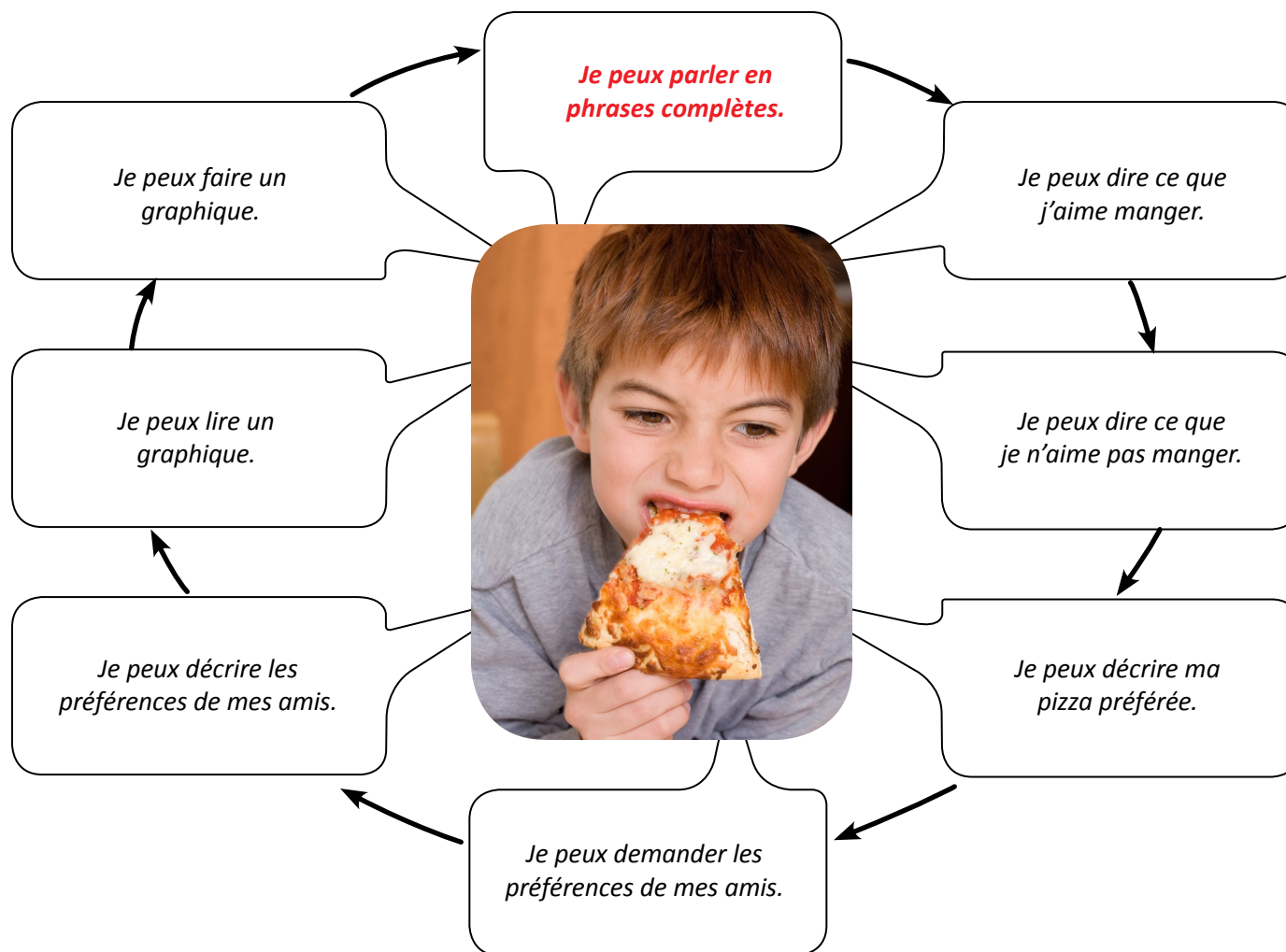



THÈME : L'ALIMENTATION - MA PIZZA PRÉFÉRÉE

Niveau : 5^e année



Achievement Indicators	Suggested Activities	Linguistic Content
<p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to simple questions and demonstrate understanding (listening). communicate clearly their message orally and in writing by describing their preferences and by asking for information. communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary, and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a simple text (survey and graph). respond to text by asking for information. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing their preferences and by asking for information. communicate their message in writing with fluency by using the correct words and phrases. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> compare elements of their own cultures to elements of Francophone or Métis cultures in Canada. 	<p>It is important to note that these suggested activities serve as a starting point for further unit development. Prior to any lesson, the teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modelling and contextualization. This allows the teacher to stimulate authentic interactions.</p> <p>For example, before modelling orally what is his favourite pizza, the teacher reuses familiar linguistic structures. <i>Moi, j'aime manger le fromage. Est-ce que tu aimes manger le fromage? Moi, je n'aime pas manger le fromage.</i> Later on, the teacher can model the following: <i>J'aime le fromage et les champignons sur la pizza. Est-ce que tu aimes le fromage et les champignons sur la pizza? Oui, j'aime le fromage sur la pizza. Je n'aime pas les champignons sur la pizza.</i></p> <p>After using and reusing the modelled structures, adapting them with personal variations, students conduct a survey of preferred pizza ingredients (see document <i>Tout le monde à table</i>, p. A56, A57, A61 and A62).</p> <p>http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/table/docs/document_complet.pdf</p> <p>Students can present their survey findings in the form of a graph.</p> <p>After participating in other oral activities which integrate the linguistic content, the students are ready to prepare and present a pizza collage representing their favourite pizza.</p> <p style="text-align: center;">Suggestions on Integrating Culture</p> <p>Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally.