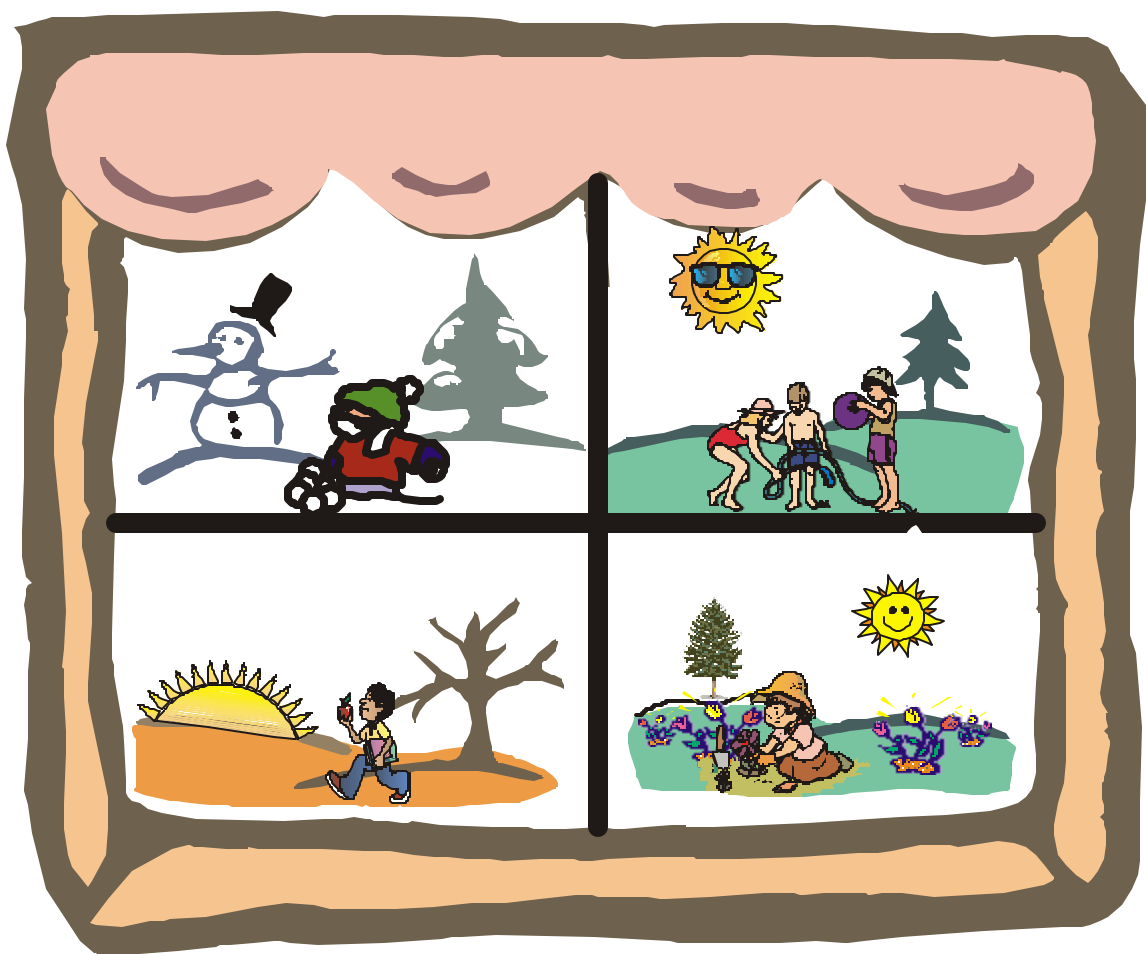


CLOTHING RELATED TO WEATHER



Core French Model Unit
Grade 2



Ministère
de l'Éducation
de la Saskatchewan

1999

P102.2

TEACHING MATERIALS
from the
STEWART RESOURCES CENTRE



TABLE DES MATIÈRES

Page

Suggested vocabulary	4
1. Record information related to clothing and weather	5
2. Become familiar with weather conditions	6
3. Determine the criteria for wearing certain clothing articles.....	6
4. Recognize and recall different clothing articles and weather conditions in a dialogue.....	7
5. Categorize clothing according to weather conditions	7
6. Experiential Goal.....	8
7. Reflection on the unit.....	8
Annexes	
1 Le temps et les vêtements.....	10
2 Le temps et les vêtements.....	11
3 Quel temps fait-il ?.....	12
4 Les vêtements.....	13
5 Chanson - Quand il fait beau.....	15
6 Cartes éclairées	21
7 Les vêtements.....	34
8 Les vêtements.....	35
9 Dialogue	36
10 Chercher les vêtements	37
11 Auto-évaluation.....	38
12 Évaluation.....	39
13 Letter to Parents	40
14 L'environnement - présentation.....	41
15 Grille d'observation	42
16 Échelle d'appréciation.....	43
Ressources	44

Field of experience: Environment

Topic to be developed: Clothing related to weather

Experiential goal: Student will select a weather condition and dress a mannequin, stuffed animal, doll etc. accordingly, and complete a paragraph that pertains to the condition and clothing chosen.

Learning Objectives

The students will:

- participate in a variety of language activities on the topic of clothing in relationship to the environment.
- present to the class: the dressing up of a doll, stuffed animal, etc. according to a certain weather condition, and a short paragraph pertaining to this topic.
- strive for more accurate and effective use of linguistic structures and vocabulary.
- respond sensitively to the ideas, comments, and products of others.
- recognize the link between clothing and weather.
- describe the weather and clothing worn on specific days.

Suggested Steps:

1. Record information related to clothing and weather.
2. Become familiar with different weather conditions.
3. Determine the criteria for wearing certain clothing.
4. Recognize and recall different clothing articles and weather conditions in a dialogue.
5. Categorize clothing according to weather conditions.
6. Prepare and present the experiential goal.
7. Reflect on the unit.

This unit was developed following the curriculum guidelines by:

Tara Fischer, teacher
Borderland S.D. No. 68

Suggested Vocabulary

l'environnement – environment
la météo – weather (forecast)
le temps – weather

Quel temps fait-il ? – What is the weather like?

Il fait beau – It is nice
Il fait chaud – It is hot
Il fait froid – It is cold
Il neige – It is snowing
Il pleut – It is raining

Les vêtements – Clothing

Il fait beau :

la casquette – cap
la chemise – shirt
le t-shirt – t-shirt
les chaussettes – socks
les espadrilles – runners
les jeans – jeans
les souliers – shoes

Il fait chaud :

la casquette – cap
le maillot de bain – bathing suit
le short – shorts
le t-shirt
les lunettes de soleil – sunglasses
les sandales – sandals

Il fait froid :

le chandail – sweater
le chapeau – hat
le manteau – jacket
le pull à col roulé – turtleneck
les jeans – jeans
les pantalons – pants

Il neige :

l'habit de neige – snow suit
le parka – parka
la tuque – tuque
le foulard – scarf
le pantalon de ski – ski pants
les bottes de neige – winter boots
les cache-oreilles – ear muffs
les gants – gloves
les mitaines – mittens

Il pleut :

l'imperméable – raincoat
le chapeau – hat
le parapluie – umbrella
les bottes de caoutchouc –
rubber boots
les bottes de pluie – rain boots

Field of Experience: Environment
Topic to be developed: Clothing Related to Weather
Experiential Goal: Student will select a weather condition and dress a mannequin, doll, stuffed animal, etc. accordingly, and complete a paragraph that pertains to the condition and clothing chosen.

Suggested Steps:

1. RECORD INFORMATION RELATED TO CLOTHING AND WEATHER.

ACTIVITIES

- 1.1 Students are asked to look around the classroom and make a mental note of what people are wearing.
- 1.2 Ask students to brainstorm various reasons why people wear different clothing articles (put on the board). Explain to students that in this unit the focus is going to be on how weather conditions affect our clothing choices.
- 1.3 **Annexe 1** The teacher will have a large weather and clothing chart posted in the classroom, and explain to the students that this chart is going to be used throughout the unit to keep track of weather conditions and clothing worn. The teacher can also hand out individual booklets of the same chart, explaining that each student will be responsible for filling in the information each class. When students have become comfortable with the vocabulary terms, choose 1 or 2 students to fill in the large chart at the beginning of class, while others help them out and complete their own charts.
***Note** – A photocopied list of charts, weather conditions, and clothing can be found in annexes 2-4.
- 1.4 The teacher can introduce the question « *Quel temps fait-il ?* » This structure will always be used when asking for the weather condition.

