

LESSON PLAN 3: Pizza

Three Key Learning Goals:

1. Practice writing techniques, using vocabulary related to pizza and food.
2. Develop listening comprehension strategies by watching a short video .
3. Write a paragraph on how to make a pizza and a short dialogue on ordering a pizza.

Curriculum connections:

LISTENING A1.3 Listening for Meaning: “demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics.”

WRITING: D1.3 Developing Vocabulary: “confirm word meanings and review, refine, and vary word choices, using a variety of resources.”

WRITING D1.4 Using Stylistic Elements: “use word choice and stylistic elements to establish a personal voice and a clear point of view.”

Grade 4 French Immersion lesson 45-55 minutes

Subject: pizza

Introduction &
Minds-on learning

PART 1: Introduction

- Duration: 6 to 12 minutes
- Focus: vocabulary list and word-search
- Students should read the vocabulary list in part 1.
- They may then spend 5-10 minutes on the word search which includes the vocabulary terms. It is recommended they complete the word search later.

PART 2: Minds-on learning:

- Duration: 10 minutes
- Focus: Reading the very short book and then responding to prompts
- In a group or classroom setting, a think/pair/share activity can be used to start discussion between students:
 - 1) THINK: Students can read the book and independently brainstorm ideas.

	<p>2) PAIR: Next, students pair up and orally discuss any of the three prompts in part 2 of the lesson.</p> <p>3) SHARE: Finally, students can share their ideas with their classmates in small groups or in a class discussion.</p> <ul style="list-style-type: none"> • Alternatively, if a student is working at home, the discussion prompts can instead serve as journal topics. After listening to the audio recording and reading the prompts, a student can summarize his/her response in a point-form written response.
<p>Midpoint check for comprehension</p>	<p><u>PART 3: Writing</u></p> <ul style="list-style-type: none"> • Duration: 15 minutes • Focus: writing a paragraph on how to make a pizza • Using the vocabulary list in part 1 and the very short book in part 2, students will write a very short paragraph which summarizes a few of the steps in making a pizza. <p><u>PART 4: Listening</u></p> <ul style="list-style-type: none"> • Duration: 4 minutes • Focus: a short video on ordering a pizza
<p>Consolidation & Debrief</p>	<p><u>Part 5: Making more connections to real life</u></p> <ul style="list-style-type: none"> • Duration: 10 minutes • Focus: Writing a dialogue similar to the one presented in the video in part 4. • The dialogue should be between someone ordering a pizza and a worker at a pizza parlour. <p>A number of different activities can serve to recap and reinforce learning as homework and/or independent learning. These include:</p> <ol style="list-style-type: none"> 1) Finishing the word search from part 1 2) Completing the written task on the steps to preparing a pizza (from part 3) 3) Completing the dialogue in part 5

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Sources:

ONTARIAN FRENCH CURRICULUM (GRADES 1-8)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>