

Lesson 3: Les activités physiques

Physical Activities

Grade: 6	Duration: 3-5h (note that this lesson will take multiple classes to complete and can be adjusted based on students' needs).	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p>-Demonstrate an understanding of vocabulary associated with:</p> <ul style="list-style-type: none"> • common physical activities • seasonal sports and activities <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 common physical activities • the names of seasonal sports • expressions related to physical activities and seasonal sports • singular forms of the verbs: manger, faire, and common -er verbs (e.g., jouer, danser) • all forms of the verb aimer • all forms of the verb detester <p>-Recognize that <i>jouer à</i> is used with certain sports and activities and that <i>faire de</i> is used with others</p>	<p>Using their knowledge of physical activity/sports vocabulary, combined with their knowledge of simple verb conjugations, students will create a weekend itinerary of physical activities for a partner. They will then share their itineraries with other groups, looking for common activities that students could “do” together.</p>	<p><u>Formative</u></p> <p>Teacher observation during Bingo (B-38), Charades (B-39), and memory (B-41) games. The Dictogloss (B-40) can be taken in as formative assessment.</p> <p><u>Summative</u></p> <p>The weekend itinerary task (B-42) could be summatively assessed.</p>

Preparation required:

1. Print and cut the **Bingo cards (B-38-1 and/or B-38-2)**. There are 2 versions of the cards: one with images only (B-38-1) and one with images and words (B-38-1). Each version has 2 different printing options: one card per page or two cards per page. You can choose to print the cards with the images only **and** the cards with the words and images, or just one version depending

on student needs (this is further discussed in the differentiation/accommodation section).

Laminating the cards is recommended so they can be re-used. Print and cut the **call list for B-38-2** and place images in a container. Save the call lists for B-38-1 and B-38-2 to your computer. Call lists are on the last page of the Bingo card files.

2. Download, save, and open the **Bingo PowerPoint (B-38)**. Ensure the Bingo does not display on a screen students can see (i.e., turn off your projector and tilt your computer screen away from students).
3. Print and cut the **Charades cards (B-39)**. Ensure the cards are not see-through by gluing cards to cardstock. Laminating the Charades cards is recommended so they can be re-used. Consider how many copies you would like to print- will you play as a whole class, or will you divide students into small groups?
4. Print and/or download a copy to your computer of the **Dictogloss (B-40)**. Open the audio file for for the Dictogloss (B-40-1).
5. Print and cut the **Memory game (B-41)**. Laminating the cards is recommended so they can be re-used. Consider how many copies you would like to print- how many students do you have and how many students will be in a group? 2-3 students per group is recommended. Pre-organize the cards into smaller packs that can be gradually handed out to students as the game progresses (e.g., a pack of just subject pronoun cards, a pack containing the “manger” and “aller” cards, a pack containing the “aimer” cards, etc.). Have these packs of cards organized using paper clips to ensure all cards have their correct match in a pack, and that you can easily give students a pack of cards to add to their game.
6. Print the **Weekend itinerary (B-42)** booklets- enough so each student has a copy. Print the **B-42-1 Task question structures**- enough so each student has a copy. Note that there are 4 copies per page.

Introduction (5 min):

Have a discussion in English about what types of sports and physical activities the students enjoy. Make a list on the whiteboard and photograph or type up the list for use during the post-task. Tell students that today they will play games to learn how to talk about physical activities in French.

Pre-task (2-3 h):

- 1) Prepare students to play **Bingo (B-38)**. There are multiple ways you can use the Bingo cards. See the recommended sequence below that outlines possible variations you can try. Please note that the Bingo PowerPoint contains audio files that give clues for each physical activity without providing the name of the physical activity.

Recommended sequence for Bingo games:

