can they hand in B-8 to you.

Post-task (5 minutes):

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.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Pronunciation can be addressed if needed
- Students can share their jerseys with the class and discuss their rationales.
- A mini lesson focusing on gender with colors (adding an ‘e’, ‘s’, ‘es’) could be implemented.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, let students use the spinner charts as support in designing a jersey.
- To accommodate this lesson for a higher level, students could add local criteria for which city/town the jerseys belong to. This introduces/exposes students to local names and their French counterparts (pronunciation).