Teaching Notes

2. BECOME FAMILIAR WITH WEATHER CONDITIONS. ACTIVITIES

- 2.1 **Annexe 5** Hand out the song « *Quand il fait beau* ». This song is used to introduce weather vocabulary through pictures, actions and words. (Pictures included in this annexe.)
- 2.2 Discuss with the students what weather terms they have learned from the song.
- 2.3 A few students come to the front of the class and identify different weather conditions on the large chart. The teacher can do this by saying the phrase orally and students can put it in the correct section of the chart.
- 2.4 The teacher, with the input from students, can fill out the weather portion of the large chart, while students fill in their individual charts.

3. DETERMINE THE CRITERIA FOR WEARING CERTAIN CLOTHING ARTICLES.

ACTIVITIES

- 3.1 The teacher will put the following titles into 5 different vertical columns on the board:

Column 1 Title – *Quand il fait beau, je porte...*

Column 2 Title – *Quand il fait chaud, je porte...*

Column 3 Title – *Quand il fait froid, je porte...*

Column 4 Title – *Quand il neige, je porte...*

Column 5 Title – *Quand il pleut, je porte...*

Teaching Note: Having a picture next to title may help reinforce association with vocabulary. Briefly explain the words « *quand* » and « *je porte* ».

- 3.2 Ask students what the connection between weather and clothing could be.
- 3.3 **Annexe 6** Play the game « *qu'est-ce qu'il y a dans le sac ?* ». Students will be asked randomly to come up to the front of the class and pick a clothing article from a dark bag. Once the article is selected the teacher can hold up the vocabulary word for that article and say it, then have students repeat it. Students then must determine what column the clothing would go under .

***Note:** When the teacher is putting together the actual bag of

Teaching Notes

Teaching Notes

clothing they can use articles that may only fall into specific columns or overlap the columns listed. (3-5 articles per column.)

***Note:** The words and articles of clothing to be used for flashcards are included as suggestions only. It is also important to note that the flash cards have both « *le/un, la/une* » therefore teachers may want to explain the difference to the students especially when using the structure « *je porte* ».

3.4 **Annexe 7 & 8** Two activity sheets have been included to help with the clothing concept.

4. RECOGNIZE AND RECALL DIFFERENT CLOTHING ARTICLES AND WEATHER CONDITIONS IN A DIALOGUE.

ACTIVITIES



4.1 **Annexe 9** Students will listen to a dialogue on tape called « *Qu'est-ce que tu portes aujourd'hui ?* » and listen for familiar vocabulary the first time through.

4.2 **Annexe 9** Hand out the activity sheet and explain that students can answer the questions while listening to the tape the second time.

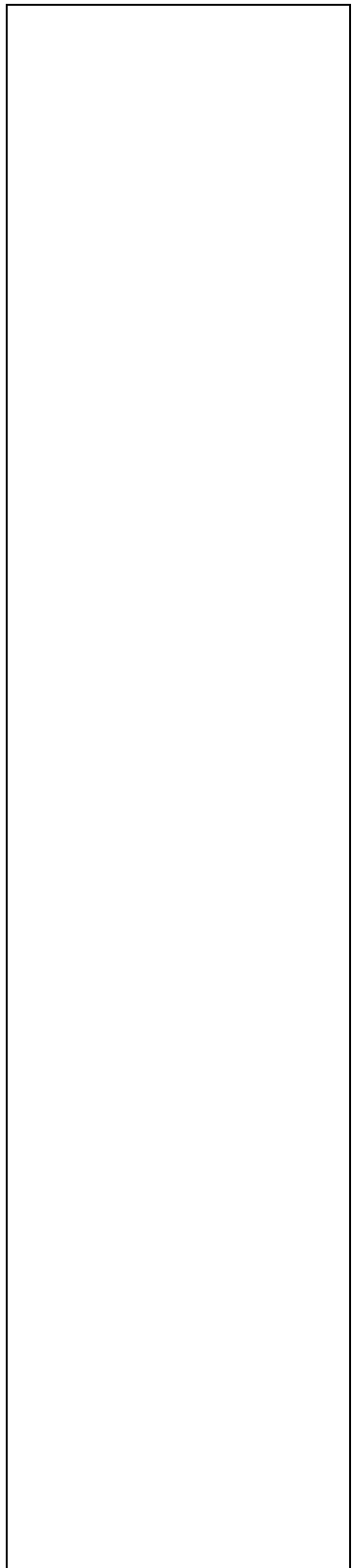
4.3 Go over the sheet together. Did students find the dialogue easy or hard to follow – why or why not?

5. CATEGORIZE CLOTHING ACCORDING TO WEATHER CONDITIONS.

ACTIVITIES

5.1 **Annexe 10** Allow students to work individually or in pairs to look through catalogues or magazines and cut out pictures of clothing. Students will paste the pictures in the appropriate columns in **annexe 10** according to the weather condition.

Note: Annex 11 can be used as self evaluation and teacher evaluation tools.



5.2 After **annexe 10** is completed the students can circulate around the classroom looking at all the activity sheets relating to clothing and weather.

5.3 Discuss the similarities and differences they noted on the worksheets as they circulated around the classroom.

6. EXPERIENTIAL GOAL: STUDENTS WILL DRESS A MANNEQUIN, DOLL, STUFFED ANIMAL ETC., ACCORDING TO A WEATHER CONDITION THEY HAVE SELECTED.

6.1 **Annexe 12** The teacher will hand out the sheet of expectations for the final project. The teacher could display it on an overhead, while explaining it to the class. **Annexe 13** is a model letter to parents.

6.2 **Annexe 14** After everyone has completed **annexe 12**, they will fill in a paragraph. Put the paragraph on the overhead so the teacher can show the students how to complete the paragraph.

6.3 Students can present their paragraph on weather conditions and clothes as they dress their doll, stuffed animal etc. in front of the class.

OR

Students can present the above in pairs or small groups while the teacher circulates around the classroom.

6.4 **Annexe 15** (Teacher evaluation of presentation), **annexe 16** (Student auto-evaluation of presentation).

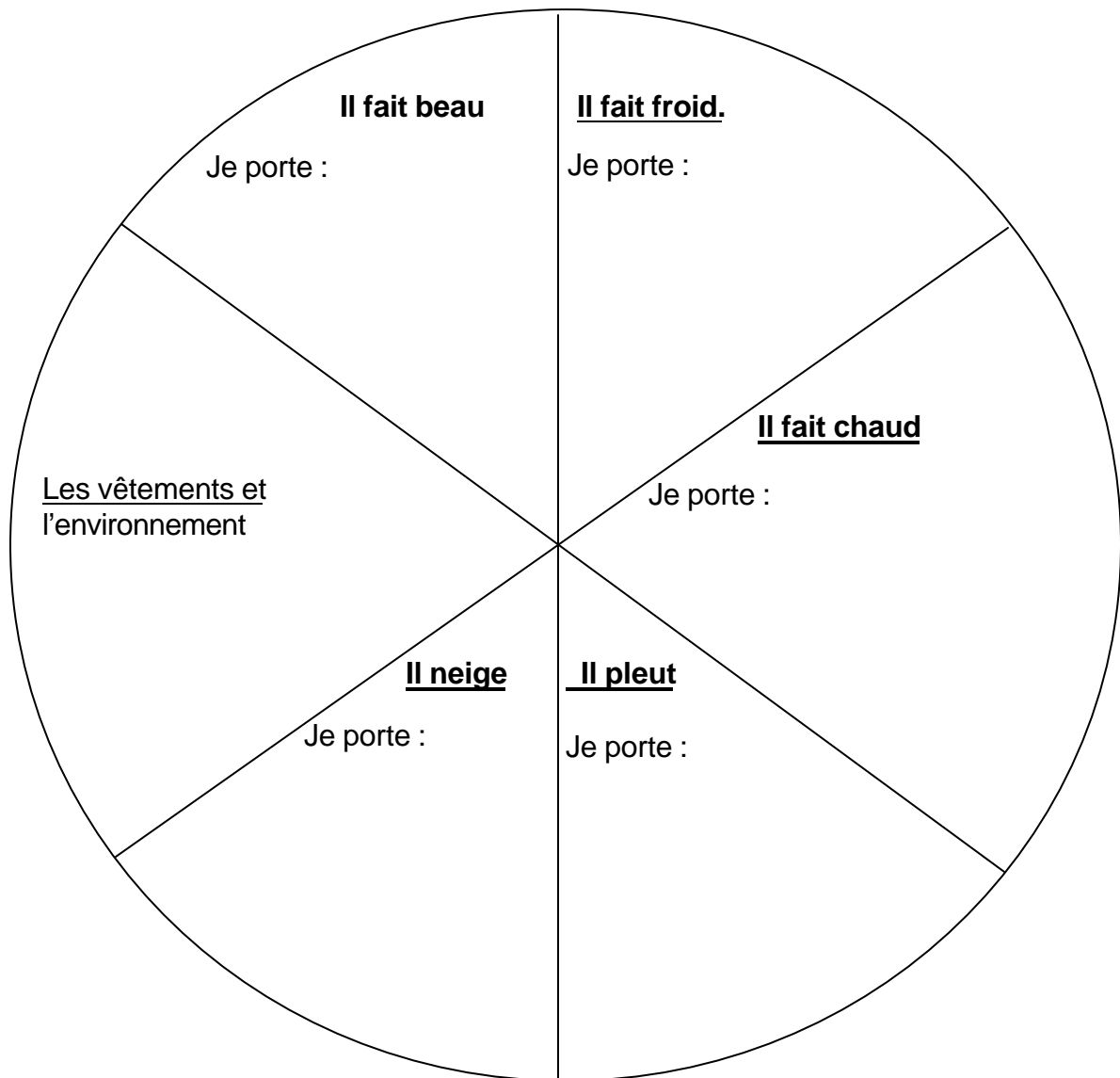
7. REFLECTION ON THE UNIT.

