

Lesson 3 – Les Animaux

Construisons un animal - Build-an-Animal

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: <ul style="list-style-type: none">- Common farm animals- Common wild animals- Animal anatomy- Physical traits of animals Express simple written messages by using simple concrete sentences based on available models.	Students will be able to describe a fictional animal according to its anatomy and colour.	Formative assessment of animal labeling activity. Formative assessment of sentences about fictional animal.

Preparation required:

- Print off Resource A-6 (1 copy for each group of 4 students). They will share in a jigsaw activity (a task that begins divided but ends with a culminating group effort).
- Have a piece of blank paper (1 for every student) and some rulers to help with folding.

Introduction (10 minutes):

Hook/Attention grabber: Have students complete the anchor activity (A-6). There are 4 animal labelling sheets. Distribute them so that students only have one sheet each regardless of the differences.

Students should complete these to the best of their abilities before moving on to the lesson. This is essentially a quick primer to review and recap the vocabulary from the previous lessons.

Introduction: “Bon, nous allons partager nos travaux - Alright, we will now share our work!” “Nous allons créer après un animal imaginaire et le décrire - We are going to create and describe imaginary animals after!”

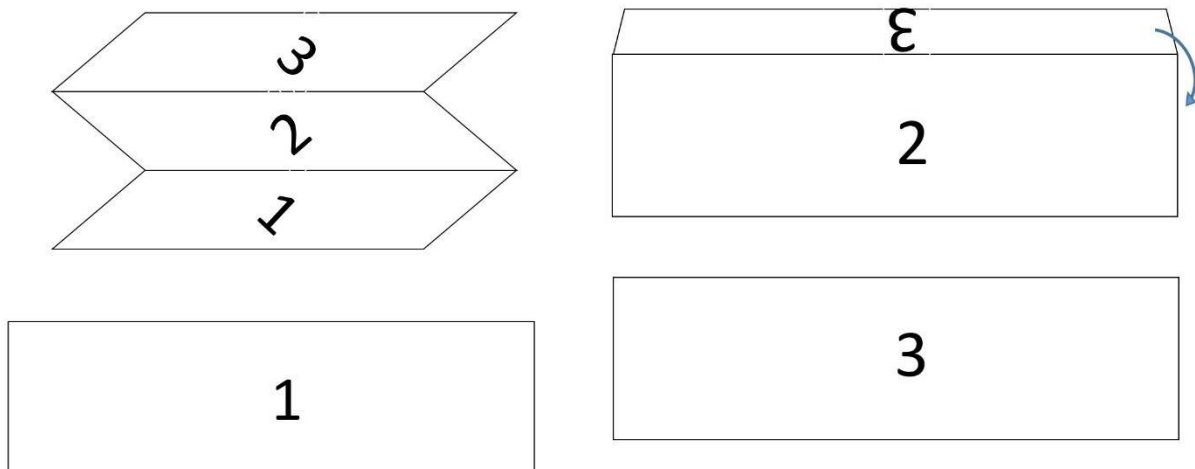
Pre-task (10 minutes):

Go over the vocabulary from the labelling activity in the introduction. This activity aims to review the vocabulary from A-4. Do this by putting students into groups corresponding to the labeling activity they were given. They should get 2-3 minutes to discuss and share answers in their animal group. Bringing everyone’s attention back to the board, have student groups take turns sharing the vocabulary

associated with their animal one word at a time and write each on the board. If a word is unknown, prompt students with questions such as “Un cheval a quatre quoi? _____ [pattes].”

Task (30 minutes):

Students will work in groups of 3 to produce a collaborative piece of artwork. Have each student fold a piece of paper into three equal sections so that only one third of the paper is visible at a time (see visual representation below). First, students will draw a head for their animal on panel 1. Have students flip over the drawing face down. Then unfold the blank flap and fold it backwards so that it covers panel 1. They will then pass their paper to the person sitting to their right (or any direction you'd like). Second, they will draw a body on the blank panel (2). Once completed, students will simply flip the paper over and pass to the person sitting to their right. Third, students will draw the legs (or tail). Once this has been completed, ask students to unfold their paper to discover their new animal!



In the second part of this task, students will once again pass the finished animal to their right. Everyone should have a new animal now. Students will write one sentence that describes each of the three sections of their new animal. Each sentence should include three characteristics (fur, leg(s), fin(s), etc...) of the new animal. The teacher can model this on the board, displaying where the comma should be used. When modeling, include numbers as an adjective. Here's an example to write on the board:

Mon animal a une corne, deux oreilles et dix plumes.

Post-task (10 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or brought up in the task. Examples include vocabulary and pronunciation elements.

The post-task for this lesson might address the following:

- Students can share their answers with a partner first and neighboring groups second.

- Ask a few students to share their answers with the class.
- If students use new vocabulary, address the translations possibly through an inquiry type activity. Students can look up the translation (using dictionaries or online sites: wordreference.com) and learn new vocabulary independently.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, encourage students to use their vocabulary list (A-4) from the previous lesson. They could also be asked to write sentences that include 2 characteristics instead of 3.
- To accommodate this lesson for a higher level, students could be introduced to the verbs describing the specific actions animals do to move: *nage, vole, grimpe, et court*. Students could then use these verbs to write an extra sentence for each section of their animal describing an action it does. For example: "Mon animal vole."