

## Pizza Creation - Lesson Plan

**Duration:** 150 minutes

**Course:** FSF1P

**Topic:** food vocabulary; les verbes (“faire” et “mettre”); les adverbes (“en premier,” “puis,” “enfin,” etc.)

### Learning Goals:

#### Students will:

- Conjugate the verbs “mettre” and “faire”
- Understand how to list the steps to follow a recipe in French, using adverbs to demonstrate an understanding of order
- Use food vocabulary to create a recipe for pizza

### Curriculum Expectations:

#### Specific Expectations:

- **B1.4 Applying Language Structures:** communicate their meaning clearly, using parts of speech and word order appropriately
- **C1.4 Developing Vocabulary:** use a variety of vocabulary acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions
- **B1.2 Producing Oral Communications:** produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate
- **B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics
- **D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication

### Resources:

- PowerPoint: instructions for activity ([link](#))
- Student copy of instructions ([link](#))
- Packages to create a pizza ([link](#))
- Copies of script ([link](#))
- Markers, coloured pencils, scissors, etc.
- PowerPoint: French music and backdrop for presentation ([link](#))
- Table cloth, fake candles, props to create a restaurant (optional)
- Copy of rubric ([link](#))

### Summary of Tasks / Actions:

#### DAY 1:

#### Activity 1 - 15 minutes:

Using the PowerPoint presentation, I will introduce the pizza creation project to students. First, we will discuss their learning goals for the activity before looking at what they are required to do in order to complete the project. I will emphasize to students that they are acting as if they are on a cooking show. We will watch a clip as a “hook” activity, and to familiarize students with the concept of a cooking show. Next, students will look at the list of ingredients they have to choose from, and we will review a list of adverbs that are used for putting a recipe in order (i.e. ensuite, enfin, puis, etc.).

#### Activity 2 - 10 minutes:

Each student will receive a copy of the script. At this point, students must determine whether they will work with a partner or individually to complete the assignment. Students will also receive a copy of the assignment instructions, which they will follow step-by-step to ensure that they are completing all elements of the project.

#### Activity 3 - 50 minutes:

For the remainder of the period, students will work on their pizza creation project. Students will begin by completing their script. First, students will choose their three ingredients (besides sauce and cheese). Next, students will colour and cut out the ingredients they will need to complete the activity. After students have created their pizza, they will practice reading the script and putting the ingredients on their pizza in preparation for tomorrow's presentation.

NOTE: Be sure to emphasize to students that at this point, they should **not** be gluing the toppings to their pizza, as the toppings must be separate for tomorrow's presentation. Students should initial the pieces of their pizza, and they may be provided with paperclips or a folder to keep all of their pieces together.

## **DAY 2:**

### **Activity 1: 10 minutes**

Prior to the beginning of class, I will create the atmosphere of a restaurant in my classroom. Using extra desks (or a table) set up at the front of the room, I will place a tablecloth over the surface, which I will decorate using props such as battery-operated candles, plates, napkins, and utensils. I will project an image of a French bistro and play French music as students present (included in a PowerPoint). Before students present their own pizza presentations, I will model the activity by using my own script and pizza creation to demonstrate the expectations of the assignment to the students. At this time, I will address any questions students have before they are required to complete the presentation.

### **Activity 2: 15 minutes**

Students will receive additional time to rehearse their presentation. I will circulate the room to address any questions students have, as well as to assist them with their pronunciation of words. Students may also use this time to proofread their scripts, ensuring that all verbs have been conjugated correctly, that they have used the correct articles with each food word (le, la, les, l'), and that they have spelled all French words correctly.

### **Activity 3: 50 minutes**

For the remainder of the period, students will present their pizza creations to the class. Once students have finished presenting their pizzas, they may use glue to glue all of the toppings to their pizza, before submitting the pizza with their completed scripts.

