

## Lesson 2 – Les vêtements

Qu'est-ce qu'on porte? - What do we wear?

Grade: 5 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Communication: Demonstrate understanding of key words and ideas contained in simple, concrete oral texts by responding with physical actions; by answering in English; by using graphic representations, yes/no statements, simple identification at the word level or global expressions  Language: Demonstrate an understanding of vocabulary associated with common clothing items and basic accessories.	Students will be able to identify vocabulary associated with clothing through auditory means.  Students will be able to describe what their classmates are wearing.	Formative assessment of the listening activity and the Guess Who game.

### **Preparation required:**

- Download the audio files A-29.1 (Track 1) and A-29.2 (Track 2). There are two tracks: The first is the original track and the second is to accommodate for a higher level but the difference between the two tracks is quite minimal. The transcript and English translation of this audio file can be found in the teacher resource A-29 (*Ce qu'il porte, ce qu'elle porte*).
- Print off a copy of the worksheet A-16 for each student.
- Print off a copy of the worksheet A-19 for each student.

### **Introduction (5 minutes):**

Hook/Attention grabber: Bonjour! Quel temps fait-il aujourd'hui? Est-ce qu'il pleut? Est-ce qu'il neige? Est-ce que c'est ensoleillé? Est-ce qu'il vente?

Introduction: In the last class, we learned about clothing articles and the weather. Today we are going to listen to people talking about their clothing choices. We will also be learning how to explain what our classmates are wearing.

### **Pre-task (20 minutes):**

Ask students to name some articles of clothing they learned in the previous class and write them on the board. Prompt students with questions such as:

- « Qu'est-ce que tu portes sur la tête? » (What do you wear on your head?)
- « Qu'est-ce que tu portes sur les pieds? » (What do you wear on your feet?)
- « Qu'est-ce que tu portes sur les jambes? » (What do you wear on your legs?)
- « Qu'est-ce que tu portes sur le corps? » (What do you wear on your body?)
- « Qu'est-ce que tu portes sur les mains? » (What do you wear on your hands?)

Use physical gestures to point to your head, your feet or any part of your body that you are referring to. This is to review body parts at the same time as reviewing clothing items from the previous lesson.

Students should respond in French with:

- « Je porte \_\_\_\_\_. » (I wear \_\_\_\_\_.)
- « On porte \_\_\_\_\_. » (We wear \_\_\_\_\_.)
- « Il/elle porte \_\_\_\_\_. » (He/she wears \_\_\_\_\_.)

Write the three weather patterns on the board for the students to refer to for the following activity:

- il fait soleil\*
- il pleut
- il neige

In Canada, Francophones say « *c'est ensoleillé* », but in France they say « *il fait soleil*. »

Hand out the worksheet A-16. Explain to students that they will listen to the audio recordings of three people explaining the weather and their 3 clothing choices. Let them know that they will be able to listen to the audio recording as many times as needed. Encourage them to listen to the recordings the first time without having to do anything except listen. Tell them that during the second listen they should start to fill out their worksheet. They can choose to start by writing what they hear or by drawing it. After each listening, ask students if they recognized any of the words for clothing items and write them on the board. Likewise, you could provide students with the picture/word cards from the previous lesson (A-14) and place them in groups of three to share this resource. Clarify any new words they have heard but do not know. Students should then work in groups of three to each ask about one character from the recording (weather and clothing). This is a good time to walk around the room and provide support. You should be hearing students ask and say such things as:

- “Quel temps fait-il?”
- “Il fait soleil/il pleut/il neige.”
- “Qu'est-ce que Julie/Albert/Caroline porte?”
- “Julie/Albert/Caroline porte \_\_\_\_\_.”
- “Qu'est-ce qu'il porte?”
- “Il porte \_\_\_\_\_.”
- “Qu'est-ce qu'elle porte?”
- “Elle porte \_\_\_\_\_.”

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

Play a game of Guess Who. Hand out the resource A-19 *Qui suis-je?* Each student must secretly pick two students in the class and write down as many things as they can about what they are wearing today. They could also include the colour and size of these clothing items. Once they are done, place students into groups of two. Partners will each take a turn reading what they have written down. Their partner will listen and try to guess who they are describing. Then have them find a new partner for the second description. You could use music to play a type of musical chairs. Once you stop the music, they can be partnered up with the person closest to them. It is okay if they end up with a person they have described on their sheets. Students must read their descriptions in French and the other student must listen and process this information. Students should be saying/asking:

“Mon amie porte \_\_\_\_.” (My friend is wearing \_\_\_\_.)

“Il/elle porte \_\_\_\_.” (He/she is wearing \_\_\_\_.)

“Est-ce que c’est \_\_\_\_?” (Is it \_\_\_\_?)

“Est-ce \_\_\_\_?” (Is it \_\_\_\_?)

“C’est \_\_\_\_?” (It is \_\_\_\_?)

### **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:

- Ask a few students to read the descriptions of their secret person to see if the rest of the class can guess who it is.
- The conjugation of the verb “*porter*” (to wear). Play a game with the class where students are divided into large groups and must point to who is wearing what clothing items. This could include questions that elicit different responses. For example, if the teacher asks: “Qui porte des shorts?” The group with students wearing shorts would say: “Nous portons des shorts!” and the group not wearing shorts would point to another group and say: “Ils portent des shorts!”

### **Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, play the first track for the audio options.
- To accommodate this lesson for a higher level, play the second track for the audio options.