What new weather vocabulary was learned, what activities did we use to learn it? What is the relationship between clothing and weather? Do you think we are able to continue doing a weather/clothing chart for the rest of the year, why or why not?

Teaching Notes

ANNEXES

ANNEXE 1 - LE TEMPS ET LES VÊTEMENTS



Teaching Note:

Use this chart to show students the relationship between weather and clothing. The chart could be enlarged or make small books of 10 to 15 pages with the same chart for the students (see **annexes 2-4** for pictures).

Leave this chart as it appears without pictures of weather and clothing. The students will fill it in. The teacher can enlarge and cut out the pictures in **annexes 2-4** and attach them with funtack to a wall, bulletin board, etc. The teacher or student can:

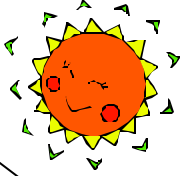
- indicate the date at the front of the class
- post the picture of the weather for this day
- post the pictures of clothing that correspond to the weather.

ANNEXE 2 - LE TEMPS ET LES VÊTEMENTS


La date : _____

Les vêtements et l'environnement

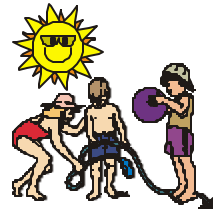
Il fait beau
Je porte :




Il fait froid
Je porte :




Il fait chaud
Je porte :



Il neige
Je porte :



Il pleut
Je porte :

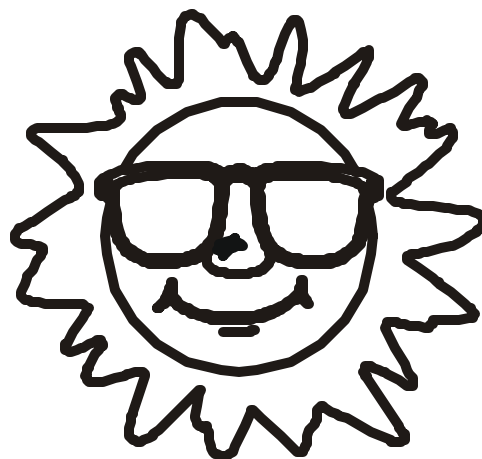
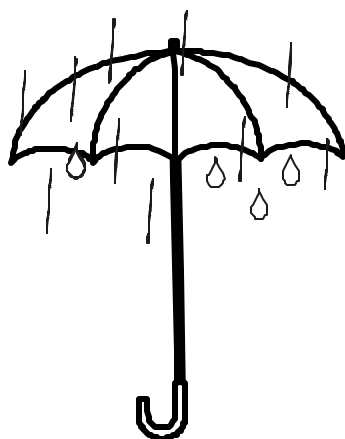
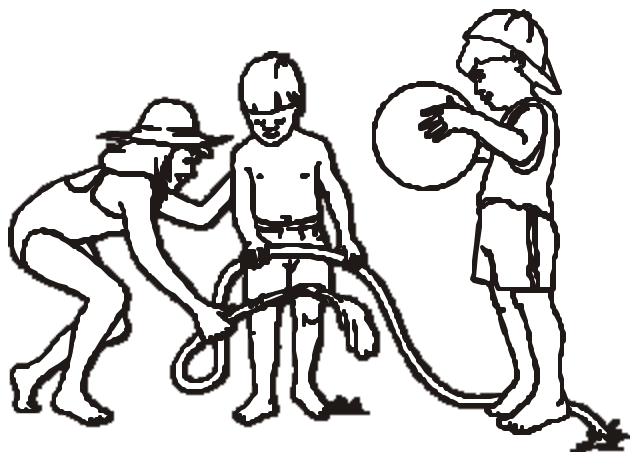


Teaching Note:

To use this chart for a booklet, the student will:

- fill in the date
- circle the picture and statement that best describes the weather on this date
- write the numbers corresponding to suitable clothing (**annexe 4**).

ANNEXE 3 - QUEL TEMPS FAIT-IL ?

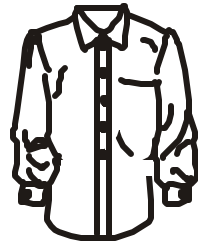


ANNEXE 4 - LES VÊTEMENTS



(un) le t-shirt

1



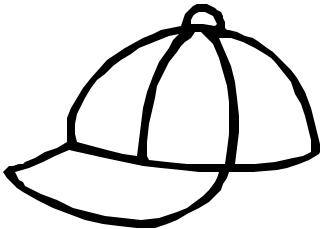
(une) la chemise

2



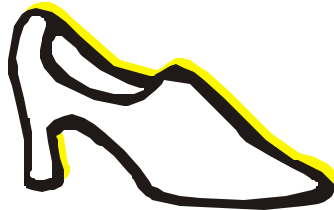
les jeans

3



(une) la casquette

4



(un) le soulier

5



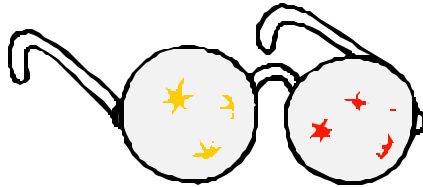
(une) l'espadrille

6



(une) la chaussette

7



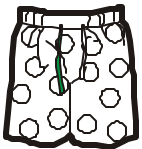
les lunettes de soleil

8



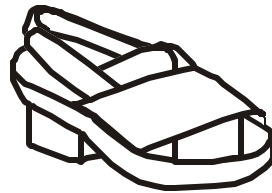
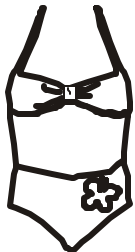
(un) le short