## **Assessment:**

This activity can be used as a formative assessment to review student knowledge of food vocabulary, or as a summative assessment at the end of a food unit. Regardless, in this activity, I will check for student knowledge of articles (le, la, l', les), which demonstrates their understanding of determining the gender and number of a noun, spelling of food words, conjugation of verbs (mettre and faire), as well as the pronunciation of each word (as demonstrated through the students' level of preparedness)

## **Differentiation:**

- Students may choose to complete the activity individually **or** with a partner
- Students can pre-record their presentations to be played in front of the class instead of completing a presentation in person

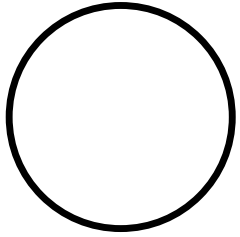
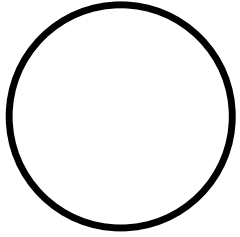
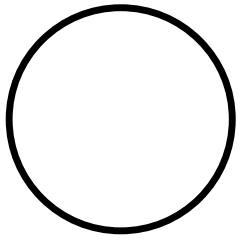
## **Next Steps:**

In order to add a multicultural dimension to this project, the teacher could use this as a warm-up activity before assigning another recipe project in which students have to research a food that is popular in a specific culture. For this activity, students would create their own script and templates in order to bring the recipe to life. The teacher could encourage students to either choose a dish from their own cultural background or to explore a culture that they are interested in before deciding on a recipe.

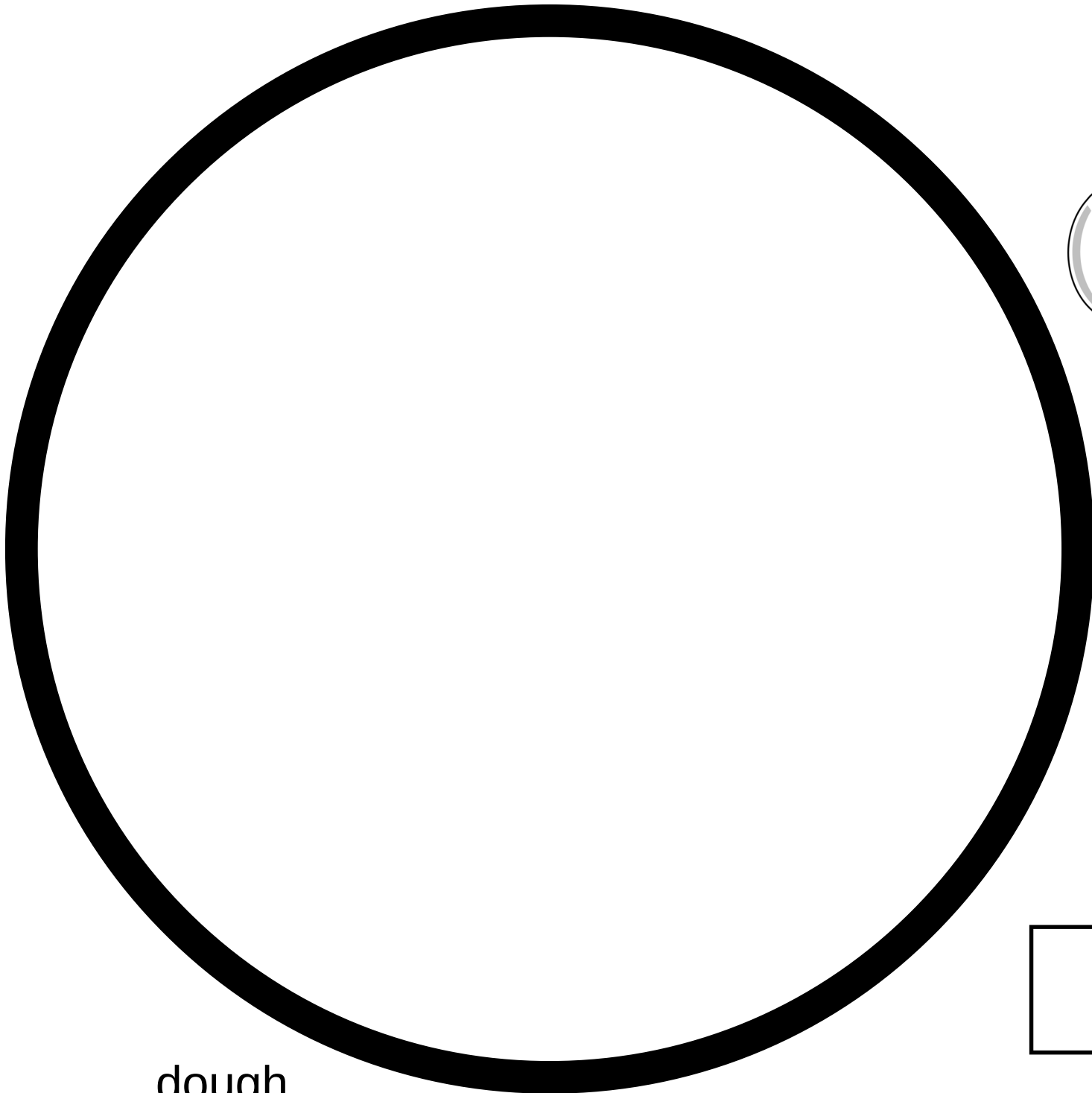
## Création d'une pizza - Instructions

For this assignment, you may choose to work either individually or with a partner. Using the script template, you will be presenting the creation of a pizza, as if you are on a cooking show. Complete the activity by following the steps below.

