

Teacher: Tanya Blackall

Grade(s): **Grade 5**

Title: **Francophone Winter Craft Festival Readiness**

Theme: Students will use conversational French to ask simple questions about products for sale by vendors (how much something costs, if they have something in stock that they want to buy, how to wash/treat the product, suggestions for gifts, etc.) and to ask where to find things (drinks, food, bathroom). Students will also learn about the *ceinture flèche* (Arrowhead Sash that Métis men wear displaying what is important to them i.e. Family, tradition, etc.) and create their own *Qui suis-je?* (*Who am I?*) poster that represents what is important to them.

The Big Ideas for this unit plan are:

- 1) With simple French, we can describe ourselves and our interests
- 2) Listening and viewing with intent helps us begin to understand French
- 3) Both verbal and non-verbal cues contribute meaning in language.
- 4) Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures.
- 5) Each culture has traditions and ways of celebrating.

Developing

Proficiency

Extending

Unit Learning Target

What will learners be able to do with what they know?

Unit Focus Question(s): (What underlying question is guiding the unit theme and guiding deeper learning?)

How can I use conversation and intent to communicate in simple French?

Comment puis-je utiliser la conversation et l'intention pour communiquer en français simple ?

Targeted Standards (what do students need to know):

What content does this unit address? This section is particularly helpful when integrating standards from other curricular areas.

Common, high-frequency vocabulary and sentence structures for communicating meaning:

- Common questions
- Greetings and introductions
- Likes, dislikes, preferences, and interests
- Simple descriptions

A Francophone cultural festival or celebration in Canada (The Francophone Christmas Market 2025 in Vancouver, B.C.)

Ethics of cultural appropriation and plagiarism

Learning Targets (what will students be able to do):

List specific, “unpacked” learning targets and “Can-Do” statements here. Be sure that the targets build proficiency by focusing on connected language chunks even at the developing level. This lists what students will

be able to do. What students must know to accomplish the Can-Dos is found near the bottom of the template in “Unit Language, Content, and Culture.”

**Thinking and Communicating:**

- Comprehend key information in slow, clear speech and other simple texts
  - I can introduce myself in French
  - I can say “thank you” in French
  - I can say “goodbye” in French
  - I can count from 1 to 10 in French
  - I can ask how much something is in French
  - I can identify common items that would be in a Christmas craft fair in French
  - I can communicate things that I like and dislike in French
  - I can offer compliments and simple comments in French
- Interpret non-verbal cues to increase comprehension
  - I can use body language and facial expressions to help communicate and use those things to understand better
- Seek clarification of meaning
  - I can use body language and facial expressions to support my understanding and clarify communication
- Participate, with support, in simple interactions involving everyday situations
  - I can identify and label common items at a Christmas craft fair in French
  - I can use role play to display my learning in both the vendor and customer roles

**Personal and Social Awareness:**

- Identify a Francophone cultural festival or celebration in Canada

**UNIT PERFORMANCE TASKS**

How will learners demonstrate what they can do with what they know?

Interpretive Assessment Listening or Reading	Interpersonal Assessment Person-to-Person	Presentational Assessment Speaking or Writing
<p><b>Listening:</b> Students will learn to use word pronunciation and simple phrases and then reproduce them verbally</p> <ul style="list-style-type: none"> <li>• Assessment will be based on a sharing circle exercise where each student will introduce themselves to the group (Speaking rubric)</li> </ul> <p><b>Reading:</b></p>	<p><b>Role-Play:</b> Students will take turns being the vendors and customers at the market. Assessment will be based upon a checklist.</p>	<p><b>Writing –</b> For assessment, students will:</p> <ul style="list-style-type: none"> <li>• Make a notebook that contains the words, phrases, colours, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will identify items and match them with their French names</li> <li>• Students will also be making a notebook that contains the words, phrases, colours, etc. that they have learned so they have it for the future</li> <li>• Students will complete a worksheet in which they will do a word match between common items at the market and the French word</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment will be observation of the students communicating in French to accomplish a set of goals that is prior approved by the teacher (i.e. Ask how much an item is, ask for a coffee, ask if there is an item in a different colour)</li> <li>• Use of body language and facial expressions while having the above conversations will also be included in the assessment</li> </ul>	<p>that they have learned so they have it for the future</p> <ul style="list-style-type: none"> <li>• Write a vocabulary quiz with the common phrases and words that they have learned</li> <li>• Create a Who am I? (<i>Qui suis-je?</i>) poster that uses phrases detailing what is important to them as individuals using the <i>ceinture flèche</i> as a symbolic reference</li> </ul> <p><b>Speaking</b> – Students will:</p> <ul style="list-style-type: none"> <li>• Introduce themselves to the group with assessment based on a speaking rubric</li> </ul>
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**Major Activities**

What major learning activities will prepare students to demonstrate what they can do with what they know?

In this section list the major activities. This does not take the place of lesson plans but provides a plan for how the unit is structured, helps to show how the unit will flow, and pinpoints the most important activities in the unit. Many of these activities will also function as formative assessments.

**Beginning:**

What activity will hook the students' interest in the unit? How will you start the unit to motivate students?

**Hook:**

Appeal to the students' senses and imagination:

- Show a picture of a winter/Christmas craft fair
- Get the students to imagine going to a Christmas craft fair:
  - What does it smell like?
  - What is the atmosphere like?
  - What does it look like?
  - What can you taste there?
  - What can you see?

**Middle:**

List only MAJOR unit activities related to the learning targets. Do not list all the activities that you would do in each lesson plan.