- i) Students have Bingo cards with words and images (B-38-2). The teacher calls out the names of physical activities using the call list from B-38-2 (cut up the images and put them into a container to randomly select them). The teacher decides what makes a Bingo-usually one line of 5, but you could do the border (all images on the top and bottom rows and furthest left and right columns) or a “blackout” (all images on the card).
- ii) Students have Bingo cards with images only (B-38-1). The teacher calls out the names of physical activities using the call list from B-38-2. Many of the names of physical activities are similar in English and French (e.g., “le volleyball”). If students are struggling with words that are very different (e.g., “la lutte”), the teacher could provide the English translation or project the call list for B-38-1 onto the whiteboard and point to or circle the image students are looking for. Ensure students have had several rounds of practice with the Bingo with words and images (B-38-2) to help solidify vocabulary before playing this version of Bingo.
- iii) Students have Bingo cards with words and images (B-38-2). The teacher uses the B-38 Bingo PowerPoint* to play the audio clues for the physical activities. It is recommended to use the call list (cut up and placed in a container) from B-38-2 for the teacher to randomly select which image they will click on in the PowerPoint.
- iv) Students have the cards with images and words (B-38-2). In pairs or small groups, students hold their cards so no one else can see them. They take turns asking each other if they have a certain physical activity (similar to “Go fish”). If the person they ask has that activity, the student can put an “X” on that same activity image on their own sheet. They are still trying to work towards a Bingo, just in a smaller group setting that involves oral production as well as comprehension. Students can phrase the question how they want- a suggested question frame is: “As-tu _____?” (“Do you have _____?”), with the response: “Oui, j’ai _____ / Non, je n’ai pas _____” (Yes, I have _____ / No, I don’t have _____.”). This activity can be made more difficult by having students use the cards with images only.

***IMPORTANT:** The audio descriptions in the PowerPoint are spoken slowly and are short and fairly simple. However, some vocabulary words **may** need to be provided to students to help them understand the descriptions. These words include (but are not limited to):

se battre- to fight	l’équilibre- balance	une piscine- swimming pool	un bâton- stick/pole	monter- to climb
un ballon/une balle- ball	un casque- helmet	la glace- ice	des flèches- arrows	gants- gloves
le sommet- peak	des rames- oars	des poids- weights	une planche- board	des pierres- rocks
des roues- wheels				

The teacher can choose the best way to support students with this vocabulary- project a list of these words, go over the words before playing this version of the Bingo, provide support (giving an English translation, doing a gesture, etc.) if students appear to not understand, encourage students to ask a question such as “Comment dit-on (FRENCH WORD) en anglais?” or any other method that best supports a particular group of students.

- 2) Play **Charades (B-39)** with students. Most will be familiar with this game where an “actor” pulls a physical activity card and must act out (no speaking or mouthing words!) the activity. The other students guess the name of the physical activity. Students might initially identify the physical activity in English, but should be encouraged to provide the name in French.

Possible variations of this game:

- i) Play Charades with the whole class. The student who guesses the correct word in French becomes the next “actor”, or the next “actor” can be a volunteer or selected randomly.
 - ii) Divide the class into two teams. An “actor” from each team receives the same word. The first team to correctly guess the French word gets a point.
 - iii) Students play Charades in small groups. One student is the “actor” while 2-3 other students work together to guess the activity. Students independently decide how to take turns acting.
- 3) Prepare students for the **Dictogloss (B-40)** activity. Students will each need a pencil and a sheet of paper. The goal of the Dictogloss activity is for students to produce a written version of a text that is as close to the original text as possible. The Dictogloss serves as a way for students to learn new structures through doing the activity. A Dictogloss is a challenging activity for Grade 6 FSL students, but it is an excellent opportunity to promote a growth mindset in relation to language learning. The teacher should encourage students to do their best and to not focus on perfection, especially with their spelling.
- i) The teacher plays the audio for the Dictogloss (B-40-1) (or read the text from B-40 if they feel comfortable).
 - ii) Students listen and jot down notes about what they hear (words, structures, sentences, etc.) on the top half of their paper.
 - iii) The teacher plays the audio again.
 - iv) Students form pairs, share their notes with each other, and make any changes or additions they think are necessary.
 - v) The teacher plays the audio again.
 - vi) The pairs from step iv form a group of 4 with another pair to produce a final written version of the text. The final version will be written on the bottom half of their paper.
 - vii) The teacher shows the original B-40 text, and students can compare their final version with the original. Again, emphasize effort and what the students DID understand. Encourage students to not worry about mistakes.
 - viii) Discuss the text with students- what do they notice? Note that this Dictogloss serves as a consciousness-raising activity for the structures *jouer à* and *faire du* that are used with sports. A similar distinction exists in English (you *play* some sports, like soccer and hockey, and *do* other sports, like boxing. In English, the *faire du* equivalent usually has the name of the sport used as a verb- e.g. “She boxes, he skis, you swim”, but sometimes does include the word “do” e.g., “I do gymnastics”.) Students may pick up on this distinction, or can be guided with questions like: “What comes before the names of the different physical activities? Why do you think these words are different? What is different about the physical activities mentioned in the text?” etc.

