

Cluster 8B - Gala d'Upcycling

Upcycling Gala

Lesson 1

Grade: 8 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<p><i>Listening Comprehension</i></p> <ul style="list-style-type: none">- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts <p><i>Written Production</i></p> <ul style="list-style-type: none">- name, label, list, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message, that is comprehensible and accurate <p><i>Language</i></p> <ul style="list-style-type: none">- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message: vocabulary associated with the fields of experience and their subfields (clothing choices)	<p>Students will be able to identify clothing pieces.</p> <p>Students will be able to correctly locate images of an outfit from an oral description of the piece.</p> <p>Students will be able to write a brief text that demonstrates their preferences of clothing</p>	<p>Formative Assessment: Observations during the pre-task focusing on the identification of clothing pieces.</p> <p>Listening comprehension with 8B-6</p> <p>Written assessment of 8B-7.</p>

Preparation required:

- Load one of the three videos (8B-1, 8B-2, 8B-3) – At the teacher’s discretion
- Print off resource 8B-4 (1 for every two students)
- Print off resource 8B-5 (1 for every student)
- Print off resource 8B-6 (1 for every student)
- Load audio recordings 8B-6.1, 8B-6.2, 8B-6.3, 8B-6.4
- Print off resource 8B-7 (1 for every student, 3 per page)

Introduction (15 minutes):

Hook/Attention grabber: Play one of the three celebrity interviews 8B-1, 8B-2, 8B-3. *“Aujourd’hui, nous allons étudier les vêtements pour décrire ce que les célébrités portent - Today we will be learning about clothing so that we can describe celebrity outfits.”* Have students brainstorm different clothing items that they feel celebrities would wear. The brainstorming can be done in either French or English depending on the students’ comfort level, but French translations should be provided for English terms used.

Pre-task (25 minutes):

Hand out 8B-4 to pairs of students, have students shuffle their cards and arrange the cards into a grid pattern face down. Students will take turns flipping two cards at a time. If the cards match (word to picture), the students must say the word in French to be able to keep the pair; they are then able to flip another two cards. If the cards do not match, the student will flip the cards face down again and it will move to the next student’s turn. The student with the most pairs wins.

Hand out 8B-5, students will go around using 8B-5 to survey their peers. Each student will need to write down the name of at least one student for each category. To write down the name of a classmate for a category they have to assure that the student meets the criteria. For example, if someone was wearing red pants, they would write their name down beside the statement that says “... porte les pantalons rouge. - ... is wearing red pants.”

Task (15 minutes)

Hand out 8B-6 to each student. Load the first audio recording. Students will listen to the audio recording description of a celebrity red-carpet outfit; students will then match the red-carpet outfit on the sheet to the recording number. It is suggested that once all the recordings have been played, replay them all one more time. However, the number of times the recording is played will determine the difficulty of the task and will need to be determined based on the level of your students listening comprehension skills.

Hand out 8B-7 to each student and ask them to write a brief description highlighting which celebrity outfit they preferred from the last activity.

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 be the following:

- Have students share their preference with a partner. This could be done pyramid style and then students could be asked to come to a consensus on the best outfit from the four.

***** It is important to note that the words “Upcycling” and “Downcycling,” which are terms that will be used throughout this unit, are relatively new words in both English and French. As such, there is some dispute on how to correctly translate it. Additionally, sometimes words are not translated at all and are simply said with an accent to incorporate the word into the language. This is called a “loanword.” Because of this, we have decided to keep the original words “Upcycling” and “Downcycling” as they are. *****

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, class discussion can take place in English.
- To accommodate this lesson for a higher level, have students ask each other in French the statements found on 8B-5. “ (Nom), est-ce que tu portes (article de vêtements)? »