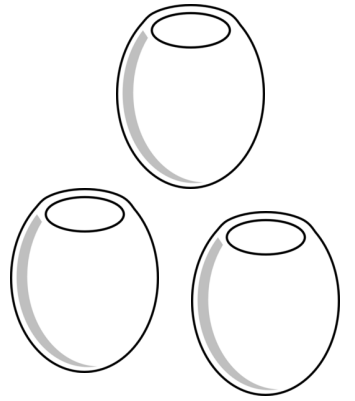
- 1)** Using the script template, decide who will be Personne #1 and who will be Personne #2. Be sure to write your names down on the script. Regardless of your speaking part, you must fill out the **entire** script, as the script will be submitted for marks.
- 2)** Write down the first two ingredients, which are pizza sauce (la sauce) and cheese (le fromage).
- 3)** Choose three more toppings from the list provided. Be sure to write them down your toppings with correct spelling and articles (le, la, les).
- 4)** Using the pizza template (provided), colour in and cut out the toppings that you will be using for your presentation. **DO NOT** glue any of the toppings together as you will be placing them onto your pizza during the presentation.
- 5)** Practice reading through your script while creating your pizza. Remember, you are receiving a mark for how prepared you are during the actual presentation. Double-check your pronunciations.
- 6)** Once you have presented your pizza to the class, you may glue all of your toppings to the pizza. Please submit your scripts and your completed pizza to the teacher.



pepperoni

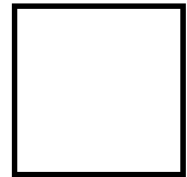
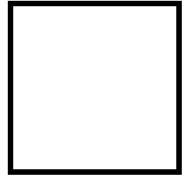


