Lesson 1 – Les Animaux

Organisons les habitats - Organizing Habitats

Grade: 5 FSL	Duration: 1h	
Specific Learner Outcomes:	**Learning Objectives:**	**Assessments:**
Demonstrate an understanding of vocabulary associated with/express both orally and in written form to communicate a simple message: - Common farm animals - common wild animals Express simple written messages by copying, labeling, substituting words or using simple concrete sentences based on available models.	Students will be able to use animal names to sort them into their respective habitats. Students will be able to recognize common animal habitat words.	Formative assessment of animal names. Formative assessment of description of animal habitat.

Preparation required:

- Print off Resource A-1 (1 for each student) and A-2 (1 for every 3 students). The vocabulary table in A-2 needs to be cut out along the dotted lines. Lamination is optional but recommended for future usage.
- Have video (https://www.tfo.org/fr/univers/louis-josee-et-lexie/100267133/mimes-animaux-la-grenouille) buffered and prepared such that advertisements have already been viewed.
- Have enough chart paper (with fastening tool: tape, fun-tack, tac, etc.) and markers for small group Pictionary (optional - see below).

Introduction (3 minutes):

Hook/Attention grabber: « Bonjour, les amis! Today we will learn the names of animals in French! Here is a short video to get us started." Play the video listed above and encourage students to pick out the word for 'frog' (grenouille).

Introduction: Do a brainstorm with students to see if students already know any French animal names. This should give the teacher an idea of where the class vocabulary is concerning animals.

Pre-task (20 minutes):

Hand out English vocabulary list with blank spaces for French and English animal words (A-1 page 2 and 3). Review the 15 animal names as well as the pronunciation for each. Allow students time to guess the

words they already know and then help them with the remaining words. Students should write these French and English words in their vocabulary list (A-1).

Follow this up with a guessing game such as Pictionary or Charades. Breaking up into smaller groups have students first listen to a mock example at the board as a whole group. **If playing Pictionary**, hand chart paper to each small group and stick it on a vertical surface for the entire group to see. Ask one student to draw a picture of an animal on the paper and let the other students in that same group guess the animal. **If playing Charades**, ask one student to produce an animal sound and let the other students in that same group guess what animal it is. Have the smaller groups play the game once, allowing students to use their vocabulary list. Play the game a second time, this time asking students to come up with the vocabulary words from memory (hide their vocabulary lists [A-1]). As the teacher, circulate around the class to formatively assess learning. As the second play through seems to be over, regain the class' attention and begin a third round where all the small groups will compete against each other (candy can be used as an optional prize. Note: have candies for everyone to alleviate the problem of students not winning). As a whole group game, take turns from group to group to pick who will sound or draw out the animal. Once the guessing process has begun, anyone in the class can answer. This is a formative check for knowledge for you as a teacher. Observation is key here. Points can be awarded when a team member guesses the correct animal name in French. Steals may be incorporated for mistakes and to increase engagement.

Task (20 minutes):
Students will work in partners to sort animals into pre-determined habitats (A-2) without using their vocabulary sheet. They will place the nouns for animals into the chart that is labelled with different types of habitats found in nature. If students are unsure of where to place animals, strategies such as asking other students can be employed. Writing out a prompt on the board such as, "**Qui est dans** [habitat]? **Dans** [habitat], **il y a** [animal]" (for every habitat) will enable students to share their zoos with the class or to other groups orally. Students will use the sentence structure provided above to explain their choice of habitat for each animal. Have them do this for two habitats. You may want to model an exemplar presentation prior to the presentations. Examples are provided below.

Dans **la savane**, il y a **un éléphant**.
Dans **la forêt**, il y a **un chevreuil**.

Post-task (10 minutes):
During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson <u>might </u>address the following:

- Go over the pronunciation of any vocabulary that students may have struggled with.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students can keep their vocabulary sheet with them during the entirety of the task. The number of vocabulary words can also be limited to 10.
- To accommodate this lesson for a higher level, students can be asked to put away their vocabulary sheet for the entirety of the task. The number of vocabulary words can also be increased to 20.