

## Lesson 2 – Les Animaux

L'anatomie animale - Animal Anatomy

Grade: 5 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Demonstrate an understanding of vocabulary associated with/express both orally and in written form to communicate a simple message: <ul style="list-style-type: none"><li>- Common farm animals</li><li>- Common wild animals</li><li>- Animal anatomy</li><li>- Physical traits of animals</li></ul> Express simple written messages by substituting words and using simple concrete sentences based on available models.	Students will be able to use common animal anatomy words by matching them to their respective animal owner.  Students will be able to create sentences to describe the anatomy of an animal.	Formative assessment of use of animal names and anatomical terms.  Formative assessment of 3 phrases describing characteristics of an animal.

### Preparation required:

- Print off Resource A-3 (1 for every 3 students) on thick Manila paper. The cards should not be see-through. Cut out the cards along the dotted lines. Lamination is optional but recommended for future usage.
  - Accompany with A-3.1 for anatomy pronunciation.
- Print off Resource A-4 (1 for every student).
- Resource A-5 has 2 variations including the standard version. Note that each variation only requires a combination of 2 pages from the 4-page document. The variations are listed below. Decide if you as the teacher will cut out the cards from the relevant pages or if you will have students do it. This will take away time from the task but it is up to you. **NOTE: Only cut along dotted lines.** All versions of this lesson will need page 4's animal and anatomy parts cut out. Lamination is optional but recommended for future usage.
  - Standard Lesson (page 1 and 4): Cut out the cards on page 1 and 4 (student or teacher). Be careful to follow only the dotted lines. Don't forget to cut off the top of page 1 along the horizontal dotted line.
  - Lower Level Accommodation (page 3 and 4): Only the cards from page 4 are required to be cut out (student or teacher). See 'Accommodations' for lesson instructions.
  - Higher Level Accommodation (page 2 and 4): Cut out the cards from page 2 and 4 (student or teacher). Be careful to follow only the dotted lines. See 'Accommodations'

for lesson instructions. Don't forget to cut off the top of page 2 along the dotted line.

**Introduction (5 minutes):**

Hook/Attention grabber: "Bonjour, les amis! - Who remembers what a horse is?"

Replicate this with some of the other words to begin the lesson.

Introduction: Begin with a brainstorm of animals that students remember from the lesson 1. Afterwards have A-3 open on a projector for students to see. You may want to zoom in to better focus on the anatomy names. Play the audio recording A-3.1 and gesture to each body part so that can begin to familiarize themselves with the vocabulary. You can have students repeat in unison after each pronounced body part. Proceed to hand out the memory card game once finished.

**Pre-task (20 minutes):**

In groups of 3, students play a memory game using the picture cards (A-3). All cards should be placed face down. The students flip two cards at a time taking turns. They will try to match an animal with its physical trait (there will be images on the card as student support in learning the vocabulary). They may have flipped over two animals, two body parts or one animal and one body part. Each time they flip over any card, they must pronounce the French word associated with the card to practice the new and recycled vocabulary. If students match an animal with the corresponding body part, they may remove those cards from the playing area scoring a point. Continue until there are no more cards and count up the number of matches each student has to determine a winner.

The body parts include:

- une queue (tail)
- des pattes (legs)
- des griffes (claws)
- des ailes (wings)
- un museau (snout)
- des oreilles (ears)
- des crocs (fangs/teeth)
- de la fourrure (fur)
- des plumes (feathers)
- des sabots (hooves)
- une corne (horn)
- des nageoires (fins)
- des taches (spots)
- une carapace (shell)

The animals include:

- une vache (cow)
- un cheval (horse)
- un cochon (pig)
- une grenouille (frog)
- un ours (bear)
- un chevreuil (deer)
- un castor (beaver)
- un oiseau (bird)
- un poisson (fish)
- un serpent (snake)
- une tortue (turtle)
- un bison (bison)
- un tigre (tiger)
- un éléphant (elephant)
- une giraffe (giraffe)

Once the game is over, students will use their cards to fill out the vocabulary sheet (A-4) for body parts. The body parts are listed in English. Students will write the French equivalent beside each in the third column and then draw a picture in the second column. Go over the list as a class to ensure everyone is on the right track before proceeding to the task.

**Task (20 minutes):**

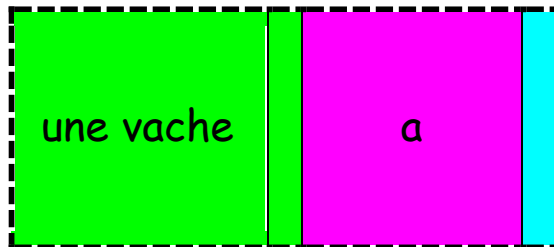
Again in their same groups of 3, students will sort word cut outs (A-5 - *See preparation*) to build sentences describing an animal with two characteristics. The word cut outs will include categories such as: animal (subject) in green, the verb *avoir* (to have) conjugated in third person singular “a” (has) in purple, characteristics in light blue, the conjunction word “et” in orange, and a period. They will pick **three** animals they wish to describe and build a sentence for each utilizing the word cut outs. They will use the colors on the cards to decipher the sentence structure and create personalized sentences.

Exemplar:

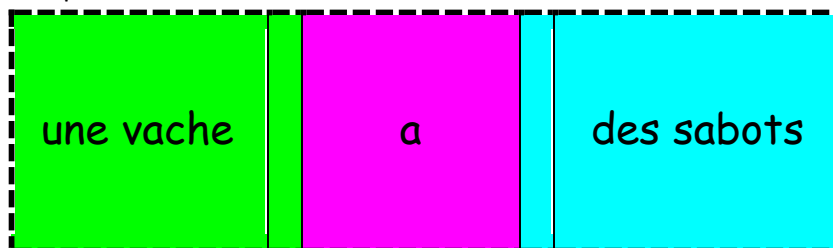
Step 1:



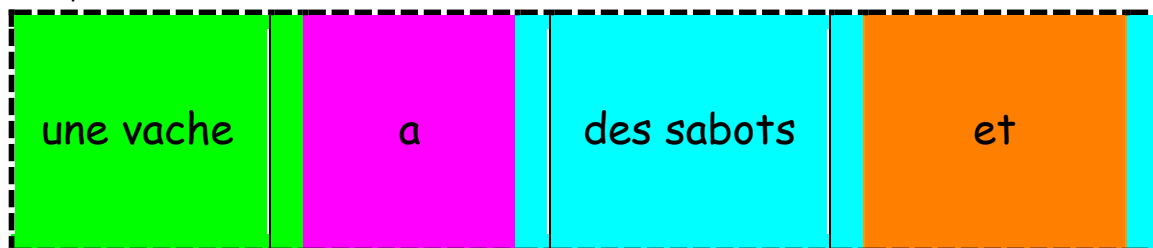
Step 2:



Step 3:



Step 4:



Step 5 & 6 follow similarly.

Once they have ordered their word cut outs into a complete sentence, they will write it down in the section “PHRASES” of A-5. They will repeat this a second and third time in order to produce a total of three written sentences. The three phrases can be taken in as formative or summative assessment.

**Post-task (15 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 might address the following:

- Students can share their sentences with a different group.
- Teacher may need to review some vocabulary, pronunciation or sentence structure.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, see **Preparation** for the corresponding activity.
- To accommodate this lesson for a higher level, see **Preparation** for the corresponding activity