

Lesson 1: Les aliments et les repas

Foods and Meals

Grade: 6 FSL	Duration: 2h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p>Demonstrate an understanding of vocabulary associated with:</p> <ul style="list-style-type: none"> • basic food items • the food groups • nutritious foods • meals and meal times <p>Use the following linguistic elements, mainly orally and sometimes in written form, in modelled situations, to communicate a simple message:</p> <ul style="list-style-type: none"> • the names of basic food items • the names of the food groups • the names of nutritious foods • the names of meals and meal times <p>Identify, with teacher's assistance:</p> <ul style="list-style-type: none"> • the difference between the names and times of meals in Québec and in France 	<p>Students will apply their knowledge of food-related vocabulary to create a grocery list for a partner.</p>	<p>In pre-task activities, teacher can formally assess students' knowledge and use of food and meal-related vocabulary by observing and circulating during the activities.</p> <p>Formative or summative assessment of grocery list.</p>

Preparation required:

1. Print and cut out copies of the B-29 food memory game (keep an un-cut copy for yourself for the four corners game). Ensure you have enough copies for individual students or groups of 2 to have at least 10 matches (20 cards). Ideally, each group will use a full set of cards, but you can choose to give groups fewer cards to make the game easier at the start, and then increase the number of cards they play with. Laminate cards for re-use if desired. You can also print and cut some blank cards for students to add their own food words and drawings to the deck. Pre-

shuffle the decks.

2. Print the B-30 four corners food groups signs and tape one sign to each corner of your classroom.
3. Print the B-31 meal sorting activity or project it onto an interactive whiteboard. Slides 1 and 2 are interactive with a stack of food to organize on each slide. Slides 3 to 5 are printable (print a French sorting table, a Canadian sorting table, and the food cards for each group of students). The names of the meals are on slide 5 for teacher and/or student reference. Blank cards are provided to add other meals if desired.
4. Print and cut the B-32 modified Taboo cards. Laminate cards for re-use if desired. Blank cards are provided for students to create their own cards if desired.
5. Print the B-33 grocery list task sheets (one for each student).

Introduction (10 min):

“Qui aime manger?” (Who likes to eat?) “Qu’est-ce que vous aimez manger?” (What do you like to eat?) Use these questions to get students to collaboratively make a list (in English) of the foods they like to eat. This can be done by the whole class with the teacher writing foods on the board, or by groups of students with one person writing. Ask which words the students know in French (many words are the same in French and in English and students may remember some food words from grades 4 and 5).

Tell students that they will play some games to help them learn the words for the foods they like to eat.

Pre-task (10-50 mins*):

1. **Memory game:** Divide students into groups of 2-3 and hand out packs of the memory game. Students work together to first match words to pictures (no memory component- just matching), then flip the cards over and mix them up to play the memory game. Students can use the lists of English and French food words generated during the introduction to help them.
2. **4 corners:** Draw students’ attention to the 4 corner labels in the classroom. Discuss the food groups and foods that fall into each food group using Canada’s food guide (<https://food-guide.canada.ca/en/>)- you can use the website in English or in French. For this activity, fruits and vegetables were separated into two groups, but in the food guide they are one group.
 - a. To start, the teacher will call out names of foods from the memory game deck and students will move to the corner with the associated food group label. For example, if the teacher calls “une pomme”, the students move to the “les fruits” corner.
 - b. Next, divide students into small groups and assign each group to a corner. Encourage students to say as many foods as they can remember that fall into the food group. Then, groups can move to the next corner and repeat the activity with the new food group.
 - c. Lastly, you can play the classic game of 4 corners where a student caller is chosen and closes their eyes. The other students have some time to circulate the room and choose a

corner before the time is up. The caller calls a food group name and the students standing in that corner are out. Play continues until there is just one student left.

- Meal sorting:** Ask students the names of the three main meals in English. Tell them that in Canada and France there are different names for the 3 meals. Begin with the Canada sorting table. If you printed the activity, hand out a Canada sorting table and half of the food items (doesn't matter which items) to groups of 2-3 students. If you are using the digital version, pull up the Canadian sorting table. Ask students to look at the pictures associated with the different meal names and guess which meal is which. Say the names of the meals in French. Then, sort each food item into its most probable meal category (some foods fit into more than one category). You can simply sort the images and focus on the meal names, but you can also share the names of the food items in French. Once the Canadian table is done, move to the French table and ask students to notice how the meal names are different from Canadian French. Sort the remaining food items into the appropriate meals, providing the names for the food items if desired. Review the names of the Canadian meals and the French meals at the end of this activity.
- Modified Taboo:** Model the modified Taboo game for students. They may be familiar with the game of Taboo already, but in this version of the game students DO use the clues underneath the target word (in regular Taboo, you are not allowed to use the words under the target word). These words will help them name the target food item. For example, if you pull the card "une pomme", the first clue you will say is "crunchy", then students can guess what the food item is in French. If they cannot guess the correct word from the first clue, continue to the second clue, and so on. The teacher can be the taboo "clue-giver" at first, but eventually encourage students to be the "clue-givers". This can be done as an entire class or in small groups, with students exchanging cards with another group when they have completed their set. It is okay if students say the food name in English, just encourage them to help each other say the names in French as well.

**Time needed for the pre-task depends on how many of the games you choose to do. Each game will take about 10-15 minutes but can be made shorter or longer depending on students' needs and available time.*

Task (30 mins):

Students now know the names of many different food items in French. They will use this knowledge to create a grocery list for their family. The grocery list should cover two days of food. They will organize their chosen foods by writing them in the appropriate food group column. They can simply list foods but can also add quantities if desired.

Next, students will exchange grocery lists with a partner who will "shop" for them. The partner writes their name on the first line next to #2, and the original student's name on the second line. Using the written list, the partner will draw the foods listed (including quantities if relevant). The drawings will also be organized into the appropriate food group columns. The "shopper" can ask their partner to verify

meanings of words or inquire if a food is in the correct food group. Once the drawings are complete, students can exchange lists to make sure the “shopper” picked the correct foods! The grocery list sheets can be taken in by the teacher as formative or summative assessment.

Post-task (10 mins):

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:

- Pronunciation of food item names or food groups
- Reviewing the names of numbers in French
- Reminding students that plural nouns have an –s at the end (e.g. une pomme, quatre pommes)

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, use fewer food items in each activity and focus on what you feel are the most essential words.
- To accommodate this lesson for a higher level, encourage students to look up the names of other food items or meals they want to know how to say in French to add to the memory cards, meal sorting activity, taboo cards and/or grocery list. There is no minimum or maximum number of items for the grocery list task, but students will likely naturally include at least a couple of items in each food group.