9



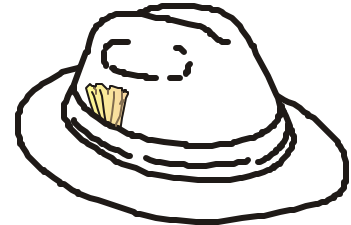
(un) le maillot de bain

10



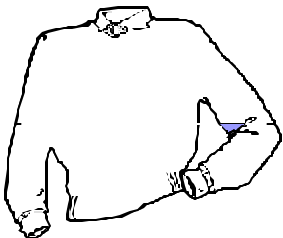
(une) la sandale

11



(un) le chapeau

12



(un) le chandail

13



(un) le manteau

14

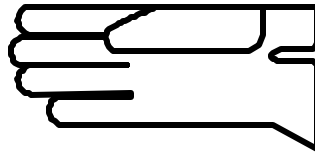


(un) le pantalon

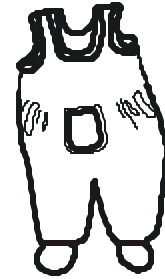
15



16

(une) la mitaine

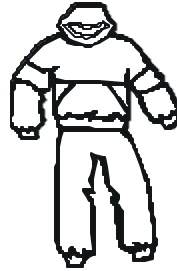
17

(un) le gant

18

(un) le pantalon de ski

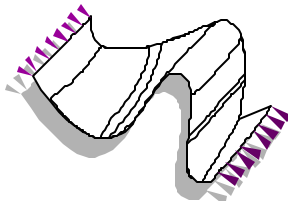
19

(une) la tuque

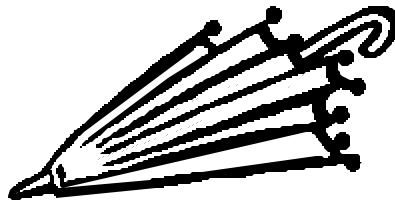
20

(un) l'habit de neige

21

les cache-oreilles

22

(un) le foulard

23

(un) le parapluie

24

(une) la botte

25

(un) l'imperméable**Teaching Note:**

- The teacher may put certain articles of clothing on this page in the plural form. If the teacher wishes, he or she may explain the difference between singular and plural, but it is not necessary to examine this concept in any great detail.
- The teacher can supplement with his or her own pictures.
- The teacher can explain the different kinds of boots (*les bottes de neige, les bottes de pluie ou les bottes de caoutchoucs*).
- The teacher may explain the difference between *un / le* and *une / la*. The structure to be used with *Je porte...* is *un/une*. Ex : *Je porte un chandail*.

ANNEXE 5 - CHANSON - QUAND IL FAIT BEAU

Quand il fait beau

Paroles :

Quand il fait beau, tape les mains, tape les mains.
Quand il fait beau, tape les mains, tape les mains.
Quand il fait beau, il fait beau, tape les mains, tape les mains.
Quand il fait beau, tape les mains, tape les mains.

Quand il fait chaud, dis hourra, dis hourra. (*wiping forehead*)
Quand il fait chaud, dis hourra, dis hourra.
Quand il fait chaud, il fait chaud, dis hourra, dis hourra.
Quand il fait chaud, dis hourra, dis hourra.

Quand il fait froid, dis brrr, dis brrr. (*action of shivering*)
Quand il fait froid dis brrr, dis brrr.
Quand il fait froid, il fait froid dis brrr, dis brrr.
Quand il fait froid, dis brrr, dis brrr.

Quand il neige, dis oui, dis oui. (*action of snowflakes falling*)
Quand il neige, dis oui, dis oui.
Quand il neige, il neige, dis oui, dis oui.
Quand il neige, dis oui, dis oui.

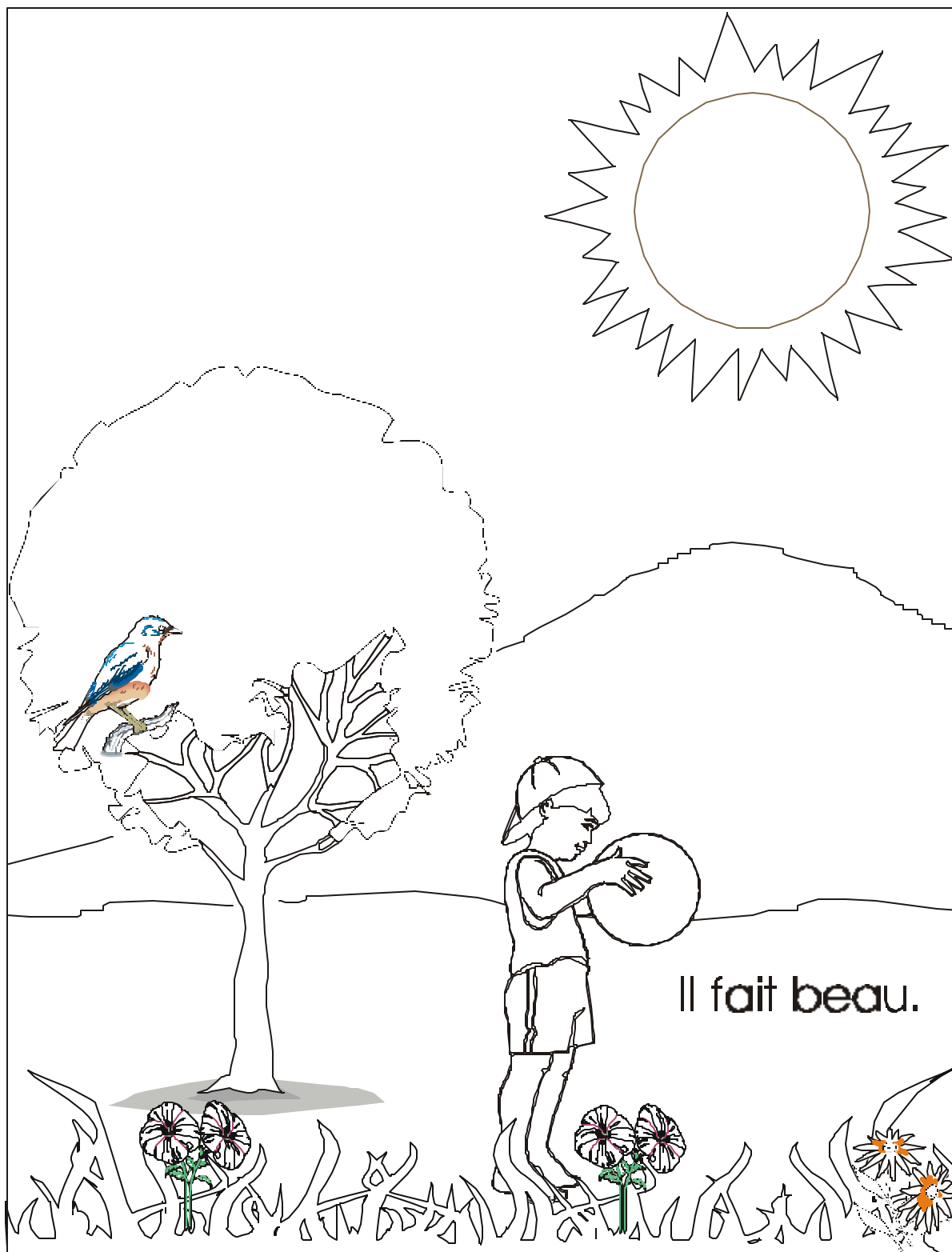
Quand il pleut, dis plop, dis plop. (*use hands for rain falling*)
Quand il pleut, dis plop, dis plop.
Quand il pleut, il pleut, dis plop, dis plop.
Quand il pleut, dis plop, dis plop.

Chanson « Quand il fait beau ». (Sing to the tune of "If you're happy and you know it".)

Teaching note:

Make a copy of this song for each student. Sing the song 2-3 times with the actions and images (#1-5).

La chanson « Quand il fait beau »



La chanson « Quand il fait beau »