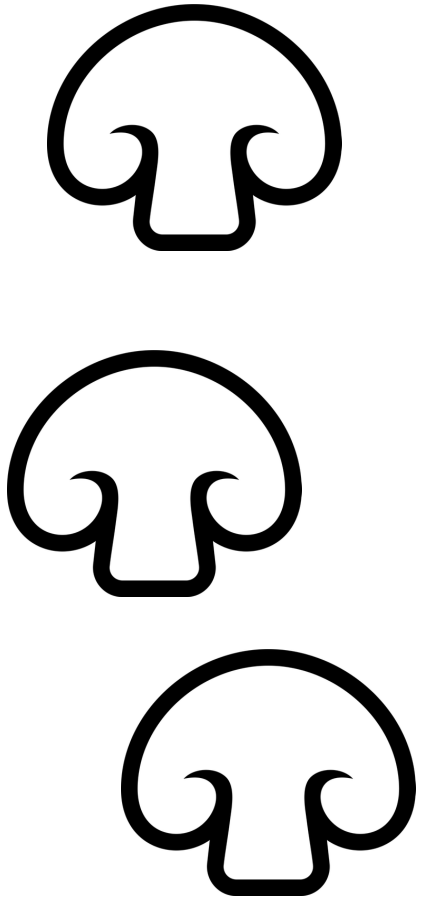
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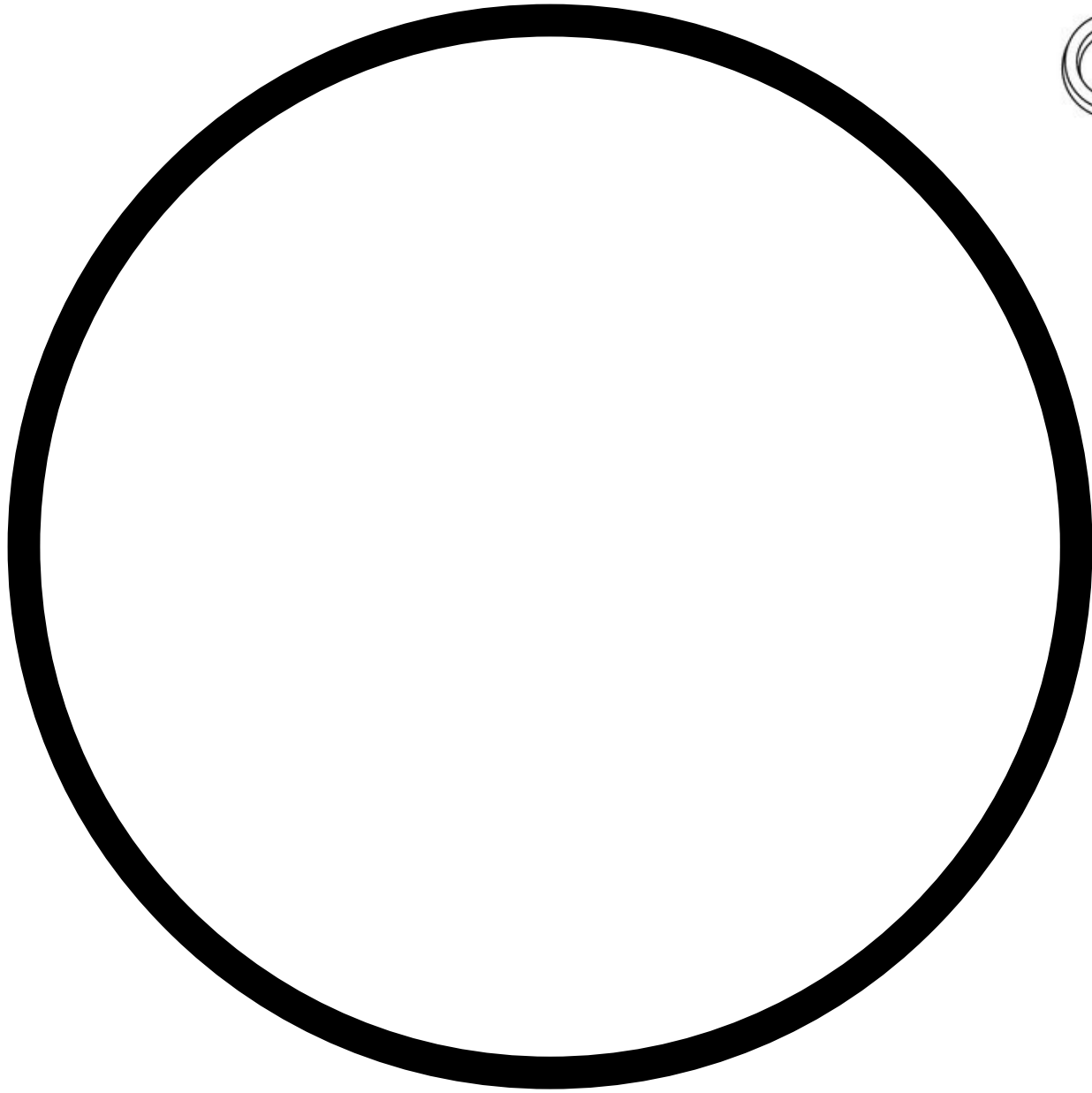
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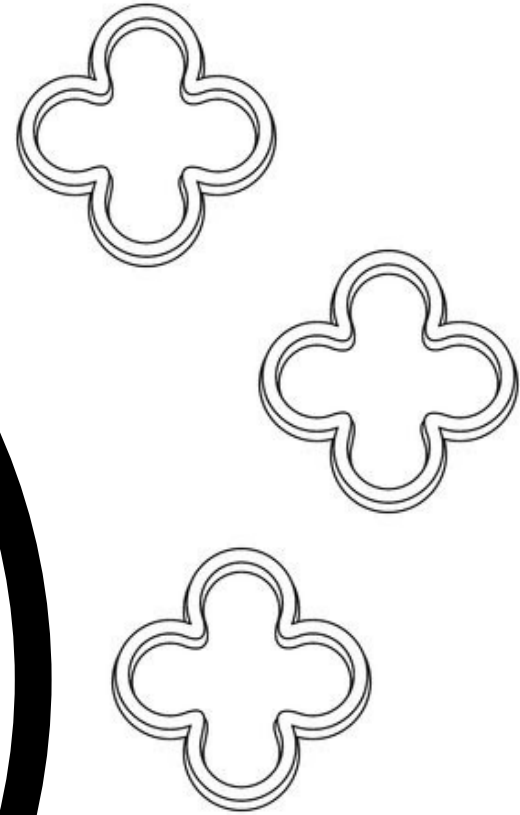




