

Lesson 4 – Les Animaux

Imagine ton propre animal – Imagine your own Animal

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| Grade: 5 FSL | Duration: 2h | |
| Specific Learner Outcomes: | Learning Objectives: | Assessments: |
| <p>Demonstrate an understanding of vocabulary associated with/express both orally and in written form to communicate a simple message:</p> <ul style="list-style-type: none"> - Common farm animals - Common wild animals - Animal anatomy - Physical traits of animals <p>Express simple written messages by using simple concrete sentences based on available models.</p> | <p>Students will be able to describe a fictional animal according to its anatomy and colour.</p> <p>Students will be able to identify the proper placement of numbers before nouns and colours after nouns.</p> | <p>Formative assessment of colour vocabulary.</p> <p>Formative assessment of differences and similarities of descriptions through consciousness raising activity A-7.</p> <p>Formative or summative assessment of descriptions of animal drawings.</p> |

Preparation required:

- Print off Resource A-7 (1 for every student).
- Print off Resource A-8 (1 for every student).
 - Use the digital recording (A-8.1) to accompany this resource.
- Print off resource A-9 (1 for every student).
- Tech free option - Print off resource A-10 (1 for every 2 students).
- Tech option - Print off resource A-12 (print only sheet 2 - 1 for every 2 students).

PART 1 -- DAY 1

Introduction (15 minutes):

Hook/Attention grabber : Es-tu prêts à créer un autre animal? (Are you ready to create another animal?)
 This activity will involve creativity so the final creation may appear more like a monster than an animal.
 Now let us review the colors so that we can properly describe our creations!

Introduction: Review the French words for colors using (A-8). Play the audio recording (A-8.1) and have students draw out and color an animal based on the description given. The colors should not be a new concept to learn. This is simply a review to refresh the content.

Pre-Task (15 minutes):

Explain to students that when describing animals based on their anatomy, numbers and colors are a great way of identifying what you are describing. Explain that the next activity will revolve around students reading descriptive paragraphs in French and English. Students' task is to find similarities and differences in the structure of both paragraphs. Begin by handing out A-7 to each student and have them read the paragraphs. Direct students to the vocabulary table to support comprehension of the French story. Allow at least 5 minutes for students to unpack and go over the paragraphs. Afterwards, facilitate a discussion about the similarities and differences first with a partner and then with the whole class. This class discussion should include students noticing the placement of the color and number adjectives.

For example:

“The frog has two green legs.” → (Here we notice the colour and number come before the noun.)

“Le chat a une queue verte.” → (Here we notice the number comes before the noun, while the colour comes after the noun.)

Note: Agreement of the colour with the noun should only be addressed in the post-task.

Once students have discussed and shared this conclusion, write the aforementioned example on the board. Leave this writing support on the board so that students can constantly remember that the color comes after the noun and the number before.

Main Task (30 minutes):

Hand out a blank white piece of paper and A-9 to each student. Have them write their names on both. Now students will create their own fictional animals. They will have 15 minutes to do so (additional time can be given once the linguistic component is completed). They will create a name for their animal and write it at the top of the blank page. They will then draw a picture of the animal using colour. Once completed, students will describe the animal using the structure provided below. Don't forget to include the colours.

STRUCTURE: **Subject - verb - characteristic 1, characteristic 2 and characteristic 3.**

EXAMPLE: **Mon animal a une queue bleue, deux pattes vertes et une carapace noire.**

Note: The subject will almost always be “Mon animal a...” This prompt should be written on the board to alleviate any confusion. Let students know, this is a good way of starting their descriptive sentences.

Afterwards, students can correct their work by following a checklist (the following questions should be written on the board so that students can engage in reviewing their work). Key questions for reviewing their work: « Is the colour after the body part? », « Is the choice of body part correct », and « Is the body part and colour correctly written? » Once the description has been completed, students may continue to draw or colour their animal. Be sure to collect **all** animals with sentences, as they are essential to Part 2

of this lesson. There should be an emphasis on completing before the end of class so that you can collect the work.

Preparation:

This ends this portion of the lesson. You may look over the work to collect assessment evidence. When you are finished, take all the pictures and post them around your class on the walls. The next portion is for you as the teacher to **prep** the next part of the lesson. The next lesson may be done using technology or may be done tech free as explained below:

- 1) *Tech Free Approach:* Take all the phrases you have and compile them into one document by cutting and gluing the answers onto a page. An example is showcased in A-10. A-10 is set up so that you can simply cut and glue the table students filled out right onto the table in A-10. Be sure to keep one student's two phrases together. Once you have created a master of all the sentences, print off a copy for every 2 students.

