

## Cluster 8B- Gala d'Upcycling

### Upcycling Gala

## Lesson 4

Grade: 8 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objective:</b>	<b>Assessments:</b>
<p><i>Oral Production</i></p> <ul style="list-style-type: none"> <li>- name, list, encourage, describe, explain, ask and answer questions, express needs, desires, wishes and preferences, orally, providing some details, in a defined, structured and modelled fashion, with limited spontaneity, resulting in a prepared message expressed in the present, that is comprehensible and accurate</li> </ul> <p><i>Language</i></p> <ul style="list-style-type: none"> <li>- use, with some consistency, in oral and written form; present tense of regular and irregular <i>-er, -ir, -re</i> verbs with all personal subject pronouns in affirmative and negative sentences</li> </ul>	<p>Students will be able to list their preferences of objects and activities.</p> <p>Students will be able to ask their peers closed-ended and open-ended questions about their preferences.</p> <p>Students will be able to articulate a plan for a party based on a synthesis of peer responses.</p>	<p>Formative assessment of survey completion and plan for party.</p>

### Preparation required:

- Print off resource 8B-15.1 (1 for every 5 students) – 8B-15.2 is to accommodate for higher level learners
- Print off resource 8B-16 (1 for every 5 students)
- Print off resource 8B-17 (1 for every 2 students- cut in half)
- Print off resource 8B-18.1 (1 for every 2 students – cut in half)- 8B-18.2 is to accommodate for higher level learners

**Introduction (5 minutes):**

Hook/Attention grabber: “*Bonjour! Qui aime les fêtes? Qu’est-ce que tu aimes faire à une fête?*” Tell the students they are going to plan a party in class today. Take responses from a few participants. Highlight that in order to plan an effective party, we must take into consideration the likes and preferences of those attending. In the lesson today, they are going to obtain information about their peers’ preferences in order to plan a party.

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

Ask participants what kinds of things need to be considered when planning for a party (e.g., activities, food, music and gift bag treats). Ask them to brainstorm a list of potential party themes. If participants are not able to provide responses in French, encourage their peers to translate the English words into French and write them on the board. Create lists for food, activities, music, and gift bag treats as well.

Below is an example list of party-specific vocabulary that can be found in the accompanying resources but that can, of course, be modified to fit the needs and preferences of students:

Option A	Option B
<p><u>les thèmes :</u> les soirées meurtre et mystère – <i>murder mysteries</i> les cirques et les clowns – <i>circuses and clowns</i> les soirées pyjamas – <i>pyjama parties</i> les défilés de mode – <i>fashion shows</i> les pirates et trésors - <i>pirates and treasure</i></p> <p><u>la nourriture :</u> les hot-dogs la pizza au fromage – <i>cheese pizza</i> les légumes – <i>vegetables</i> les hamburgers les pépites de poulet – <i>chicken nuggets</i></p> <p><u>les activités :</u> le bowling la natation – <i>swimming</i> les bricolages – <i>crafts</i> les chasses au trésor – <i>treasure hunts</i> jouer à des jeux – <i>to play games</i></p> <p><u>la musique :</u> la musique classique la musique country la musique rap la musique techno la musique pop</p>	<p><u>les thèmes :</u> les soirées meurtre et mystère – <i>murder mysteries</i> les cirques et les clowns – <i>circuses and clowns</i> les soirées pyjamas – <i>pyjama parties</i> les défilés de mode – <i>fashion shows</i> les pirates et trésors - <i>pirates and treasure</i></p> <p><u>la nourriture :</u> manger les hot-dogs manger la pizza au fromage – <i>cheese pizza</i> manger les légumes – <i>vegetables</i> manger les hamburgers manger les pépites de poulet – <i>chicken nuggets</i></p> <p><u>les activités :</u> jouer au bowling – <i>go bowling</i> aller nager – <i>go swimming</i> faire les bricolages – <i>crafts</i> les chasses au trésor – <i>treasure hunts</i> jouer à des jeux – <i>to play games</i></p> <p><u>la musique :</u> écouter la musique classique écouter la musique country écouter la musique rap écouter la musique techno écouter la musique pop</p>

