

LESSON 3 – Environmental Cluster
 Adopting Endangered Animals
 PART 1

Grade: 6 FSL	Duration: 1 hour (this lesson will need to be done in 2 parts)	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Vocabulary related to endangered animals. Express simple written messages using simple concrete sentences.	Students will be able to write a simple letter addressing environmental issues affecting an animal in French. Students will be able to reason why their class should adopt a specific animal.	Formative assessment: Students' ability to communicate ideas through writing using French vocabulary.

Preparation Required:

- Project the sample Letter from Tristan the Turtle on the board. If you want to make it easier for students to see, you could provide them each with a copy of the letter as well. (B – 5.10)
- Print off the Letter from Remy the Fox (one copy for each student). (B – 5.11)
- Print off the Letter Template (one copy for each student). (B – 5.12)
- Print off Letter Writing Prompts (one copy for each student). (B – 5.13)
- How to Write a Letter – B – 5.14

Introduction (5 minutes)

Hook/Attention grabber: “*Salut les amis*, have you ever wondered what animals are thinking? Have you thought about what it is like to be going through the environmental changes they are going through? That’s what we are going to be doing today.”

“As you all know, last class we talked about animals. Who can remind me what animals we looked at? Who can remind me which habitats those animals live in?”

During this time, you could be writing it on the whiteboard. Repetition is key for language learning.

Pre-Task (30 minutes)

Begin by reading the sample Letter from Tristan the Turtle to the students. Project it on the board so they can read it while you go through it.

After having gone through it, ask the students the following questions and highlight anything they point out on the letter on the board:

- 1) What did you notice in the letter? How did Tristan the Turtle feel? How did he introduce the issue in the letter?
- 2) What were the different components or parts of the letter?

You will now be working on responding to that letter as a class. You can ask students to brainstorm for a couple minutes with their partner before asking the class to share their ideas. Once students have brainstormed, ask them what they think we should start the letter with. Write the students ideas down on the whiteboard as they suggest new ideas; you can do it in point form if that is what you are most comfortable with. Students can use what you wrote down on the board when they are writing their letters during the task portion of the lesson.

Task (30 minutes)

At this time, you will hand out the Letter from Remy the Fox(one for each student). You can ask the students to read this letter with a partner, giving them the chance to look up vocabulary and words they are struggling with. Be sure they have access to technology/a dictionary for translation purposes. Once they have done that, go through the letter as a class to be sure it was well understood. There is an English version of the letter for the teacher to use when going through it so that you are able to compare the French and English when checking comprehension.

To make sure the students really understand the letter, you can go through it line by line so that they are able to address each of the important points when they are writing the response to the letter.

Students will now individually respond to Remy the fox by writing a letter. They will suggest ways to help by either finding a new home or identifying ways the fox could keep its current home. Once students have written their letters, have them read them aloud to a partner. This will move into the post-task portion of the lesson.

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 might be the following:

While students are reading each other their letters, encourage them to give feedback. It is important to help students understand how reviewing and reflecting on their work can help them get better in their language skills.

When students are reading each other's letters, be sure to emphasize that the letters need to be clear. This means if students are struggling to understand their partners' letter, they need to let their partner know and help them find a way to make it easier to understand.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, give them the copy of the English versions of the letters to work with or have them write the letter to Remy the Fox with a partner.
- To accommodate this lesson for a higher level, encourage students not to use the prompts for letter writing.

LESSON 3 – Environmental Cluster
Adopting an Endangered Animal
PART 2

Grade: 6 FSL	Duration: 1 hour (this is the second half of lesson 3)	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Vocabulary related to endangered animals. Express simple written messages using simple concrete sentences	Students will be able to write a simple letter addressing environmental issues affecting an animal in French. Students will be able to reason why their class should adopt a specific animal.	Formative assessment Students' ability to communicate ideas through writing using French vocabulary.

Preparation Required:

- Print out the Adoption Letter Samples (one copy per partner).
- Have Letter Template from last class available.
- Have Letter Writing Prompts from last class available.

Introduction (5 minutes)

Hook/Attention grabber: « *Salut les amis*, have you ever wished we could have a pet in our classroom? *Aujourd'hui, on va essayer de choisir un animal pour adopter dans notre classe!* Today, we are going to pick an animal we want to adopt as a class!

Clarify with the students you will not actually be adopting an animal as a class to avoid confusion unless you choose to actually do so.

“As you all know, last class we looked at writing letters. In French, who can tell me the name for the animal we wrote to?” (The students will hopefully remember *renard* is the word for fox in French.)

Pre-Task (20 minutes)

Go to the website <https://gifts.worldwildlife.org/gift-center/gifts/species-adoptions.aspx> to explore the list of possible animals you can adopt as a class.

Hand out the Adoption Letter Samples resource (one for each group of two). These are letters that explain why someone wanted to adopt a specific endangered animal. This is an opportunity for students to familiarize themselves with the format of the letter they will write and some new vocabulary.

Provide students with tools to research information, whether you give them laptops or allow them to use their phones. Students can use French Wikipedia, Nature.ca, or any other resources you deem acceptable. Provide them with tools to help with translation as well (Linguee and WordReference online work great!).

Task (45 minutes)

Students will pick an animal from the list of endangered species looked at earlier and write a letter explaining why they think we should adopt it as a class. Remind them that they may use their previous worksheets as guides for the format of the letter and vocabulary that could be used. Students must include information such as:

- Why the animal is endangered
- Characteristics about the animal (where it lives, what it eats)
- An important reason why you think the animal should be adopted by our class.

Once the students are done, have them present their animal to the class. Note: Depending on the amount of time available, you may choose to do the presentations on a subsequent day. The class can then do a secret vote for which animal they want to adopt. The animal with the most votes could actually be adopted by the class. The website that you can use (as a teacher) to adopt the animal is: <https://gifts.worldwildlife.org/gift-center/gifts/species-adoptions.aspx> . There are other websites but this is the one we recommend as it is only \$25 to “adopt” the animal (an adoption certificate, a photo and a species card are included in this kit).

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 might be the following:

Talk to the students about which resources they used? Which ones did they like that helped them with their research? Did they use a resource that we didn't talk about before starting the research?

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students could use the sloth and puffin letters as guides to assist in the writing process.
- To accommodate this lesson for a higher level, do not provide students with the prompts for letter writing.