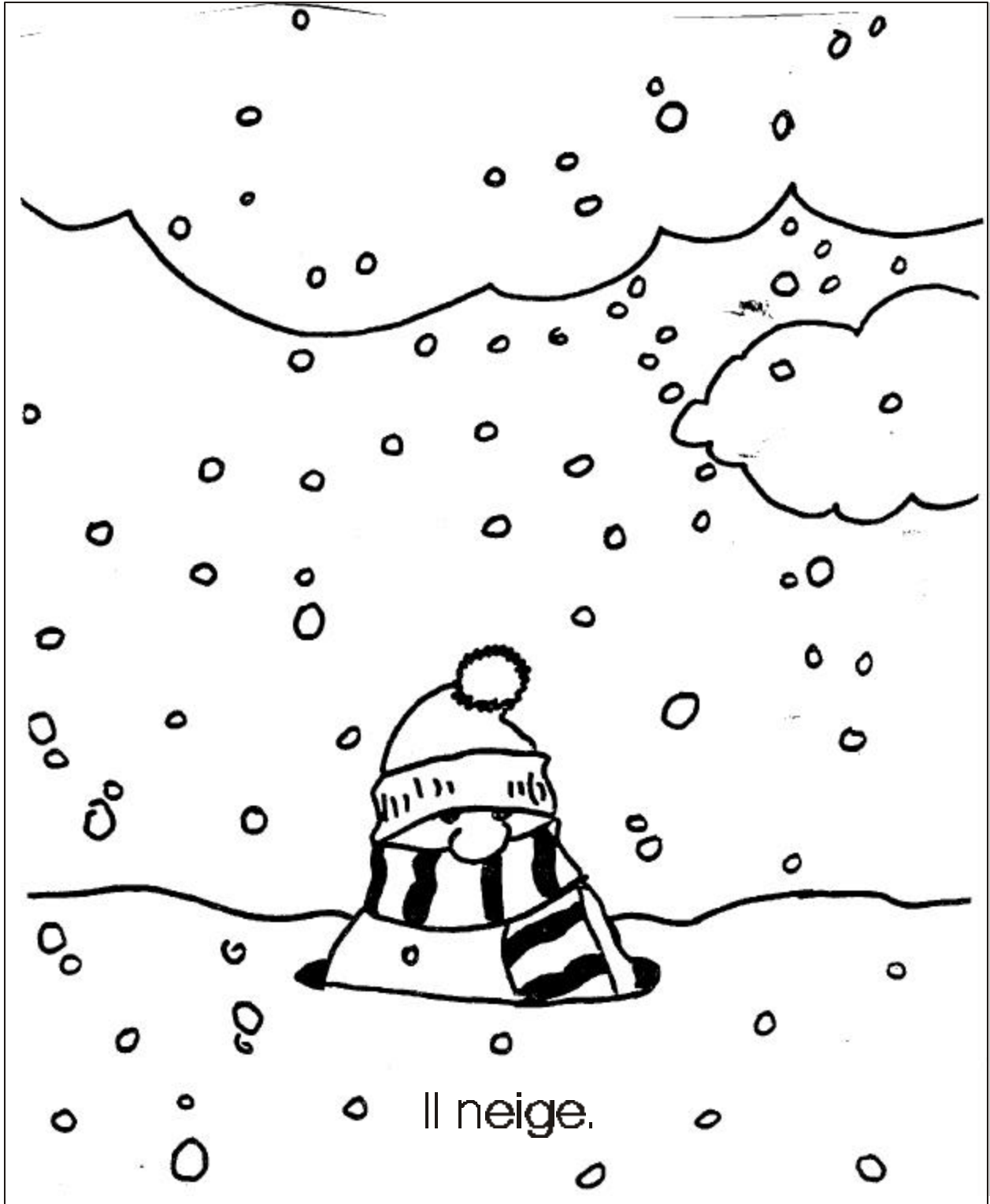
IMAGE NUMÉRO 3

La chanson « Quand il fait beau »



IMAGE NUMÉRO 4

La chanson « Quand il fait beau »



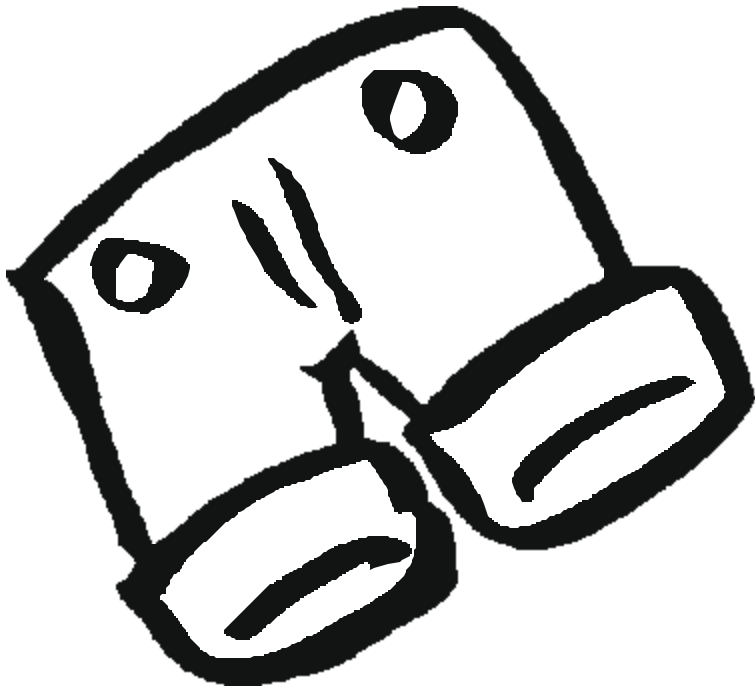
La chanson « Quand il fait beau »



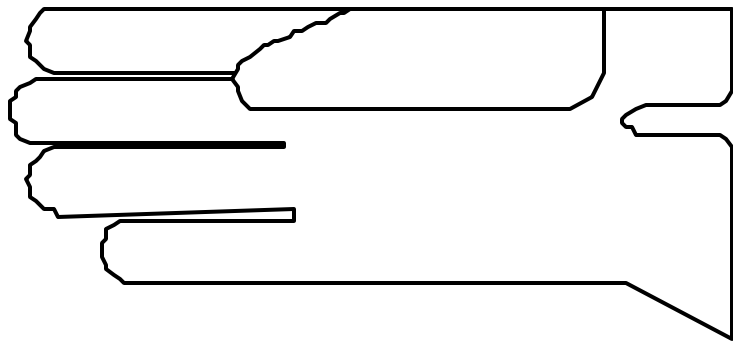
ANNEXE 6 – CARTES ÉCLAIRES

Teaching note:

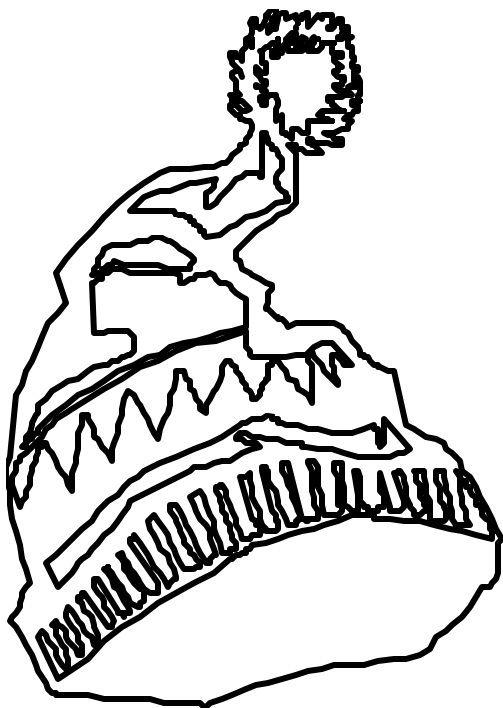
Use the flashcards to present the clothing vocabulary.