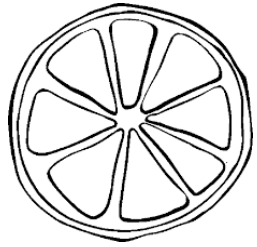
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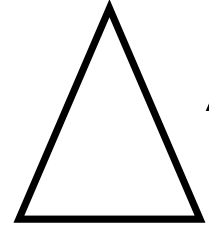
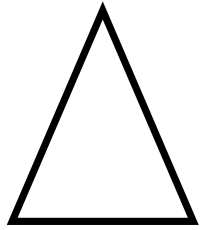
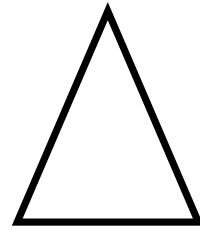
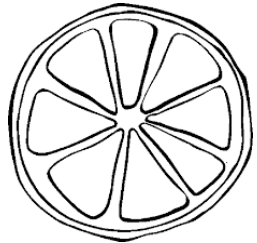
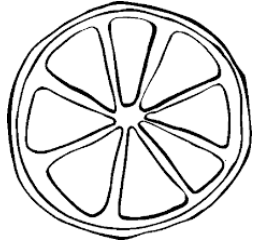
sauce



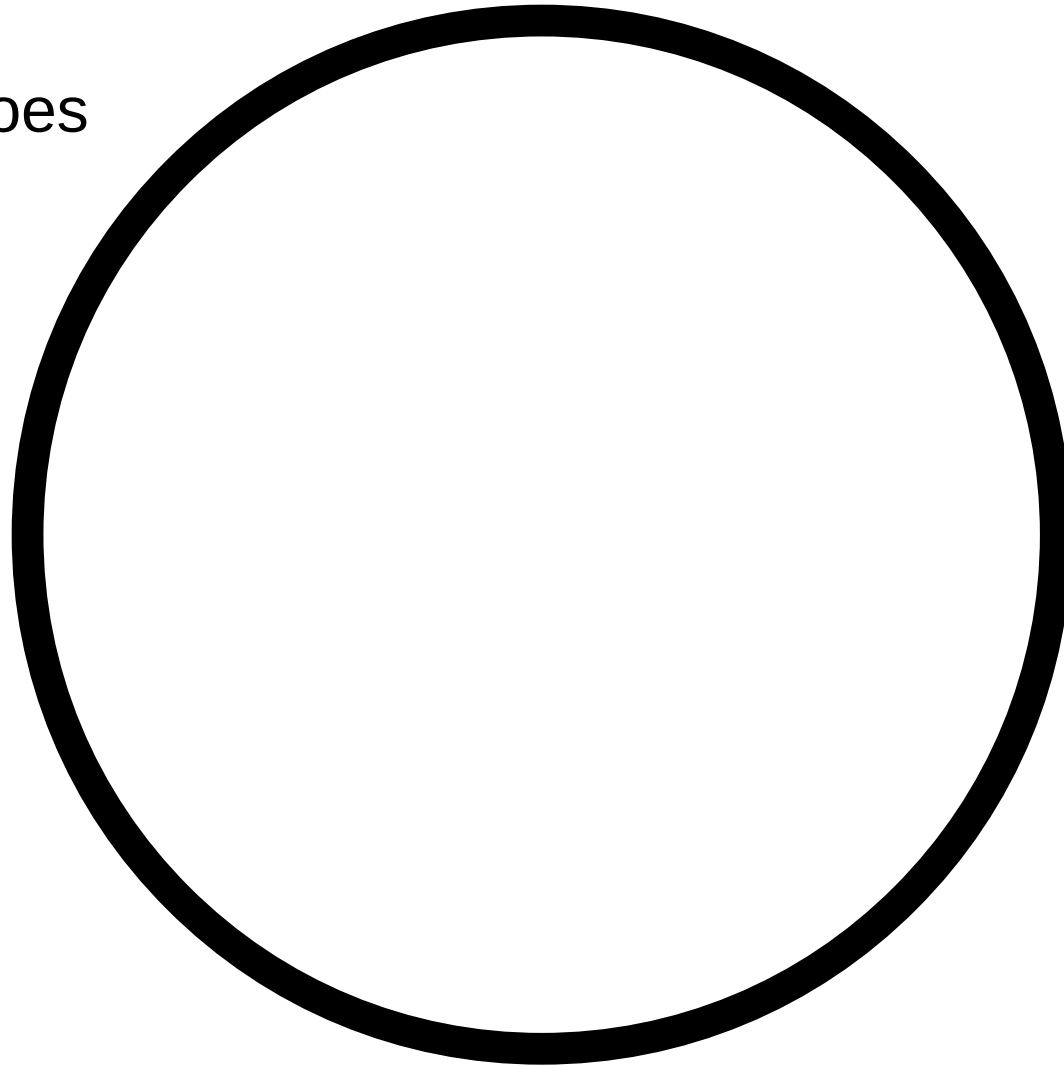
peppers



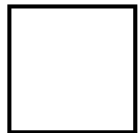
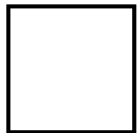
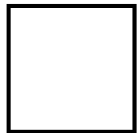
tomatoes



pineapple



cheese



chicken



onions

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- 2)** Write down the first two ingredients, which are pizza sauce (la sauce) and cheese (le fromage).
- 3)** Choose three more toppings from the list provided. Be sure to write them down your toppings with correct spelling and articles (le, la, les).
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- 6)** Once you have presented your pizza to the class, you may glue all of your toppings to the pizza. Please submit your scripts and your completed pizza to the teacher.

## - La création d'une pizza -

### Les ingrédients

Ingrédient 1: \_\_\_\_\_

Ingrédient 2: \_\_\_\_\_

Ingrédient 3: \_\_\_\_\_

Ingrédient 4: \_\_\_\_\_

Ingrédient 5: \_\_\_\_\_

**Personne 1:** Bonjour! Je m'appelle \_\_\_\_\_ (nom).

**Personne 2:** Et je m'appelle \_\_\_\_\_ (nom).

**Personne 1:** Aujourd'hui, nous \_\_\_\_\_ (faire) de la pizza délicieuse!

**Personne 2:** La pizza s'appelle \_\_\_\_\_ (nom de la pizza).

**Personne 1:** En premier, je \_\_\_\_\_ (mettre) \_\_\_\_\_ (ingrédient 1).

**Personne 2:** Ensuite, je \_\_\_\_\_ (mettre) \_\_\_\_\_ (ingrédient 2).

**Personne 1:** Puis, je \_\_\_\_\_ (mettre) \_\_\_\_\_ (ingrédient 3).

**Personne 2:** Après, je \_\_\_\_\_ (mettre) \_\_\_\_\_ (ingrédient 4).

**Personne 1:** Puis, je \_\_\_\_\_ (mettre) \_\_\_\_\_ (ingrédient 5).

**Personne 2:** Enfin, nous \_\_\_\_\_ (faire) cuire la pizza au four.





### Création d'une pizza - Rubric

|   | <b>Level 1</b> (1-2 points)   | <b>Level 2</b> (2-3 points)   | <b>Level 3</b> (3-4 points)   | <b>Level 4</b> (4-5 points)  |
