

Financial Literacy Resource
French as a Second Language: Core French
Grade 5
Faire des achats

Unit : Faire des achats

Core French, Grade 5

Connections to Financial Literacy

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that “Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.”

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

The goal of this resource is to help students to understand the following financial literacy connections:

- **needs and wants**
- **consumer awareness**
- **personal financial planning, such as budgeting and saving**

Students will develop this understanding as they:

- discuss needs and wants related to purchases of clothing for various seasons
- estimate and calculate prices and total expenses including taxes
- compare prices
- role play purchasing items of clothing

Curriculum Expectations

Listening

A1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;

- **A1.1 Using Listening Comprehension Strategies:** identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
- **A1.2 Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning

of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support

A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

- **A2.1 Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- **A2.2 Interacting:** respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support
- **A2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

Speaking

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

- **B1.1 Using Oral Communication Strategies:** identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
- **B1.2 Producing Oral Communications:** using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support
- **B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics

B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;

- **B2.1 Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour in a variety of situations
- **B2.2 Interacting:** engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support
- **B2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects

of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

- **B3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions

Reading

C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

- **C1.1 Using Reading Comprehension Strategies:** identify a few reading comprehension strategies and use them before, during, and after reading to understand texts
- **C1.2 Reading for Meaning:** demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
- **C1.4 Developing Vocabulary:** use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words

C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

- **C2.2 Characteristics of Text Forms:** identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (*e.g.*, poem/song)
- **C2.3 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills

Writing

D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

- **D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
- **D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;

- **D2.1 Generating, Developing, and Organizing Content:** generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided,

and independent writing activities

- **D2.2 Drafting and Revising:** plan and produce drafts following a model (*e.g., email, postcard, procedure, directions to determine location*), and revise their writing using a variety of strategies, with teacher support
- **D2.3 Producing Finished Work:** make improvements to their written work, using knowledge of a few of the conventions of written French
- **D2.4 Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

- **D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work

Learning Goals

At the end of this lesson, students will know, understand and/or be able to...

Financial Literacy

- Know the difference between a need and a want
- Plan personal purchases by estimating cost and calculating actual cost of items

FSL Curriculum

Listening

- Use effective listening strategies to understand short oral text in French
- Respond appropriately to a short oral text in French
- Respond appropriately when asked a simple question in French
- Reflect and assess their own listening skills in French

Speaking

- Share their ideas with another classmate in French
- Respond appropriately during a short interaction in French
- Use appropriate language conventions when speaking to a friend or a stranger
- Reflect and assess their own speaking skills in French

Reading

- Read a simple text in French
- Identify familiar vocabulary word in French on reference chart
- Reflect and assess their own reading skills in French

Writing

- Write a list of items in French
- Write a short response to a note from a friend in French
- Reflect and assess their own writing skills in French

Links to the CEFR (Common European Framework of Reference)

This lesson plan targets outcomes that meet the A1 level.

Interaction et production orale

Je me présente et je m'exprime.

- Je peux dire ce que j'aime et ce que je n'aime pas. (*J'aime...Je n'aime pas*)
- Je peux demander quelque chose dont j'ai besoin. (*Est-ce que je peux avoir? Je veux...*)

Je parle aux autres et je comprends

- Je peux parler des achats et en utilisant le vocabulaire de référence. (cartes, mur/banque de mots, etc.)
- Je peux utiliser des expressions élémentaires de salutation et de congé. (*Bonjour, au revoir, comment ça va?*)
- Je peux faire des achats simples. (*Ça coûte combien? C'est de quelle taille?*)
- Je peux me débrouiller avec les chiffres, les quantités, l'argent. (*J'ai seulement 40\$.*)
- Je peux demander aux autres ce qu'ils aiment et ce qu'ils n'aiment pas. (*Est-ce que tu aimes...préfères?*)
- Je peux dire quand je ne comprends pas. (*Je ne comprends pas. Répétez, s'il vous plaît.*)
- Je peux répondre aux questions sur des sujets simples. (*couleurs, dates, chiffres,*)
- Je peux poser des questions sur des sujets simples (*Où ? Quel/Quelle ? Qu'est-ce que ? Est-ce que ? Quand ? Pourquoi ? Comment ?*)
- Je peux comprendre des instructions simples. (*Passe-moi ton stylo. Ouvre la porte.*)
- Je peux compter. (*1 à 10, 10 à 20, 20 à 100*)

