

## Lesson 3 – Partir en voyage

Going on a trip

Grade: 5 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<p>Communication: Express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models.</p> <p>Language: Demonstrate an understanding of vocabulary associated with common clothing items and basic accessories.</p> <p>Language Learning Strategies: Develop and use comprehension strategies to facilitate the understanding of an oral or written message: -use of visual clues and auditory clues -activate prior knowledge and experiences</p>	<p>Students will be able to identify vocabulary associated with clothing through auditory means.</p> <p>Students will be able to describe what their classmates are wearing through written and oral mediums.</p>	<p>Formative assessment of <i>Je pars en voyage!</i></p> <p>Formative or summative assessment of <i>Qui suis-je?</i> game.</p>

### Preparation required:

- Bring in a suitcase and real clothing items from resource A-14.
- If these clothing items are not available, simply print off enlarged drawings (resource A-17).
- Print off copies of resource A-18 *Faire tes valises* for each group of 3-4 students.
- Print off a copy of resource A-30 *Je pars en voyage!* for each student.
- Have this video of a French man packing his suitcase ready to play:  
<https://www.youtube.com/watch?v=EKwRb6QILSE>
- Look up an image of a large suitcase to put up on the board: <https://pixabay.com/en/luggage-antique-teddy-soft-toy-1650174/>

- Write “Où allons-nous aujourd’hui?” on the board.

**Introduction (10 minutes):**

Hook/Attention grabber: Bonjour! Où allons-nous aujourd’hui? This is how you ask someone where you and they are going today. It means “Where are we going today?”

Introduction: Has anyone ever been on a trip before? This can include a simple and fun day trip to the lake for example. Where have you been? What did you take with you? Today we are going to be packing our bags for a trip! As an option, let students watch this 2-minute video of a French man explaining how he packs his suitcase: <https://www.youtube.com/watch?v=EKwRb6QILSE>

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

Place a suitcase at the front (or center) of the classroom. Fill it with the clothing items students have been learning. You may want to bring more than one of each clothing item if you have a large class. Split students into groups of 3 or 4. Hand each group the resource A-18 *Faire tes valises*. Students will have to complete this list with 10 clothing articles they will need for a specific type of trip. In their groups, they will be given a few minutes to decide which items they will need. They can start to fill out their sheet from memory but it is not necessary that they fill out all the blanks at this time. The teacher will then say “faites vos valises!” (pack your bags) and this should indicate that they are off to the races! The first group to have all the necessary items on their desk as well as all the items written in French on their worksheet wins the first round. Explain to students that only one member of a group should be grabbing an item from the communal suitcase at a time. The members must work as a team to complete the list with the correct vocabulary while ushering one team member to the suitcase for a particular item. Students must also say the word aloud once they have the item in their hand. In this first round, they will be going to the beach. In the second round, they will be doing to a winter festival such as *Le Festival des Sucres*.

Tu vas à la plage! (You are going to the beach!)

Tu as besoin de/d’ \_\_\_\_\_ . (You will need \_\_\_\_\_.)

Tu as besoin de/d’ \_\_\_\_\_ . (You will need \_\_\_\_\_.)

Tu as besoin de/d’ \_\_\_\_\_ . (You will need \_\_\_\_\_.)

Once this is done, groups will then partner up and look for any differences in their lists. Each group should ask the other group:

“De quoi as-tu besoin?” (What do you need?)

Students should answer reading off their lists:

“Tu as besoin de/d’ \_\_\_\_\_.” (You will need \_\_\_\_\_.)

They could also be asked to switch the answer around to the first person:

“J’ai besoin de/d’ \_\_\_\_\_.” (I will need \_\_\_\_\_.)

After this, have a class discussion about the items each group picked and ask students for more justifications for their choice of objects. Here is a suggested list of justifications:

- pour nager – *to swim*
- pour marcher – *to walk*
- parce qu'il fait chaud – *because it's hot out*
- parce qu'il fait froid – *because it's cold out*

### **Task (20 minutes)**

Students will now work individually to pack their own suitcases for a destination of their choice. They will fill out the worksheet A-30 with items that correspond with the destination. They will have to justify their choice of clothing items based on the weather of the destination and the activities they plan on doing once they are there. Once they have completed this, they should explain the contents of their suitcase to their partner. The partner taking on the listening role should first ask a variety of questions such as:

“Qu'est-ce que tu fais?”

“Où vas-tu?”

“Qu'est-ce que tu mets dans ta valise?”

“Pourquoi as-tu besoin de/d' \_\_\_\_\_?”

The student taking on the explanatory role should answer with responses such as:

“Je pars en voyage!”

“Cuba!”

“Dans ma valise, je mets \_\_\_\_\_.”

“J'ai besoin de \_\_\_\_\_ pour/parce que \_\_\_\_\_.”

The partners should then switch roles. This is a good time for the teacher to walk around the class listening to conversations. Students may also wish to express a few more justifications in English and this is appropriate as it would be impossible for them to learn all of the French necessary to carry out a complete conversation about this topic.

### **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:

- Explain that any of the clothing items with the articles “un/une” would use the *d'* because these

articles begin with a vowel. For example, you would say “Tu as besoin d’un manteau”.

- Different words for the same clothing items are used depending on the Francophone community or context, much like English. The first words for the following sets are more commonly used in France. The second words for the following sets are more commonly used in many Franco-Canadian settings (including Québec). Examples include, but are not limited to: un sac à main/une sacoche (a purse), des chaussettes/des bas (socks), des chaussures/des souliers (shoes), un sweat à capuche/un coton ouaté (a hoodie), un pull/un chandail (a sweater).

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, decrease the number of clothing articles to be used in the pre-task and the task. Each group could use a set of the picture cards from resource A-14 during the pre-task.
- To accommodate this lesson for a higher level, introduce new clothing articles and accessories to be used in the lesson. This could include such things as: des gants (gloves), un colier (a necklace), une bague (a ring), une ceinture (a belt).