|---|---|---|---|--|
| <b>Spelling and Grammar</b><br>Accents, subject-verb agreement, correct articles (le partitif), etc.<br><br><b>B1.4, C1.4</b> | The student has spelled many words incorrectly, and/or there are many grammatical errors.   | The student has spelled some words correctly, and/or there are few grammatical errors.  | The student has spelled most words correctly, and/or there are limited grammatical errors.                                | The student has spelled all words properly and there are no grammatical errors.                                      |
| <b>Appearance</b><br>What the pizza looks like<br><br><b>D2.3</b>   | The pizza and its toppings are not coloured. The student has put little to no effort into preparing the pizza.                          | The pizza and some of its toppings are coloured. The student has put limited effort into preparing the pizza.                   | The pizza and most of its toppings are coloured. The student has put decent effort into preparing the pizza.              | The pizza and all of its toppings are coloured. The student has clearly put effort into preparing the pizza.         |
| <b>Presentation</b><br>Evidence of preparation (ability to pronounce words/read fluently)<br><br><b>B1.2, B1.3</b>            | The student demonstrates little or no preparation by pronouncing most words incorrectly and/or reading with difficulty/constant pauses. | The student demonstrates limited preparation by pronouncing some words correctly and/or reading with difficulty/several pauses. | The student demonstrates good preparation by pronouncing most words correctly and/or reading with fluency/limited pauses. | The student demonstrates great preparation by pronouncing all words correctly and/or reading with fluency/no pauses. |

**Mark: /15**

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