

## Lesson 4: Les caractéristiques personnelles

### Personal Characteristics

Grade: 6	Duration: 3-4.5 hours (note that this lesson will take multiple classes to complete and can be adjusted based on students' needs).	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<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"> <li>• the names of common physical activities</li> <li>• the names of seasonal sports</li> <li>• expressions related to physical activities and seasonal sports</li> </ul> <p>-Apply knowledge of the following language concepts from grade 5:</p> <ul style="list-style-type: none"> <li>• state, orally in their own words, that the form of the adjective may change according to the gender and the number of the noun described</li> <li>• state, orally in their own words, that the addition of an "e" changes a masculine adjective to a feminine adjective in most cases</li> <li>• state, orally in their own words, that the addition of an "s" changes a singular adjective to a plural adjective in most cases</li> </ul> <p>-Apply knowledge of the following language concepts from grade 4:</p> <ul style="list-style-type: none"> <li>• the expression for age</li> <li>• vocabulary for making introductions</li> <li>• the names of the numbers 0-69</li> </ul>	<p>Students will apply their knowledge of physical activity/sports vocabulary from this unit, along with their knowledge of concepts from grades 4 and 5, to complete a two-part <i>Qui suis-je</i> ("Who am I?") task with a partner.</p>	<p><u>Formative</u></p> <p>Teacher observation during the Sports Board Game (B-44), the Adjective Agreement activity (B-45), and the practice portion of the Task (B-46). The Sporty Sentences activity (B-43) can be taken in as formative assessment.</p> <p><u>Summative</u></p> <p>The student-created <i>Qui suis-je</i> cards, done as part of the B-46 Task, could be summatively assessed.</p>

#### **Preparation required:**

1. Print copies of B-43 (Sporty Sentences). Note that the booklets contain an example page, 7 pages with images, and one blank page. Depending on the ability of your group and how much time you have, you can give each student just one image, 2 images each, or more. The blank page allows students to design their own person/group of people and provide a description.

Each student should have a copy of the example, or the example page could be projected for all students to see.

2. Print copies of B-44 (Board Game) for students. The board game is ideally printed on large paper, such as 11x17 inches. Laminating the board games is recommended so they can be re-used. Consider how many students will be in a group (4-6 students per group is recommended). Gather enough dice and playing pieces for each group to have one dice and a playing piece for each student.
3. Print and cut copies of B-45 (Adjective Agreement). Print enough copies so each group of 2-3 students has a copy. Laminating the cards is recommended so they can be re-used. Do not laminate the blank card pages, as these are for students to create their own cards.
4. Print and cut copies of B-36 (TASK). Print enough copies so each group of 2-3 students has a copy. Laminating the profile cards and statement stem cards is recommended so they can be re-used. Do not laminate the blank card pages, as these are for students to create their own cards.

### **Introduction (5 min):**

Ask students if they remember how to state their name, ask what someone else's name is, and how to say someone's age in French. They may have learned these concepts in grades 4 and/or 5. If not, they will have the chance to learn them in today's lesson, along with practicing the vocabulary and language concepts they have learned so far in the unit.

### **Pre-task (2 hours):**

- 1) In B-43 (Sporty Sentences), students will write descriptive sentences about the athlete(s) in the image. They can use the example as a model. The example provides the names of the people in the image, their age, the sport they do, and something else they like to do. Students can follow this example or write about other relevant things (describe physical characteristics, clothing, etc.). Students can also be challenged to use the blank page to create a new athlete/group of athletes with an associated description. In pairs, students could draw a picture OR write a description, then exchange their sheet with a partner who has to either draw a logical picture based on the written description, or write a logical description based on the picture.
- 2) Prepare students to play the B-44 Sports Board Game. This game reviews many concepts explored in the unit so far: food, physical activities, talking about likes/dislikes, etc.
  - i) Organize students into groups of 4 to 6 and provide each group with a dice and playing pieces. Students take turns rolling the dice, moving that number of squares, and following the directions listed in the square they land on. Encourage students to read the question/statement out loud.
  - ii) There is no penalty for not being able to answer a question or not answering "perfectly". Encourage students to do their best, help each other answer the questions, and repeat an

unknown answer provided by a peer or teacher.