(un) le
short



(un) le
gant



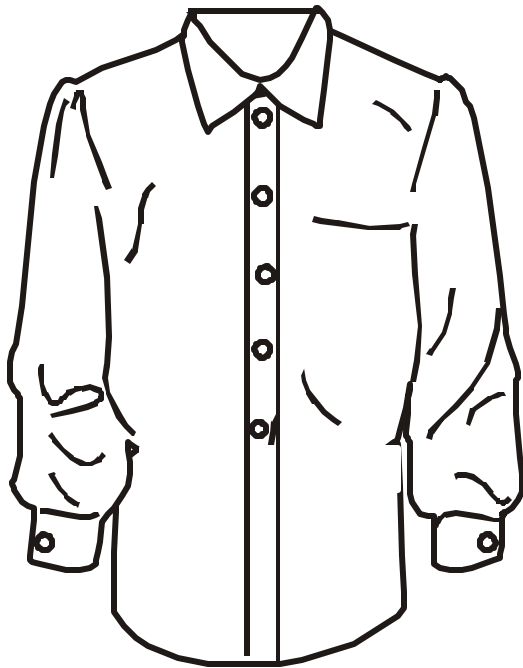
(une) la
tuque



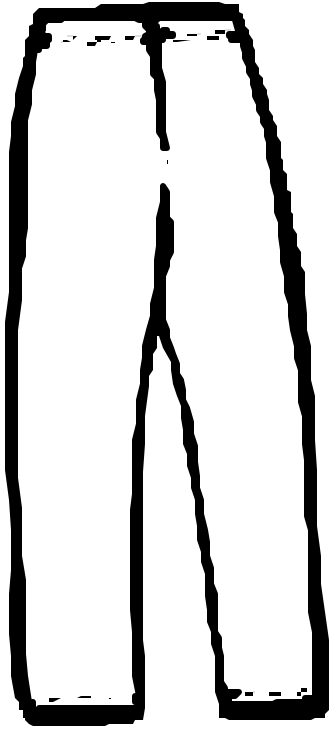
(une) la
mitaine



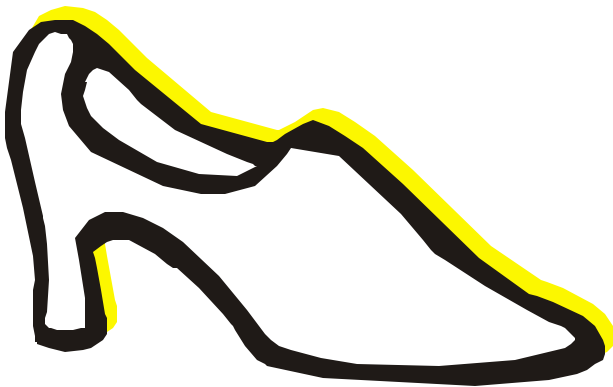
(un)
l'imperméable



(une) **la**
chemise



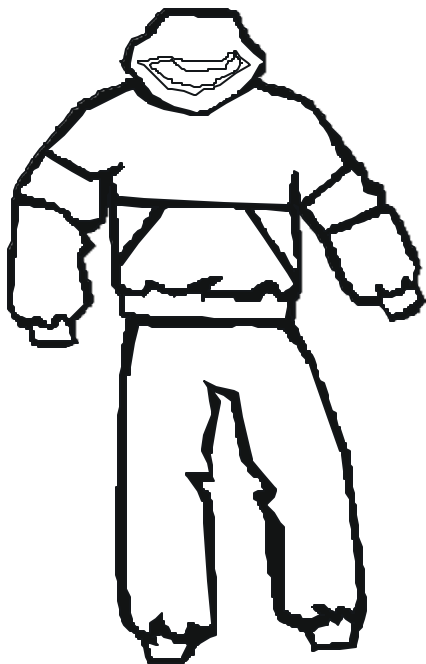
(un) **le**
pantalon



(un) **le**
soulier



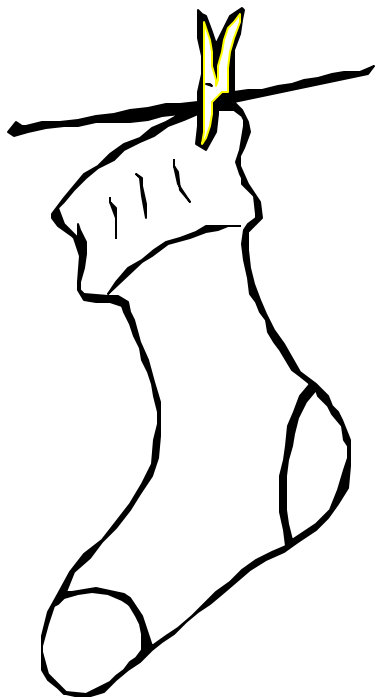
(un) le
manteau



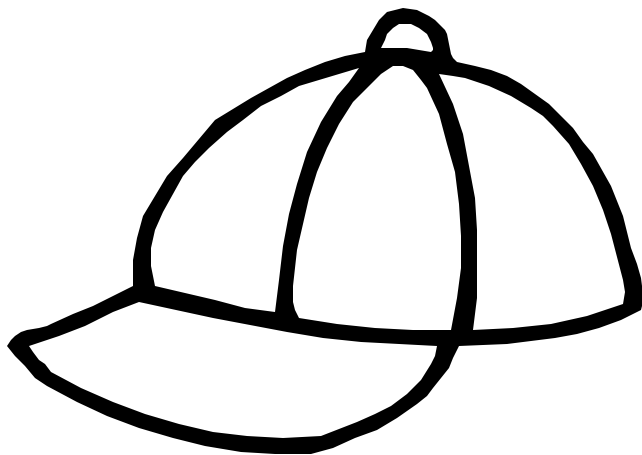
(un)
**l'habit
de neige**



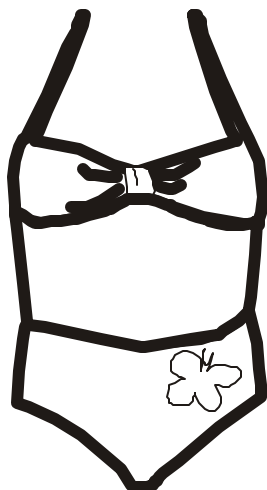
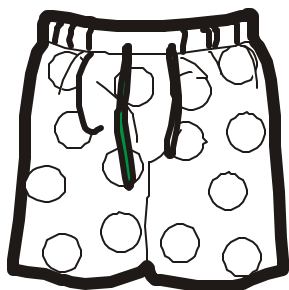
(une)
l'espadrille