Compréhension de l'oral

- Je peux comprendre les mots et expressions simples. (*Excusez-moi, désolé, merci...*)
- Je peux comprendre les jours de la semaine, les mois de l'année et les saisons.
- Je peux comprendre la date et l'heure.
- Je peux comprendre les nombres et les prix.
- Je peux comprendre les salutations de base et les prises de congé. (*Bonjour, au revoir, salut, bonne journée...*)
- Je peux comprendre des questions personnelles simples quand les gens parlent lentement et distinctement. (*Quel est votre nom?, Quel âge avez-vous?, Quelle est votre adresse?*)
- Je peux comprendre des mots et des phrases courtes, à condition que les gens parlent très lentement et très clairement
- Je peux comprendre des mots et des phrases courtes à condition qu'ils font partie d'un vocabulaire familier.

Production écrite

- Je peux écrire des choses simples à propos de moi-même et où je vis, en utilisant des phrases courtes et simples.
- Je peux remplir un formulaire d'inscription d'hôtel, ou un inscription à une équipe de sport assez

bien pour donner l' information la plus importante à propos de moi-même. (*nom, prénom, date de naissance, nationalité*)

- Je peux écrire un court texte. (*une carte d'anniversaire, une carte postale, une liste, répondre un courriel simple*)

Compréhension de l'écrit

- Je peux reconnaître des noms, des mots et des phrases que je connais et les utiliser pour comprendre des phrases très simples, (s'il y a des photos).
- Je peux comprendre des formes simples assez bien pour donner des détails personnels de base. (*nom, adresse, date de naissance*)
- Je peux comprendre des instructions très simples si elles sont soutenues par des images.
- Je peux identifier l'information essentiel (prix, temps, lieu, etc.) si elles sont soutenues par des images.
- Je peux comprendre des messages simples écrits par des amis ou des collègues. (*de retour à 4 heures*)

Instructional Components and Context

Readiness

Pre-assess students' prior knowledge and capabilities related to:

- how to ask and answer simple questions in French
- seasons
- clothing vocabulary
- money and numbers

Terminology

estimer / une estimation

calculer

économiser

le prix

la taxe

dépenser

des achats

le meilleur prix

une virgule

un besoin

un désir

la taille

la couleur

épargne

vente

Materials

- BLM 1 - Les prix
- PWIM Images (provided)
- Grocery flyers
- Flyers, catalogues and access to internet if possible
- Chart paper
- BLM 2 - Un cadeau pour une personne importante (teacher copy and student copy)
- Calculators
- BLM 3 - Les achats de la saison
- BLM 4 - Magasiner pour des vêtements
- BLM 5 - Veux-tu magasiner avec moi
- PPT- Je peux faire des achats
- PPT- Veux-tu magasiner avec moi

Tech Tools

- Photo Dice Free App (available from various online app stores)


How to use Photo Dice

<https://beneylu.com/pssst/en/introducing-technology-inside-classroom-photo-dice-app/>

<http://www.mmemallette.com/2015/02/activity-4-ipad-photo-dice/>

- What is a PWIM?