- iii) The first person to reach the “Fin” circle wins the game. Groups that finish the game early can begin playing again, or work through each square as a group to review concepts from squares nobody landed on.
- 3) Prepare students for the B-45 Adjective Agreement Activity.
- i) Review with students what an adjective is (words that describe nouns), then organize them into groups of 2-3.
  - ii) Provide each group with a pack of the B-45 cards (image cards and adjective cards).
  - iii) The students will work in their groups to match the adjective cards with the image cards. This is a consciousness-raising activity, so do not tell students about adjective agreement before or during the activity. Allow them to notice the different forms of the adjectives and see how they match them. The adjective cards can be matched to more than one image card (e.g., “gentil” matches with “Richard le flamant” and “Simon l’étudiant” as it is the masculine singular form of the adjective).
  - iv) Once a group of students has completed their matches to the best of their ability, discuss with them what they noticed. At this point, if they haven’t already discovered this, you can mention that the feminine form of an adjective usually has an “e” on the end, and the plural form usually has an “s”.
  - v) Depending on student ability and available time, you can provide students with the blank cards to add their own adjectives that describe any of the image cards. They can look up adjectives in a dictionary or online, and attempt to write it in the appropriate form based on gender (masculine/feminine) and number (singular/plural). Note that students simply learning new adjectives, and focusing less on their agreement with nouns, is another possible outcome to this activity.

### **Task (1.5-2 hours)**

- 1) Divide students into groups of 2 to 3. Hand out a B-46 TASK packet to each group.
- 2) Students will lay the athlete profile cards and statement stem cards out in front of them. They will work together to read and understand the information on the cards. Have dictionaries or technology handy for students to look up unknown words.
- 3) One student thinks of an athlete profile card and does not say which one they are thinking of. That student then uses the statement stem cards to formulate statements about the chosen athlete. The other students use this information to guess which athlete the student is thinking of. The statement stems can be used in any order, and the student is welcome to use other statements to describe the athlete.
- 4) When a student has a guess, they can say “*Est-ce que c’est (name of athlete)?*” or they can guess using other language/structures.
- 5) Once the correct athlete is guessed, students switch roles. Each student should have the chance to make statements about an athlete, ideally more than once.
- 6) Once students have all had 1-3 turns making statements, they will begin creating their own *Qui suis-*

*je?* (Who am I?) cards. Using the blank pages in the B-46 Task booklet, students will work in their groups to create new athlete profiles. They can follow the example from the existing cards, but are welcome to include different or additional information about their athlete, such as favourite foods, sports they like/play, strengths, weaknesses, etc.

- 7) Based on the information students choose to include in their profile cards, they can create additional statement stems if needed, or use the existing statement stems. Students may need help formulating new statement stems.
- 8) Once a group of students has created and cut their profile cards, they will pair up with another group. The students who didn't make the profile cards will read the cards as a group and ask the other group for clarification about any information on the cards. Then, the group who created the cards will quietly discuss and agree on one of their own profile cards. They will then take turns using the statement stems to get the other group to guess the correct profile card. The teacher may also choose to photocopy all of the groups' profile cards before the students cut them. This way, students can work in pairs since they each have a copy of their group's profile cards. Another option is to photocopy all of the class's profile cards, mix them up, and then hand them out randomly to pairs of students.

**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:

- Give additional practice writing sentences similar to the ones in B-43
- Review any questions or vocabulary students struggled with in B-44
- Go into more depth about adjective agreement by providing additional examples or practice

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, provide students with just one image for Sporty Sentences (B-43) and allow them to complete the sentences with a partner. Students do not have to create their own image/sentences on the blank page. Students are encouraged to help each other in the Board Game (B-44), and students can repeat a peer or teacher-provided answer if they are unable to formulate one themselves. In the Adjective Agreement Activity (B-45), remove the plural image cards and plural adjectives, focusing only on the masculine/feminine distinction. Students do not have to create their own adjective cards. In the Task (B-46), students can simply play the *Qui suis-je?* game with the existing cards, and do not have to create their own athlete profile cards. Alternatively, they could create fewer cards with less information on them.
- To accommodate this lesson for a higher level, provide students with more images to complete

for Sporty Sentences (B-43), and challenge them to see what they can write individually. Students will create their own image and/or sentences and exchange them with a partner as outlined in step 1 of the pre-task. Students can challenge themselves in the Board Game (B-44) to come up with more complex sentences, especially for the more open-ended questions. Stronger students can be encouraged to help students who may be struggling during this game. In the Adjective Agreement Activity (B-45), push students to come up with a rule describing what they notice about the adjectives. Students will create their own adjective cards to add to the activity. In the post-task, adjective agreement could be explored in more depth. In the Task (B-46), students can create a full pack (6 cards) of their own athlete profile cards. They can be encouraged to include different information from the example cards and create additional statement stems that reflect the information they chose to include on their athlete profile cards.