

## **LESSON PLAN : Snowboarding and Skateboarding**

**Recommended Grade level:** Grade 6 Immersion

### **Three Key Learning Goals:**

1. Acquiring and practicing new vocabulary pertaining to voyages and vacations.
2. Read and respond to different types of informative text.
3. Making connections to real life experiences and using newly acquired vocabulary to express opinions and experiences.

### **Curriculum connections:**

*CL.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support*

*CL.5 Responding to and Evaluating Media Texts: expressing "personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics"*

*DL.2 Writing in a Variety of Forms: writing "a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form."*

### **Grade 4 French Immersion lesson: 50-60 minutes**

#### **Subject: skateboarding/snowboarding**

Introduction &  
Minds-on learning

#### **PART 1: Reading (Skateboarding)**

Part 1 serves as an introduction to the sport and hobby of skateboarding. It briefly describes the origins of skateboarding and its rise in popularity.

#### **PART 2: Discussion prompts**

Students should answer the three discussion prompts in pairs or in small groups.

- A) Are you a fan of skateboarding? What do you think of competitive skateboarding contests, such as the X Games?
- B) Have you ever visited a skateboarding park? If so, describe it!

	<p>C) Do you think that famous skateboarders should be as respected and as popular as the best soccer and basketball athletes?</p>
	<p><u>PART 3: Reading (Snowboarding)</u></p> <p>Part 3 explains how the popularity of skateboarding helped lead to the creation of snowboarding and its inclusion in the winter olympics. Part 3, also briefly presents different forms of snowboarding, snowboarding safety and equipment needed for the sport. Moreover, this section includes some information about two famous snowboarders, Shawn White and Chloe Kim.</p> <p><u>PART 4: Communication &amp; Reading comprehension</u></p> <ul style="list-style-type: none"> <li>Part 4 includes comprehension and communication questions on both skateboarding and snowboarding. See translations of the questions below.</li> </ul>
	<p><u>PART 4 QUESTIONS (TRANSLATED)</u></p> <ol style="list-style-type: none"> <li><i>1. Do you prefer skateboarding or snowboarding? Why?</i></li> <li><i>2. Which of these two sports do you believe to be more difficult?</i></li> <li><i>3. According to this reading, why was skateboarding invented?</i></li> <li><i>4. Is skateboarding permitted everywhere in the city?</i></li> <li><i>5. What are some forms of skateboarding?</i></li> <li><i>6. When was snowboarding integrated into the olympic games?</i></li> <li><i>7. What equipment is worn during snowboarding?</i></li> <li><i>8. What advice does this reading offer if you are a snowboarding beginner?</i></li> </ol>

Sources:

**ONTARIAN FRENCH CURRICULUM (GRADES 1-8)**

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