

LESSON 1 - HABITATS
Habitat Puzzle lesson

Grade: 6 FSL	Duration: 1 hour	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Language: Knowledge and Vocabulary: Vocabulary related to natural environments and habitats.	Students will be able to sort the descriptive habitat vocabulary into their respective habitats. Students will be able to recognize common words to describe habitats.	Formative assessment of description of environments and habitats.

Preparation Required:

- If using technology, have the Jamboard link open on ipads, laptops, or computers and ready to access for the small groups. Note, the answer key has been provided under resource [B - 5.1](#). Be sure to copy the Jamboard link so that not all teachers are working on the same link.
- If choosing to use a physical resource, print out and cut resource [B - 5.2](#). Laminate if desired for future usage.
- Print the Habitat Infographics for students to use. Provide one copy of each habitat infographic per group. [B - 5.3](#)
- Print out resource [B - 5.4](#)(student environmental dictionary)
- Have the resource Habitat PowerPoint Presentation [B - 5.5](#) open for the beginning of the lesson.

Introduction (5 minutes)

Hook/Attention grabber: « *Salut, les amis!* Today we are going to learn about environmental habitats in French! » Fun fact: the ocean is the largest habitat and takes up 71% of the surface on Earth.

Introduction: The world has many different types of habitats. A habitat provides animals and other living things with the basics they need to survive, such as: food (*nourriture*), shelter (*abri*), water (*eau*), and space (*espace*). It would be a good idea to write the words on the board as reference for students.

Pre-Task (30 minutes)

Begin by asking the students to brainstorm some habitats that they may already know. Ask prompting questions such as, “What habitat do you think a shark lives in?” or “What kind of habitat do you think we live in?”

After a brief brainstorming session, hand out the blank vocabulary dictionary for French and English words. Project the Habitat Presentation PowerPoint onto the board and go through the pictures of each habitat. As you are going through the photos stop at each one and have the students come up with descriptive words for each habitat. Write these words on the whiteboard for students to see and instruct students to write down the vocabulary into their habitat dictionaries. Prompting question idea for slides: « *Est-ce qu'il ferait chaud ou froid ici?* » (“Would it be hot or cold here?”)

The vocabulary dictionary will be used to help students have something to keep with them that they can use for reference throughout the Environmental Cluster lessons.

It would be a good idea to highlight some similarities in spelling between some words in both languages. Here is the suggested list of terms in the resource to get you started:

Dry - *Sec/sèche*

Cold - *Froid(e)*

Hot - *chaud(e)*

Sandy - *sablonneux(se)*

Deep - *profond(e)*

Tropical - *tropical(e)*

Humid - *humide*

Rainy - *pluvieux(se)*

Flat - *Plat(e)*

Human-made - *Fait par humain*

Snowy - *Neigeux(se)*

Stormy - *Orageux(se)*

Sloped - *En pente*

Marshy - *Marécageux(se)*

Rocky - *Rocheux(se)*

Add any other vocabulary that may come up during brainstorming.

Students might first name off some words in English and this is okay. Make the list as long as possible and then review any terms they are unfamiliar with in French. Once the PowerPoint slides are over, hand out the Habitat Infographics resource (one per student) and give students time to explore them. Instruct the students to add vocabulary they discovered in the infographics, that may have been missed during the brainstorming, into their habitat dictionary. They may also add some of the animals or plants.

Task (15 minutes)

Set your students up using the technology with resource ____ (Jamboard) or the physical copies of the sorting puzzle. Put the students in small groups of 2-3.

After students have completed the puzzle, put two groups together to see if they sorted anything differently.

Ask the students to help you sort it as a class to make sure that all the students correctly sorted the descriptive habitat vocabulary.

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 address the following:

- Feminin/masculin vocabulary for descriptive words.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, have the students use the infographics during the sorting activity.
- To accommodate this lesson for a higher level, have the students use no assistive resources during the sorting activity.

For fun, turn the task into a competition! The students with the most vocabulary correctly sorted, can receive a prize.