

LESSON 2 – HABITATS AND VERBS

Learning about animals in the habitats

Grade: 6 FSL	Duration: 1 hour	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Vocabulary related to natural environments and habitats	Students will be able to listen for key words to help fill in information about animals. Students will be able to ask questions that are relevant to animals and habitats. Students will be able to identify animals from clues given by their peers.	Formative assessment of questions and discussion in French. Formative assessment: can students make connections from the video in order to ask the questions needed to do the activity?

Preparation Required:

- Have Smartboard on to play the animal video. B – 5.9
- Have Cloze activity (fill in the blank activity), resource B – 5.6 printed off, one copy per student.
PLEASE NOTE: You can do the Cloze Activity, the matching worksheet or both.
- Have matching worksheet, resource B – 5.7 printed off, one for each student.
- Headbands card game printed out. B – 5.8

Introduction (5 minutes)

Hook/Attention grabber: « Salut, les amis! Today we are going to learn about the animals we can find in the habitats we talked about last class! »

“As you all know, last class we talked about the habitats. Who can remind me what habitats we talked about?”

At this time, write the names of the habitats on your whiteboard/chalkboard to see if the students can remember the habitats names in French from last class.

Pre-Task (30 minutes)

Begin by asking the students to use the dictionaries (or a translation app if technology is accessible/allowed in the classroom) to look up what their favorite animal is in French. Have the students write it in their Environment Dictionary book. Their definition should have the English word, the French word, and a picture. Having a visual beside the word will help them remember them quickly.

Ask students to turn to their partner to share the word they learned. Encourage them to try their best with the pronunciation. There is a “Qui-suis-je?” (Who am I?”). During this portion of the video, be sure to pause the video after the description of the animal has been given. This will give students time to think about what they have heard and then time to think about the animal the video is describing.

Hand out the worksheet (resource ___ and _____)(whether it is one or both) and put up the Video (resource ___) onto the board.

NOTE: It is suggested that you watch the video a couple times so that students can focus on the video the first time through without the pressure of filling out the worksheet.

Once students have gone through the worksheet and filled it out, ask students to work with their partner to compare answers. After students have compared with their partners, you can either go through the worksheet as a class or get students to hand them in for correction at the end of class.

Task (15-20 minutes)

Place students in pairs or small groups. Students will now play a game similar to Headbands. (Resource _____). Students will get a random animal card taped onto their back so they don't see the animal they received. Students will ask their group members yes or no questions to try and figure out what animal they have. Encourage students to ask questions using what we have learned about the habitats, including what was seen in the video, to help them figure out their animal.

Give a couple example questions for students, these questions could include the following:

- Est-ce que je vis où c'est humide? → Do I live where it is humid?
- Est-ce que je vis où c'est froid? → Do I live where it is cold?

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.

Potential questions you could ask the class:

- What questions did you ask to find out what animal you were?
- What went well today? What did you all find difficult in the task?

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

Differentiation/Accommodation:

- To accommodate this lesson for a lower level... allow students to use the worksheets they have filled out from the Cloze activity as well as the materials from lesson 1.
- To accommodate this lesson for a higher level... have students do the activity without the worksheets.