

## Lesson 1 – Pet Adoption

Les chiens héros - Hero dogs

Grade: 8 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Communication: -understand, in guiding situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts.  Language Learning Strategies: -guess the meaning of an unknown word or expression -take the risk to listen to or read a new text in French	Students will be able to identify physical and personality traits of a dog by underlining key vocabulary in a story.  Students will be able to extract physical and personality traits of a dog by answering questions that accompany a story.	Formative assessment of answers produced in the story from the resource D3 <i>Questions et réponses</i> .

### Preparation required:

- If a review of physical characteristics of animals is needed, refer to lesson 1 from the Cluster 1A (Les animaux).
- Print off colour copies of the resource D1 *Les caractéristiques des chiens/chiennes* for each student.
- Print off the first page of the resource D2 *Histoire d'un chien héros* for each student. The second page is the teacher's answer key.
- Print off the first page of the resource D3 *L'histoire de la chienne héroïne* for each student. The second page is the teacher's answer key.
- Download the audio recordings for both of these stories: D2.1 *Histoire d'un chien héros* and D3.1 *L'histoire de la chienne héroïne*
- Have a picture of a cute or funny dog on the board for students to look at as they arrive:  
<http://maxpixel.freegreatpicture.com/Cute-Dog-Puppy-Pet-Dogs-Smile-425067>

### Introduction (10 minutes):

Hook/Attention grabber: *Salut! Avez-vous un chien? Avez-vous un pitou?* In Québec, people often use the word “*pitou*” when referring to a dog. This is like when we use the term “pooch” or “poochie” to talk

about a dog in English. Now ask your elbow buddy if they have a dog in French. You could ask: “*As-tu un chien?*” You partner should answer with “*Oui, j’ai un chien.*” or “*Non, je n’ai pas un chien.*” Now pretend that you are in Québec and you want to ask someone if they have a dog. What is another way you might ask them? (*As-tu un pitou?*)

Introduction: Today we are going to read about some famous dogs and discover their traits. Do you know of any famous dogs? What about dogs who are well known for their heroic feats? How would you describe them?

**Pre-task (25 minutes):**

Start by brainstorming some ways to describe a dog’s personality and behavior “*le comportement*”. Students might first name off some words in English and this is ok. Make the list as long as possible and then review any terms they are unfamiliar with in French. Hand out the resource D1 *Les caractéristiques des chiens/chiennes* and give students a few minutes to fill out the translations for each term. It would be a good idea to highlight the similarities in spelling between many of these words in both languages. Here is the suggested list of terms in the resource to get you started:

- agressif/aggressive – *aggressive*
- protecteur/protectrice – *protective*
- nerveux/nerveuse – *nervous*
- anxieux/anxieuse – *anxious*
- brave – *brave*
- calme – *calm*
- excitable – *excitable*
- encourageant(e) – *encouraging*
- intelligent(e) – *intelligent*
- intuitif/intuitive – *intuitive*
- loyal(e) – *loyal*
- réconfortant(e) – *comforting*
- curieux/curieuse – *curious*
- joueur/joueuse – *playful*
- gentil/gentille – *nice*
- paresseux/paresseuse – *lazy*
- affectueux/affectueuse – *loving*
- joueur/joueuse – *fun loving*

Now let students know that they will be reading a story about a heroic dog. Please let them know that this is a fictional story. They will be following along with an audio recording. Hand out the resource D2 *Histoire d’un chien héros*. While they are reading it, they must underline any words that describe the dog’s physical or behavioural traits. Students should be encouraged to highlight these words. Students should be given some time to do this individually. Once they have finished, they should partner up with a student next to them and compare what they have each highlighted. The teacher can then ask the

class to list off terms they have underlined in the story.

**Task (15 minutes)**

Finally, let students know that they will be reading another story about an interesting dog. Please let them know that this is a fictional story. They will be following along with an audio recording. Hand out the resource D3 *L'histoire de la chienne héroïne* to each student. They may also underline words in this story while they are reading it. After this, they will answer a series of questions pertaining to the dog's physical traits and personality. They must answer these questions in French. They should be given time to produce answers individually. After this, they may once again partner up with a student next to them to compare answers. The teacher can then have a class discussion about students' answers.

**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:

- Students can be asked to create a rule for the feminine of certain traits. Some general rules are as follow: adjectives ending in *-eur* become *-euse*, adjectives ending in *-teur* become *-trice*, adjectives ending in *-é*, *-t*, or *-d* simply need an "e" added to the end, adjectives ending in *-eux* become *-euse*.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, the teacher could read the stories aloud to the class, placing emphasis on physical and behavioural traits to be underlined. The students could also work in small groups when working on both stories.
- To accommodate this lesson for a higher level, students could be asked to think of a few more traits to add to their first worksheet. They could be asked to look for translations in a dictionary.