- 2) *Tech Approach:*

Before Part 1 of Lesson 4: Attempt this before you use it in class. You will need a class full of mobile devices, tablets or laptops, and Microsoft Excel. The program Socrative Teacher™ is to be used in class to write the sentences. B-12 has all of the URL links to quizzes created for this entire resource project. Select the following quiz URL link - <https://b.socrative.com/teacher/#import-quiz/29067806>. This will open an Internet window that prompts a log in. Find the "create account" button and proceed with creating an account. Your email is vital to this program. You will be sent the quiz results via the given email address. You will also be asked to create a "Classroom ID." This is essential for your students. Once the account creation is done, you should have your first quiz available in the "Quizzes" sub-heading. If not, select "Add Quiz" and recopy the URL link from A-11. Now you are ready to start the quiz. Under the "Launch" subheading, select "Quiz," select the desired quiz (Qui suis je? - Les animaux), select "Next," choose your method of delivery by selecting "Instant Feedback," and click "Start." This is your progress screen. You can see all your students' submitted answers here. This is the stage you should be at prior to starting the lesson. Leaving this tab open on your computer (not letting it fall asleep) is a good idea.

During Part 1 of Lesson 4: Once students have begun drawing their animals, make the electronic devices of choice available. Students will go into Google and search for 'Socrative Student' (Not 'Socrative Teacher'). They will log into your classroom using a "Classroom ID." It looks something like this, "JOHNSON5555." This will have been established when creating your account. It should also be visible at the top of the Socrative screen at all times. Once students log in using the "Classroom ID," they will immediately receive the questions to answer. These will be set up in the following manner: "Phrase 1: Mon animal a ..." Students will have to type in their complete phrase (make sure they type out 'Mon animal a'). They will submit both answers and you will see their submission status on your device/computer. Use this to keep track of the submissions.

After Part 1 of Lesson 4: Once you've received all the submissions, select 'Finish,' select 'Get Reports,' select 'Email' (ensure the style of report selected is an Excel document), and an email will be sent to the email address linked to your Socrative account. Open your email and the Excel attachment from Socrative. Now you can see all your students' answers. Highlight the last two columns containing all the sentences. Note: Only highlight the sentences. This will start from cells E8 and F8 all the way down to your last entry. Copy this highlighted block. Open A-12. Select Sheet1 of the excel doc. Select the cell that says, "Paste here." Paste in cell A3. Voila! At the bottom of the screen, there will be a "sheet 2." Select it. You will see a completed print out ready to be used. Print out a copy for every 2 students.

PART 2 -- DAY 2

Introduction (10 minutes):

Hook/Attention grabber: This is a good time to read students a detective or mystery like picture book in French. It will build into the following activity. Here is a suggestion for a mystery book - *Un tag pour Lisa* par Stéphane Daniel.

Introduction: Start with an extravagant story detailing your previous night and how all your papers got mixed up and now you don't know whose descriptive phrases go with which picture. Enlist the students to help you reorganize everything. Tell students to partner up and give each group a worksheet (A-10 or A-12 depending on what you used to prep this lesson). Also, tell them not to give away answers to other pairs.

Main Task (40 minutes):

It is students' job to decipher what phrases belong to which animal. They will go around the classroom with their partner looking at the various animal pictures and reading the sentences they have been provided with trying to match up the animal. Every time they do match one, they will write the name of the animal in the blank to the right of "Nom de l'animal." As the teacher, circulate and observe the students use of language concerning the colors, numbers, animals, and animal anatomies. You may want to have a prize for solving the mystery to increase engagement. This task revolves around having fun.

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:

- Ask a few students to share their answers with the class.
- Here you can address the agreement of adjectives with nouns. This may be an entirely new mini-lesson depending on where your students are.

For example:

Masculine nouns do not add any agreement (mon animal a un nez blanc).

Feminine nouns add an 'e' in most cases (mon animal a une patte bleue).

Feminine and Plural nouns add an 'es' in most cases (mon animal a cinq griffes noires).

Plural nouns add an 's' in most cases (mon animal a deux bras).

Differentiation/Accommodation:

- To accommodate this task for a lower level, the lesson can omit the colours portion.
- To accommodate this task for a higher level, the lesson should incorporate verbs as stated in lesson 3. Therefore, only use verbs in this final task if verbs have been introduced prior to this task (choosing this option will interfere with the tech approach and, thus, you will have to use the tech-free approach to prep in between lessons).