**Personal Interaction and Speaking French:**

- Students will learn how to introduce themselves to others, say “thank you”, and say “goodbye” in French
- Students will learn numbers 1-10, how much something is, basic colours, and other basic phrases along with gestures and body language to enhance communication (i.e. pointing, facial expressions, etc.)
- Students will learn some basic item names that could be found at a Christmas market (i.e. candle, ornament, etc.)
- Students will add to their phrase of asking how much something is by adding the items name
- Students will recite the names of common items in a Christmas market to purchase by seeing visual pictures

**Hands-On with Writing/Visual Cues and Corresponding French:**

- Students will match pictures of items from a Christmas market to the word on paper
- Flash cards with pictures of items at a Christmas market to match with the name in French
- Students will be tested on vocabulary skills learned on paper as well as verbally
- Students will create a notebook that could be taken to a Francophone Christmas market that contains vocabulary, compliments, basic comments, salutations, introductions, colours, common items, questions, and numbers

**Movement to Learn:**

- Students will practice language introduction skills while in a sharing circle with peers
- Students will role play a Christmas market as vendors and customers practicing conversation in French

- Students will practice compliments and comments in French while moving around the classroom using role play to enforce expression and meaning

**End:**

What activity will end the unit and give students a feeling of accomplishment? This is the unit culminating activity. And it could be one of the unit performance tasks from above.

- Students will put together a Christmas market and role-play being vendors and customers. They will speak only in French and communicate with purpose and accomplish their goal at the market (i.e. buy a gift for their mom and buy a cheeseburger to eat). Students will switch roles and be given the opportunity to choose which items they want to buy like the example and teacher approval.
- Money (fake Canadian) will even be used for authenticity (and incorporate mathematical skills)
- Booths will be set up with pictures representing items at the market including food and beverages to buy

UNIT LANGUAGE, CULTURE, AND CONTENT (WHAT STUDENTS KNOW)

Language

Language Chunks Phrases	Essential Vocabulary Critical Words	Structures To Support Language Functions
Combien ? Puis-je acheter ? Sac ? Beau ! J'aime ça ! Savoureux ! Délicieux ! Plus ? Je suis heureux ! Une autre couleur ? Je n'aime pas.	Merci Au revoir Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Rouge Noir Vert Blanc Chandelle Ornement Hamburger Chocolat chaud Popcorn Biscuit Café Frits Cadeau Chapeau Mitaines Foulard	Neuf (masculine) & Neuve (feminine) Noir (masculine) & Noire (feminine) Vert (masculine) & Verte (feminine) Blanc (masculine) & Blanche (feminine) Beau! (masculine) & Belle (feminine) Délicieux! (masculine) & Délicieuse! (feminine) Frits (masculine) & Frites (feminine)  Interrogatives (questions)  Exclamations (to show excitement)

	Chaussettes Cadre S'il te plaît	
Culture		
Products & Perspectives	Practices & Perspectives	Cultural Competencies
<ul style="list-style-type: none"> <li>Many craft fairs in the winter are considered winter carnivals rather than labelled as “Christmas” (i.e. Saint-Jean-Baptiste Day, Festival du Voyageur, &amp; Fête nationale de l'Acadie where celebrations are more related to Francophone culture and history)</li> </ul>	<ul style="list-style-type: none"> <li>French is one of Canada’s official languages and it can be used across the country</li> <li>French is the main language in Quebec and many other regions in Ontario, etc.</li> <li>Government careers in Canada are higher paid when a second language is added for potential employees, and it can open career advantages in other countries too</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of the language and culture in Francophone history in Canada</li> <li>French language conversation bridges the gaps in culture in Canada and makes communication easier</li> <li>Other facets of the French heritage can be enjoyed such as within the cultural arts (fine art and performance)</li> </ul>
Content Connections		
Academic Skills (Competencies)		Content (Content)

<p><b>Thinking and Communicating</b></p> <ul style="list-style-type: none"> <li>• Comprehend key information in slow, clear speech and other simple texts</li> <li>• Interpret non-verbal cues to increase comprehension</li> <li>• Participate, with support, in simple interactions involving everyday situations</li> <li>• Use various strategies to support communication</li> </ul> <p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify a Francophone cultural festival or celebration in Canada</li> </ul>	<p>Common, high-frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> <li>• Common questions</li> <li>• Greetings and introductions</li> <li>• Likes, dislikes, preferences, and interests</li> <li>• Simple descriptions</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• A Francophone cultural festival or celebration in Canada</li> <li>• Ethics of cultural appropriation and plagiarism</li> </ul>
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**MATERIALS AND RESOURCES**

Digital	Print	Props/Manipulatives
<p>Ceinture fléchée. (n.d.). In <i>Wikipedia</i>. Retrieved October 13, 2025, from <a href="https://en.wikipedia.org/wiki/Ceinture_fl%C3%A9ch%C3%A9e">https://en.wikipedia.org/wiki/Ceinture_fl%C3%A9ch%C3%A9e</a></p> <p>Google Translate. (2025). <i>English to French (Canada)</i>. <a href="https://translate.google.ca/?sl=en&amp;tl=fr-CA&amp;op=translate">https://translate.google.ca/?sl=en&amp;tl=fr-CA&amp;op=translate</a></p> <p>The Francophone Cultural Centre. (2025). <i>Christmas Market</i>. <a href="https://www.lecentreculturel.com/en/marche-de-noel">https://www.lecentreculturel.com/en/marche-de-noel</a></p>	<ul style="list-style-type: none"> <li>• Worksheet to match common items at the market to their French words</li> <li>• Vocabulary quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Make vendor tables for role-play</li> <li>• Canadian play money</li> <li>• Items to “sell”</li> <li>• Food and drinks to “sell”</li> <li>• Notebook covers &amp; pages folded from paper</li> <li>• Students will make their own <i>Qui suis-je?</i> (Who am I?) poster that contains what</li> </ul>

		is important to them in French phrases and symbols (pictures, etc.)
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