<http://www.inclusiontoolbox.com/picture-word-inductive-model>

<p>Unit: Faire des achats Day 1: Les prix</p>	<p>Core French Grade 5</p>
<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class or Groups of 4 (10 minutes)</p> <p>Description: During this activity, students will identify how prices are written and said in French. Using the BLM 1 - Les prix, have students examine the prices on the given cards from the previous activity and discuss what they notice.</p> <p>Teacher prompts: Regardez les prix sur les cartes. Est-ce que vous écrivez les prix de la même manière en français au Canada ? Qu'est-ce que vous remarquez ?</p> <p>Discuss that in French, “une virgule” is used instead of “un point” so in French class, this is how prices will be written.</p> <p>Model orally how in Canada we would say, “neuf dollars cinquante” but in France, Switzerland, and Belgium, the euro is used, so they would say, “neuf euros cinquante”.</p> <p>Compréhension de l'orale : Part 2: Play part of the following YouTube https://www.youtube.com/watch?v=QOHGC9c4_1s where the person shows items she has bought and says the price of each so this will serve as a model for students to hear what it sounds like with another French accent.</p> <p>Production orale : Have students in groups of 4 practice orally in French the prices on their cards using first Canadian dollars and after, the euro.</p> <p>This activity can also be done with dice. Teachers may want to also review how to read prices in French. An example of this is using 3 dice.</p>	<p> Assessment for learning</p> <p>-observation of student participation and understanding of concept</p> <p> DI</p> <p>-if students know the word in French, they can write it underneath the picture</p>

<p>One die represents dollar amounts, second with tens (cents) and third with ones (cents).</p> <p>Suggested app for devices to create dice: Photo Dice (free app, available from many online stores); see link in material and tech tools above for “How to use Photo Dice”.</p> <p>Circulate around the room to listen to the students in order to ensure they are able to say prices in French.</p>	
<p><u>Action!</u></p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	

Whole class to begin (20 minutes)

During this activity, teacher will model with items that are often purchased as gifts.. For example, a gift for a family member, friend, or other important person (see attached BLM for specific details). If possible, actually bring in objects so students can actually see objects for the demonstration.

Teacher prompt:

- Je veux acheter un cadeau pour une personne spéciale. Combien ceci me coûtera-t-il?
- Je veux dépenser 75\$: est-ce que je peux tout acheter?

Interaction orale :

Using the **BBLM 1 - Un cadeau pour une personne importante**, students in groups of 4 will estimate the cost of each item. Students will negotiate with each other in French, to determine one estimate per item per group.

Suggested sentence starters to be posted for student reference.

- *Je pense que le prix est environ...*
- *Je suis d'accord avec toi...*
- *Je ne suis pas d'accord avec toi..*
- *Que penses-tu...*

Once students have estimated the cost, teacher will share the actual cost of each item. Students will add this to their worksheet and then calculate the taxes and total to answer teacher's original question. "Est-ce que je peux tout acheter?"



-it is assumed that students buy the items often so know the price; however, some students may need to look up prices on the internet or flyers could be provided by the teacher

-some student may prefer to work in smaller groups



-ensure vocabulary accessible to support all students: PWIM, vocabulary cards, anchor chart with sentence stems

A for L Assessment for learning

-observation of student participation and understanding of concept

-teacher can use checklist to take note of students demonstration and use of sentence stems.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Whole Class (10 minutes)

In order to consolidate and demonstrate their learning, students will share orally with small groups or with a partner discussing teacher prompt.


“Comment pourrais-je épargner de l’argent?”

Suggested sentence starters for discussion.

- *Tu peux épargner de l’argent si tu n’achètes pas....?*
- *Je pense que tu peux remplacer ...avec...*

In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.