- 4) Prepare students to play the **Memory Game (B-41)**. There are many cards per pack, so it is important to start students with a smaller number of cards, increasing the number of cards as they play. The first pack of cards students use should be the subject pronoun cards (je, tu, il, elle, nous, vous, ils, elles) as these subject pronouns are required for all the other cards. The subsequent cards create sentences with verbs and vocabulary relevant to this Field of Experience in the curriculum (“My Health and Well-Being”). There is also a page of blank cards for students to create their own cards later, if desired.
 - i) Students form pairs or small groups. The teacher passes out the selected packs of cards to each group. Students shuffle the cards and arrange them face-up first.
 - ii) Students work with their groups to match the face-up words with the corresponding image first. This will help strengthen their vocabulary before they play the memory game. Encourage students to read the words on the cards out loud.
 - iii) Once students are comfortable with the vocabulary, they will turn the cards face-down, shuffle them, and begin to play the memory game. Students flip two cards over and determine if they form a match. If they match, and other group members agree it is a match, that student keeps those two cards. If they are not a match, the student turns the cards over and it is the next student’s turn.
 - iv) Once students have played the memory game with a given pack, the teacher can give them another pack to mix into their game to increase the difficulty.

Task (1-2 h)

- 1) Hand out a **B-42 TASK** booklet to each student. With a partner, students will look at the first page and determine the steps they need to follow for this task. The teacher can ask for student volunteers to share what they understood from the task description and the steps to follow. Then, the teacher can add or clarify any missing information. The students will create a two-day physical activity plan for a partner. They will begin by asking their partner what physical activities they like and dislike. They will record these likes and dislikes in the first two columns of the table on page 2. Next, they will ask their partner about their strengths and weaknesses related to physical activity (i.e., what they are good at and what they are not good at). They will record these strengths and weaknesses in the last two columns of the table on page 2. The **B-42-1 Task Question Structures** can be used to help students formulate their questions in French.
- 2) Once students have gathered all the necessary information, they can look at the task instructions on page 3 to create the actual itinerary. The instructions are available in French and in English. Students are encouraged to try to read and understand the French instructions, with the knowledge that the English instructions are there for support if needed. The instructions include examples of how students could format their itinerary, but the format is open as long as students include the name of the activity and the time their partner will do each activity.
- 3) Students complete the itinerary on page 4 for their partner. They should take into account their partner’s preferences and strengths, while also including activities that can help their partner

work on their weaknesses.

- 4) Once the itinerary is complete, the student will present it to their partner, who can share their opinion about the itinerary. Then, they will switch roles. To encourage more communication, students can be put into new pairs/groups and attempt to find other students doing similar activities that they could “do” the activities with. The goal is to get students using the names of the physical activities along with some basic sentences that include some of the targeted verbs (e.g., “Alice fait de la natation! J’aime la natation aussi!”).

Post-task (10-15 min):

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:

- See how many physical activities students now know how to say in French from the Introduction list
- Review difficult/missed vocabulary words from the B-38 Bingo and B-39 Charades
- Further discussion about the *faire du/ jouer à* distinction from the B-40 Dictogloss
- Review verb forms used in the B-41 memory game

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, play Bingo only with the cards that have words and images (B-38-2). Project a copy of the call list for B-38-2 and, after giving students the chance to find the word on their own Bingo card, circle or cross off the called word to help students check their answers. Ensure students are shown a list of supporting vocabulary for the Bingo PowerPoint before playing that version of Bingo. Project the call list for B-38-2 during the Charades game to assist students with the French names of the physical activities, and allow a point to be given if the student says the name of the activity in English, then repeats the name in French after it is provided to them. Shorten the Dictogloss activity to just the first two sentences. Be selective about which packs of cards you provide students for the memory game (e.g., You may have a struggling student or group that practices just the subject pronouns several times before being given just 2-3 more pairs of cards). Students can play the memory game with the cards face-up for as long as needed. The B-42 task is open-ended as it doesn’t specify how many activities need to be included. It suggests a possible sentence structure for each activity, but a student could also simply write the name of the activity next to the time.
- To accommodate this lesson for a higher level, only play Bingo with the cards that have images only. For the Bingo PowerPoint, see how much of the audio recordings students can understand independently, and provide supporting vocabulary as needed. Only give points in Charades if the answer is given in French. Use the Dictogloss as is. Additionally, students could use the

Dictogloss as an example to write their own text about the various physical activities they/their family members/their friends do. Provide more packs of cards to students in the memory game. Encourage students to use the blank memory cards to create their own pairs using structures and vocabulary learned throughout this lesson and previous lessons. The B-42 task is open-ended, but more advanced students can be encouraged to write full sentences for each activity and to include more activities.