<u>sac à surprises :</u> les ours en peluche – <i>teddy bears</i> les livres les bonbons les billes - <i>marbles</i> les autocollants - <i>stickers</i>	<u>sac à surprises :</u> recevoir des ours en peluche – <i>teddy bears</i> recevoir des livres recevoir des bonbons recevoir des billes - <i>marbles</i> recevoir des autocollants - <i>stickers</i>
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In order to start planning the party, students need to pose questions to their peers. Ask the students to identify different ways of asking questions in French in relation to a person's likes or preferences and write them on the board. For example:

- « Est-ce que tu aimes \_\_\_\_\_ ? »  
« Aimes-tu \_\_\_\_\_ ? »  
« Qu'est-ce que tu préfères? » (What do you prefer?)

Then, ask participants how they could respond to those questions? For example:

- « Oui, j'aime \_\_\_\_\_. » (Yes, I like \_\_\_\_\_.)  
« Non, je n'aime pas \_\_\_\_\_. » (No, I do not like \_\_\_\_\_.)  
« Je préfère \_\_\_\_\_. » (I prefer \_\_\_\_\_.)

Write the answer structures on the board. This is a good time for students to ask the teacher a few questions. Answer student questions by pointing to and using the answer structure on the board. Once this is done, let students work with an elbow buddy for a few minutes to practice asking AND answering questions in complete sentences. Circulate during this time to formatively assess students and give support where needed. Encourage students to use some of the vocabulary on the board, as this is what will be utilized during the task.

Before moving on to the task, hand out a copy of the support resource 8B-17. Let students look at it and then ask two students to model the first dialogue. This will give them a tool to refer to when asking and answering questions during the task.

### **Task (30 minutes)**

Find out what your classmates have in common to plan the best party ever! Students should be grouped in groups of five. This means that each student from a group will be asked to complete one of five portions of the survey (theme, food, activity, music or gift bags). Explain that each group is responsible for collecting enough information to plan a party that is sure to please everyone. This means that each group member will have to survey a maximum of five other peers in the class. They must also ask each student they survey about their preference for their assigned category. For example, the student assigned with foods will ask a peer a total of six questions: five questions about which foods they like and one question about which food they prefer from that category.

Now hand out resource 8B-15.1 or 8B-15.2 to each group. Give students a minute to decide who will complete which portion of the survey. Likewise, the teacher could assign these strategically or randomly. Now explain that if a student responds by saying that they do indeed like a specific item or activity, the student who asked the question will then put an X in the corresponding box. If a student responds by saying that they do not like a specific item or activity, they should leave the box blank. For the preference, the student will write the answer by filling in the blank in the right-hand column under the heading *Qu'est-ce que tu préfères?* Now let students get up and move around to ask any five peers they wish to survey.

\*The teacher will need to circulate and support students as they do this. The teacher could use this as a time to formatively assess students' abilities to engage in the activity as well as utilize French in complete sentences. Once the groups have finished this task, students should be asked to tally up the number of 'X' in each column. The teacher can then ask a group how they think they will pick the best theme, food, activity, music, gift bag items for their party. This will help to get students thinking about how to compile their results.

While students think about this, hand out the resource 8B-16 to each group. They will fill out this resource together. Each category in this resource corresponds with the categories from the survey. Some students may want to include more than one item/activity per category. They can then explain what they want for their party by telling the class or by writing a few sentences at the bottom of the sheet. The sentence starter is:

« À notre fête, on veut... » (At our party, we want...)

An example of what this might look like can be found at the bottom of their support resource 8B-17. As participants listen to the various party ideas, they should identify the one they prefer. Using resource 8B-18.1 or 8B-18.2, each participant will identify the preferred party and provide a reason for their selection using as much French as possible.

**Post-task (10 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:

- The modelling of questions. How to ask questions, different question words and even how to respond to questions. The use of inflection when asking questions.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, the party planning could be done orally as a group or with the support of the teacher.
- To accommodate this lesson for a higher level, students can use resource 8B-15.2, which uses more verbs. As well, resource 8B-18.2 can accommodate for higher level students by not providing sentence starters.