A^{as}L Assessment **as** learning - student may self-assess their participation in the interaction with partner

<p>Unit: Faire des achats Day 2: Les besoins de la saison</p>	<p>Core French Grade 5</p>
<p><u>Minds On</u></p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class (10 minutes) Description: ESTIMER LES MONTANTS</p> <p><i>Intéraction orale :</i> Give each student a card with an object and a price on it from Day 1 BLM Achats et prix. The teacher will call out a total amount and students will need to find other students with prices that will be as close as possible to the teacher’s total. For example, if the teacher says “<i>Formez un groupe avec un montant de dix dollars</i>”, then students would make groups totaling as close to \$10 as possible.</p> <p>Suggested sentence starters for students:</p> <ul style="list-style-type: none"> • <i>J’ai \$1,75. J’ai besoin d’environ \$8,25.</i> • <i>Qui a environ... ? Qui a près de... ?</i> • <i>Nous avons..., donc nous avons encore besoin de</i> • <i>Nous cherchons...</i> 	 <p>-students could make own cards along with prices</p> <p>-students could use flyers to find items and prices to make their own cards</p>
<p><u>Action!</u></p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	

Whole Class or Groups (20 minutes)

Description: Now that students understand the concept of making purchases, they will be asked to apply this knowledge using their prior knowledge about the clothing necessary for each season.

Using PWIM, teacher will use the images (provided) to draw seasonal clothing vocabulary from students. (See “What is PWIM?” link in “Materials and Teach Tools”.)

Put students into groups of four and ask them to create a placemat divided into four sections and a circle in the middle. Teacher can also provide students with the copy provided.

Assign each group a specific season and have them brainstorm items that they would need to purchase related to their given season. For example, in winter then would need coat, mittens, scarf, sweater, winter boots, etc.

Teacher prompt:

Vous devez acheter les vêtements nécessaires pour la saison en utilisant le tableau “Les besoins de la saison”.

A quick review of the difference between “désir et besoin” may be needed at this time. Have each student will sketch items that they usually purchase in their corner of the placemat. Emphasis should be on ideas and not on adding details or colour to the sketches. Ask students to stop drawing after 5 minutes.

Intéraction orale :

Tell students that the group will need to come to consensus as to what purchases they have in common and will select 5 items only and draw these in the centre of the placemat.

Suggested sentence starters for student discussion:

- *Je pense qu'on a besoin de... je pense qu'on n'a pas besoin de....*
- *Je suis d'accord. / Je ne suis pas d'accord...*
- *Je pense que c'est un désir, pas un besoin, parce que...*

Circulate and give 5 cue cards to each group when they are ready so that they can draw and write the name each of their items on a card. Ask students to find the actual prices and calculate taxes. Students will write the actual price and the cost of taxes on the back of the card as well as including the total the actual price.



-teacher may want to choose different topics depending on the students' experiences and it does not have to be the same topic for all of the students – some other topics may be clothing for a party, for school, for sports, etc



-students may want to find pictures in magazines ,on the internet rather or draw them



-ensure vocabulary accessible to support all students: PWIM, vocabulary cards, anchor chart with sentence stems



Assessment for learning -observation of student participation and prior knowledge of topic

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Whole Class or Groups Description (10 minutes)

During this activity, students will have the opportunity to reflect and demonstrate what they have learned as they discuss as a group.



Some suggestions for discussion:

- Have groups with the same season compare their charts and discuss similarities and differences
- Re-arrange the groups so that groups with different seasons can make comparisons noting similarities and differences.
- As a class, establish which season was the cheapest to buy the necessities and which was the most expensive.
- Brainstorm why total amounts could be different even with the same season and what factors influenced each groups' decisions for purchases. (For example, shopping at consignment store compared to shopping at a very expensive store, quality of items, etc.)

To conclude, in order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.

A^{as}L Assessment **as** learning: student may self-assess their participation in the interaction with partner

A^{for}L Assessment **for** learning: observation of student participation and prior knowledge of topic

