

Cluster 8B- Gala d'Upcycling

Upcycling Gala

Lesson 6

Grade: 8 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<i>Oral Production</i> - name, list, encourage, describe, explain, ask and answer questions, give compliments, 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	Students will be able to ask and respond to simple questions asked in French. Students will be able to summarize information that was presented to them.	Assess the responses to the questions asked: formative/summative.

Preparation required:

- Resource 8B-14
- Resource 8B-19

Note: The gala should be organized according to the party plan that received the most votes during the fourth lesson. Students should be reminded to review their persona prior to class and to bring the upcycled clothing they created.

Introduction (5 minutes):

Hook/Attention grabber: "*Bonjour, tout le monde! C'est le gala aujourd'hui!* - Good morning, everyone! Today is the gala!" Have some students share how the preparation of their outfit went.

Pre-task (15 minutes):

Start a discussion with the class about what they will have to keep in mind while they are at the gala. This can include a review of clothing terms, a review of the persona that they created (resource 8B-14), or a review of question words and the questions they may ask (resource 8B-19).

Task (25 minutes)

Have students change into their upcycled outfits. Remind the students that while they are at the gala they need to try and mingle with as many people as possible. They will also be responsible at the end of the gala to give a summary of one of the people that they met. The summary should include who the person is and what they wore.

Post-task (15 minutes):

Students will take turns giving a brief summary of someone that they met at the party. The summary should include what they wore and what it was composed of.

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:

- Have students review the interrogative.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students can present the summary of their peer in English.
- To accommodate this lesson for a higher level, students can provide the summary of more than one person in French.