</p> <p>The teacher can also read the book <i>La fête en famille</i> and students can compare their traditional foods with those of the family in the story. The teacher can also model one of the post-reading activities in the appendix. Then the students can do their own response and share it with a classmate.</p> <p>The students can also use the menus on pages 26 and 27 in the module <i>Le Canada, c'est multiculturel!</i> and compare two different cultural dishes.</p>	<ul style="list-style-type: none"> <i>Qu'est-ce que tu aimes manger? J'aime manger du fromage.</i> <i>Qu'est-ce que tu n'aimes pas manger? Je n'aime pas manger du poisson.</i> <i>Quelle est ta pizza préférée? Ma pizza préférée c'est la pizza hawaïenne.</i> <i>Qu'est-ce que tu aimes sur ta pizza? J'aime les champignons. Je n'aime pas les olives vertes. Je déteste les anchois.</i> <i>Qu'est-ce qu'il y a sur ta pizza? Sur ma pizza, il y a du jambon, de l'ananas et du fromage.</i> <i>Jacques, qu'est-ce que tu aimes sur ta pizza? J'aime le pepperoni sur ma pizza. Jacques aime le pepperoni sur sa pizza. Il aime le pepperoni sur sa pizza.</i> <p>The vocabulary reflects the students' food preferences. In Grade 5, students can use <i>le présent</i> in context.</p>

 **NOTE:** When learning and using new structures and expressions (linguistic content), learning situations are highly structured with ample modeling by the teacher. As students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Resources

Niveau : 5^e année**Livres**

- [La meilleure pizza du monde](#), Alpha-jeunes, Série 2, Niveau 5, Scholastic
- [La fête en famille](#), Cultur-osité, Nelson
- [Une pizza parfaite](#) (bleu), Galaxie French Readers, Level 1, Nelson
- [Le déjeuner](#), Envol en littérature, Scholastic
- [Biscuits fous, fous, fous](#), Collection Domino, Les éditions de la Chenelière
- [L'alimentation 1](#), DREF
- [L'alimentation 2](#), DREF
- [L'alimentation 3](#), DREF
- [En route vers le succès langagier](#), L'alimentation 4^e-6^e, DREF

Chansons

- [Je suis une pizza](#), Qu'il y ait toujours le soleil, Charlotte Diamond
- [Mousse d'ananas](#), En français s.v.p., Damien Lussier
- [La pizza](#), Encore, Gregg LeRock
- [Qu'est-ce qu'il y a sur une pizza de luxe?](#), Visages 2, Pearson, Addison-Wesley

Modules

- [La pizza](#), Visages 2, Pearson Addison-Wesley
- [Ça, c'est ma journée!](#), Échos Pro 1, Pearson
- [Le Canada, c'est multiculturel!](#), Échos Pro 2, Pearson

Click on the active link to see the details for each resource within DREF's OPAC.