<p>Unit: Faire des achats Day 3: Je fais des achats</p>	<p>Core French Grade 5</p>
<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class (10 minutes)</p> <p>Description: Collect all the cards from Day 2 and randomly distribute them amongst the students.</p> <p>Have students participate in an inside-outside circle (also called “speed dating”) where half the class will be in the centre facing outwards, and the other half of the class will be in the outer circle facing someone in the inner circle.</p> <p>Have the inner circle person will show their card to their partner who must estimate the cost of the object and then the person in the outer circle will show their object to their partner and have them estimate the price.</p> <p>Allow everyone the chance to share and then have the inner circle move 2 students clockwise and the outer circle will move 2 students counter-clockwise.</p> <p>Intéraction orale : Suggested student sentence starters:</p> <ul style="list-style-type: none"> • <i>Combien coûte le...?</i> • <i>Je pense que c’est environ.....</i> • <i>Tu as raison.</i> • <i>Non, tu n’as pas raison.</i> • <i>C’est plus cher... c’est moins cher.</i> 	<p>A for L Assessment for learning - observation of student participation and prior knowledge of topic</p>  <p>-ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.</p>

Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Whole Class or Groups of 2 (20 minutes)

During this activity, students will have the opportunity to practice and apply their learning of purchasing clothing items. They will role play making purchases in a clothing store.

Compréhension de l'orale :

Using the **Power Point-Je peux faire des achats**, students will listen to various expressions used when making purchases.

Compréhension de l'écrit :

Teacher will present the 2 scripts: **BLM 4 - Magasiner pour des vêtements**. Teacher will ask for volunteer to model the role play using the scripts provided. Other students will be reading the text during the role play.

Compréhension de l'écrit et production orale :

With a partner students will practice using provided scripts for purchasing a clothing item. (**BLM 4 - Magasiner pour des vêtements**)

Production écrite :

Using the model provided, students will work with partner to write a short script for items on their list of clothing for the season or images provided on the **BLM 4 - Magasiner pour des vêtements**.



-some students may need have access to PPT to listen to a few times to ensure comprehension.

-PPT could be posted on class website or on shared files for reference



Assessment **for** learning

and



Assessment **of** learning - collect student worksheets to determine understanding of concept and to guide further instruction

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Whole Class or Groups (10 minutes)

In order to consolidate the learning, the teacher and a volunteer student will model purchasing an item of clothing. Students will offer suggestions and comment on interaction. Establish success criteria for a good interaction (to be used on Day 4).


In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.



Assessment **for** learning creation of success criteria will allow teacher and students to assess their understanding of the concept.



Assessment **as** learning - students may self-assess their listening skills during the PPT.

<p>Unit: Faire des achats Day 4: Je fais des achats (continued)</p>	<p>Core French Grade 5</p>
<p><u>Minds On</u></p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class (10 minutes)</p> <p>Compréhension de l'oral : Description: During the activity, students will revisit purchasing an item of clothing by observing teacher and student modelling. Using the success criteria established on Day 3, teacher will ask for another volunteer to model making a purchase. Teacher will ask students refer to success criteria to assess the modelled interaction.</p> <p>Teacher may also access the PPT instead of modelling with student.</p> <p>Production orale : Students will refer to the success criteria to share orally their observation of the modelled interaction.</p>	<p>A for L Assessment for learning - observation of student participation and prior knowledge of topic</p> <p> -ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.</p>
<p><u>Action!</u></p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	

Whole Class or Groups of 2 (25 minutes)

Interaction orale :

Description: During this activity, students will have the opportunity to practice and apply their learning by participating in an oral interaction with another student. They will use the success criteria to evaluate their partner's participation in activity. They will identify strengths and offer suggestions for improvement.

If time permits they can practice with more than one partner.



-some students may need have access to PPT to listen to a few times to ensure comprehension.

-PPT could be posted on class website or on shared files for reference

-students may need written script as a reference during the interaction

-students may wish to record themselves with devices



Assessment **for** learning success criteria will allow teacher and students to assess their abilities in making purchases



Assessment **of** learning using observation checklist, teacher can assess the student participation in interaction
Note: teacher may wish to have students record themselves using devices for evaluation.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Whole Class or Groups (5 minutes)


In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self- assess their second language competencies.



Assessment **for** learning creation of success criteria will allow teacher and students to assess their understanding of the concept.