(une) **la**
chaussette



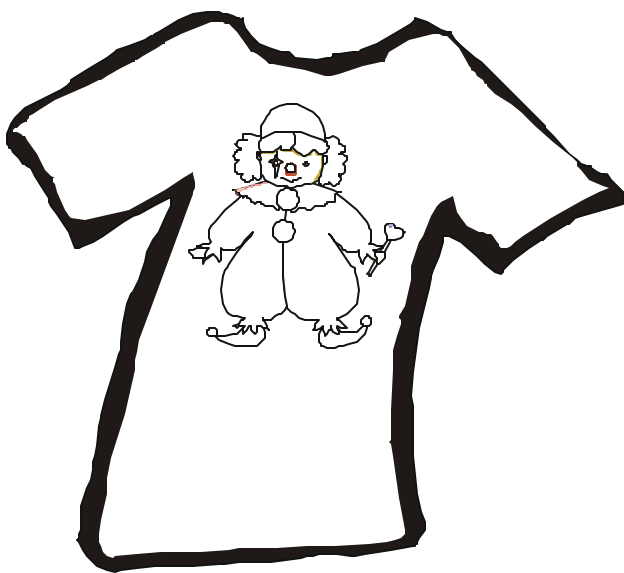
(une) la
casquette



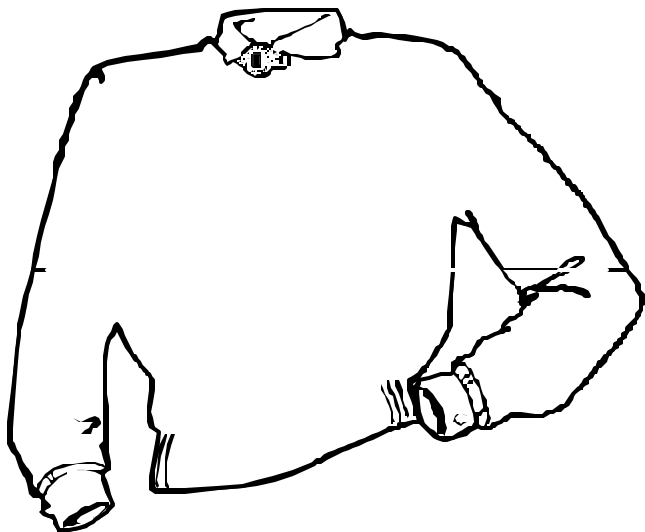
(un) le
**maillot
de bain**



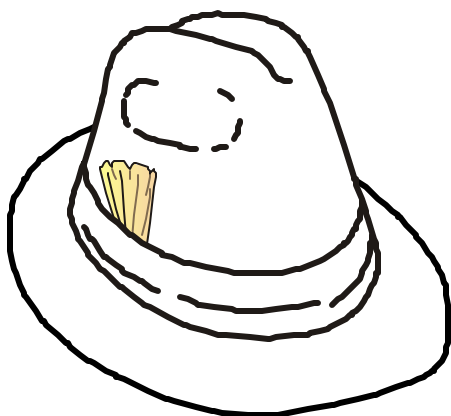
(des) les
**cache-
oreilles**



(un)
le T-shirt



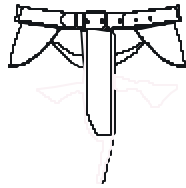
(un) le
chandail



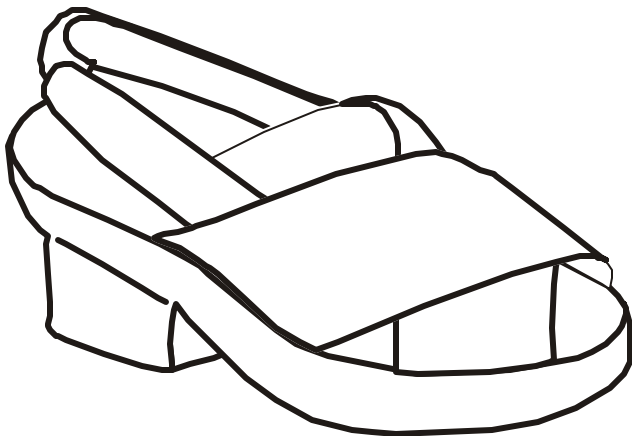
(un) le
chapeau



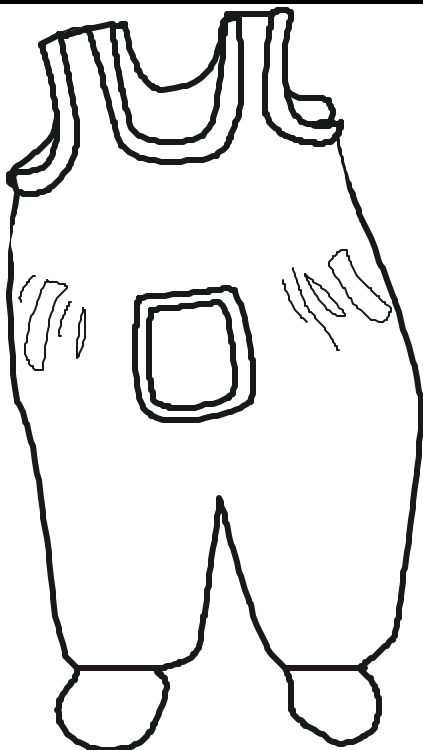
(un) le bas



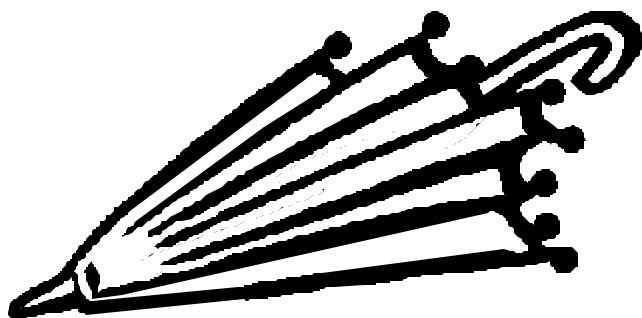
(des) les
jeans



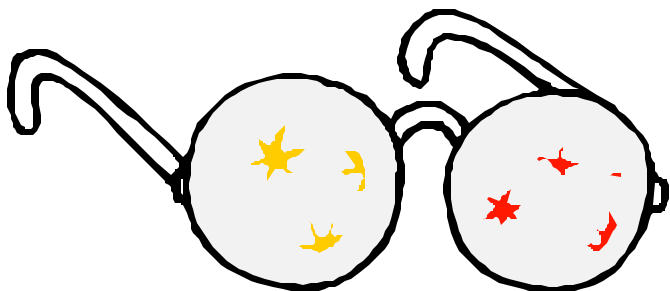
(une) la
sandale



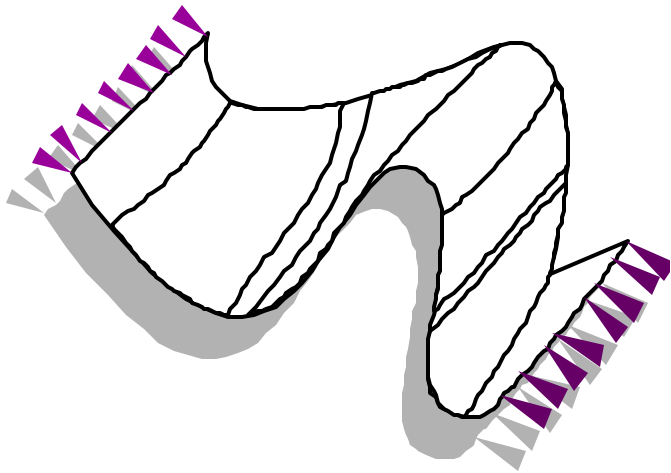
(un) le
**pantalon
de ski**



(un) le
parapluie



(des) les
**lunettes
de soleil**



(un) le
foulard

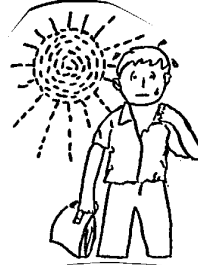


(une) la
botte

ANNEXE 7 - LES VÊTEMENTS

Reliez le vêtement avec le temps.

1.



Il fait chaud.

2.



Il fait froid.

3.



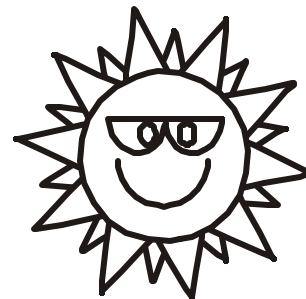
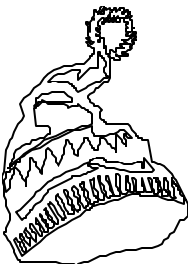
Il pleut.

4.



Il neige.

5.

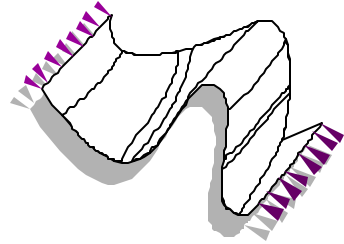


Il fait beau.

ANNEXE 8 - LES VÊTEMENTS

Reliez le mot avec l'image.

1. **un chapeau**



2. **un pantalon**



3. **un imperméable**



4. **un foulard**



5. **un short**



ANNEXE 9 - DIALOGUE

The dialogue is included on the audio cassette (LRDC #9357) or the teacher can tape the dialogue or read it to the class. The teacher can change the weather and the clothing in the dialogue. The dialogue provided is a model.

**Dialogue : « Qu'est-ce que tu portes aujourd'hui ? »
(Deux amis qui parlent au téléphone.)**

Leanne : Bonjour Ryan, comment ça va ?

Ryan : Ça va très bien parce qu'il neige. Et toi, Leanne ?

Leanne : Ça va très bien aussi. Veux-tu faire un bonhomme de neige ?

Ryan : Oui, oui. Il fait froid alors je porte mon manteau, mes gants, mon foulard et mes mitaines. Et toi, Leanne ?

Leanne : Je porte mon chandail, mon pantalon de ski, mon parka et bien sur, mes bottes.

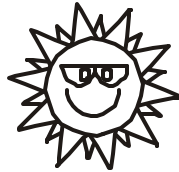
Ryan : Je vais te voir à l'école à 10h00. Au revoir.

Leanne : Au revoir.

Questions à propos du dialogue.

Encerclez la réponse correcte.

1. Quel temps fait-il ?



2. Qu'est-ce que Leanne porte ?



(des)
les lunettes
de soleil



(un)
le T-shirt



(un)
le pantalon
de ski

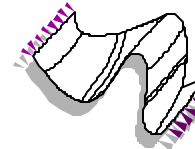
3. Qu'est-ce que Ryan porte ?



(un)
l'imperméable



(un)
le short



(un)
le foulard

ANNEXE 10 - CHERCHER LES VÊTEMENTS

Students look for pictures of clothing in catalogues and magazines and place them in the appropriate column.

Il fait beau	Il fait chaud	Il neige	Il fait froid	Il pleut

ANNEXE 11 - AUTO-ÉVALUATION

Auto-evaluation for work with catalogues and magazines in pairs/groups.

Teachers may wish to evaluate students' cooperative skills. The teacher could ask specific questions and the students could circle the appropriate picture.

☺ = oui, ☹ = non

Teacher's copy:

TRAVAIL COOPÉRATIF	
Auto-évaluation des habiletés _____	
Nom de l'élève : _____	Date : _____
1. I encouraged the members of my group./ I encouraged my partner.	
☺	☹
2. I shared ideas and information.	
☺	☹
3. Other members of my group encouraged me./ My partner encouraged me.	
☺	☹

Student's copy:

TRAVAIL COOPÉRATIF	
Auto-évaluation des habiletés _____	
Nom de l'élève : _____	Date : _____
1.	☺ ☹
2.	☺ ☹
3.	☺ ☹

ANNEXE 12 - ÉVALUATION

Évaluation / Expectations for the final project.

The following is a list of tasks that need to be accomplished to complete the experiential goal.
The student:

1. selects and writes down a weather condition.
2. brings props (doll, stuffed animal, etc., and clothing) to school on the date assigned.
3. lists in French all the clothing articles used in the presentation. Shows their outline to the teacher.
4. completes and hands in paragraph (annexe 8) on assigned date and before the presentation.
5. practices the presentation once in front of the teacher, and once in front of someone else (parent, friend, etc.).
6. makes the presentation.

The following is the outline the students need to complete (it can serve as an auto-evaluation in achieving experiential goal).

1. I have selected the following weather condition: _____.
2. I have brought my props on the day my teacher asked me. OUI 😊 NON 😞
3. The articles of clothing I will be using in my presentation are _____,
_____, _____, _____, and _____.
4. I have showed my outline to the teacher. OUI 😊 NON 😞
5. I have completed my paragraph on the date given to me. OUI 😊 NON 😞
6. I have practiced my presentation twice. OUI 😊 NON 😞

Teacher evaluation of outline:

1. Student has brought props on the assigned date. YES 😊 NO 😞
2. Student has shown me the completed outline. YES 😊 NO 😞
3. Student has completed and handed in paragraph (Annexe 8)
on the assigned date. YES 😊 NO 😞
4. Student has practiced in front of me. YES 😊 NO 😞

ANNEXE 13 - LETTER TO PARENTS

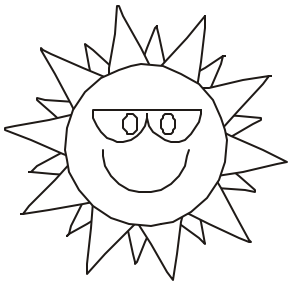
Dear Parents:

The Grade ____ class has been working on a unit in Core French called « *L'environnement* », which deals with weather conditions and how they affect our choice of clothing. As a final project, each student will select a certain weather condition from the unit and prepare a short presentation. This presentation will require each student to bring a prop (doll, stuffed animal, etc.) and dress it in front of the class while explaining the names of clothing articles. I have explained to the students that they only need 4-5 articles of clothing to dress their prop.

They will need their prop, and clothing at school on _____ (date) to start the written portion of the project. The students will need their props at school for at least two weeks after this date to do their presentations and put their props on display in the French classroom. Please label your child's prop and clothing with his(her) first and last name.

If you have any questions or concerns please feel free to contact me at school. I also encourage you to drop by and visit our class to see the presentations beginning on _____ (date), or to see our display.

Sincerely,



ANNEXE 14 - L' ENVIRONNEMENT - PRÉSENTATION

Bonjour, je m'appelle _____ . Je vous présente
_____ (nom d'animal en peluche, de la poupée etc.)
_____ (le temps) et _____ (nom
d'animal en peluche, de la poupée etc.) porte : _____,
_____, _____, et _____.

Exemple du paragraphe :

Bonjour, je m'appelle Dawn. Je vous présente ma poupée Rusty. Il fait beau et Rusty porte un short, un t-shirt, les lunettes de soleil et des sandales.

ANNEXE 15 - GRILLE DE L'OBSERVATION
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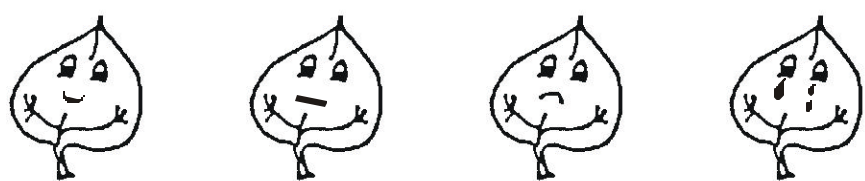
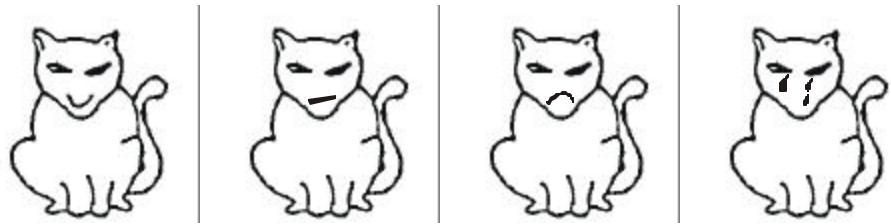
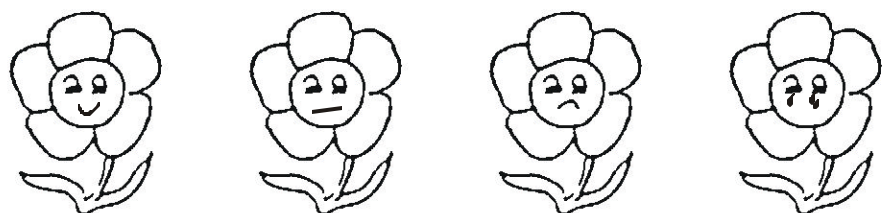
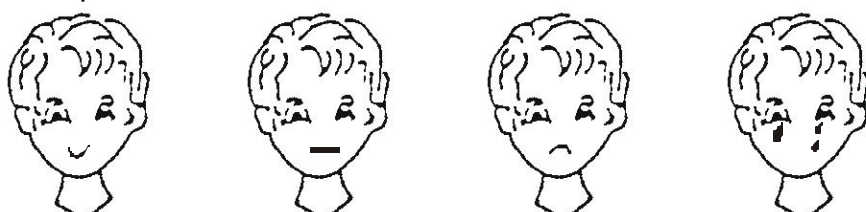
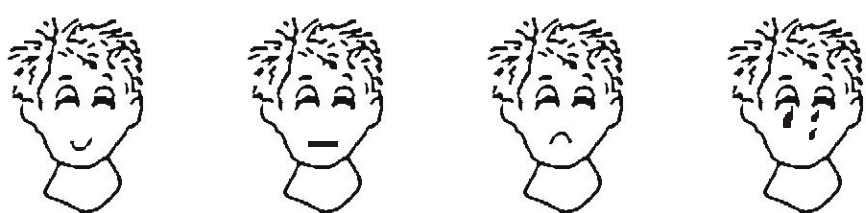
Pour l'enseignant

GRILLE DE L'OBSERVATION POUR LE PROJET FINAL						
DATE	CRITÈRES À OBSERVER					TOTAL
Nom des élèves	amène les props	reste à la tâche	communique en français	fournit le meilleur effort	est bien organisé.e	<hr style="width: 50px; margin: auto;"/> 16
Échelle : 4 = excellent 2 = satisfaisant 3 = bien 1 = pas satisfaisant						Total : 4 x 4 = 16

ANNEXE 16 - ÉCHELLE D'APPRÉCIATION

Échelle d'appréciation pour l'auto-évaluation¹

Nom de l'élève : _____ **Date :** _____

<p>1. I learned new things.</p> 
<p>2. I made an effort to work hard.</p> 
<p>3. I completed my activity booklet.</p> 
<p>4. I listened when others spoke.</p> 
<p>5. I would like to do a similar activity.</p> 

¹ Adapté de *L'écologie printanière*, Saskatchewan Education, 1987.

Resources:

The following resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the “Core French Discussion Area” on the Sask Education (Official Minority Language Office) website (www.sasked.gov.sk.ca/bmlo).

RESSOURCES

- | | |
|---|--|
| ☒ <i>Pour Nos Petits Manitobains, Grade 2</i>
Conversational French Program
(MTB) | ☒ Trousse : mes vêtements
Guide d'exploitation
mars 1991 (Saskatchewan)
(LRDC) |
| ☒ <i>Core French A Curriculum and Resource</i>
<i>Guide for the Elementary Level</i>
September 1994 (Saskatchewan.)
(LRDC) | ☒ <i>Core French A Curriculum and Resource</i>
<i>Guide for the Elementary Level</i>
September 1995 (Saskatchewan)
(LRDC) |

LIST OF DISTRIBUTORS

LRDC	Learning Resources Distribution Centre 1500 - 4 th Avenue Regina, SK S4R 8C8	Tel: (306) 787-5987 Fax: (905) 787-9747
MTB	Manitoba Textbook Bureau C.P. 910 Souris MB ROK 2CO	Tel: (204) 483-4040 Fax: (204) 483-3441