Assessment **as** learning student may assess their oral interaction skills using the checklist

<p>Unit: Faire des achats Day 5: Veux-tu magasiner avec moi ?</p>	<p>Core French Grade 5</p>
<p><u>Minds On</u></p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class (10-15 minutes)</p> <p>Interaction orale :</p> <p>Description: During this part of the lesson, the teacher should review clothing vocabulary by playing charades with students. Students can play as partners or as a whole class. Vocabulary cards are put in bag or box, students pick card and act out using the item as other students try to guess.</p> <p>Another option is using virtual dice (Photo Dice) or foam dice with pictures and prices. As students roll the dice, they will land on a item clothing item and a price.</p> <p>Student talk:</p> <p>Student A: “Combien coûte le pantalon bleu”</p> <p>Student B will then answer using the price on dice, i.e., “Le pantalon bleu coûte 15,99\$”.</p> <p>These rolls should be alternated between students. Some students may benefit from only including dollar amounts without cents; others may benefit from calculating the total amount of a small shopping spree or pre-prepared list.</p>	 <p>-challenge some students by only having the words with no visual reference</p> <p>-student can create their own dice using Photo Dice app.</p> <p>-challenge student to use variations of questions or to invent new questions using the item and price on dice.</p>
<p><u>Action!</u></p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	

<p>Individual (15 minutes)</p> <p>Using the Power Point - Veux-tu magasiner avec moi, students will read and listen to a friend's messages. See BLM 5 for student answers.</p> <p>Compréhension de l'oral : Description: During this activity, students will demonstrate learning acquired during the unit by applying listening skills to make meaning of a short oral text. They will listen to a short message from friend inviting them to go shopping for clothing answer questions regarding what they heard to demonstrate comprehension.</p> <p>Compréhension de l'écrit et production écrite : Description: Next, students will demonstrate learning acquired during the unit by applying reading skills to make meaning of a short text. They will read a text from a friend wanting to return items borrowed and answer his questions.</p>	<p>A^{of}L Assessment of learning</p> <p>-teacher collects answer sheets to confirm comprehension of listening and reading activity.</p>
<p>Consolidation</p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned 	
<p>Whole Class (5-10 minutes)</p> <p>Description: During this last consolidation of the unit, students will assess their reading, writing, listening and speaking abilities using the checklist provided. If teachers are using language portfolios, this activity will help student assess their strength and set next steps for improvement.</p> <p>Note: teacher can also use this time to conference with students and discuss strengths and next steps and discuss the student self-assessment offering suggestions.</p>	<p>A^{as}L Assessment as learning</p> <p>-students use self-assessment to determine next steps.</p>

Suggested Assessment of learning opportunities

- Create a personal *aide-visuel* with relevant vocabulary and use it to record a dialogue or spontaneous conversation between students
- Organize an imaginary visit to a clothing store, second-hand store, elder's home or community gathering place, where students are given play money to make purchases; they should explain why they made their choices of which items to buy orally

Student Self-Assessment Opportunities (Links to the CEFR Language Portfolios)

- Students may use peer editing for their written work
- Students may reflect on the importance of success and task criteria and how they can be used to guide writing and speaking

Next Steps in Learning

This activity can be extended by:

- making connections to clothing donations: what we give away and why, to whom it is sent, why certain people may have challenges in accessing new clothes
- talking about preferences: favourite stores, styles, looks, etc.
- discussing the differences between what adults and young people wear
- discussing gender binary, gender stereotypes, and perceptions of gender as they relate to clothing, colours, styles, make-up, accessories, etc.

Extending the learning

Possible Extension Activities:

- Reading short stories, poems, or children's books that celebrate gender expression (particularly as it may relate to clothing and appearance)
- Explore traditional clothing of First Nations, Métis, and Inuit peoples, and clothing of other nations' heritages: discuss why it may be difficult to find or buy this clothing in local stores; discuss its rich history and how clothing has the ability to tell stories