

Lesson 3 – Pet Adoption

Adopter un chien - Adopt a dog

Grade: 8 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Communication: - name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate Language Learning Strategies: -take the risk to say or write something in French	Students will be able to produce an advertisement for a hypothetical dog adoption agency.	Formative (or summative) assessment of written adoption advertisement.

Preparation required:

- Print off a few copies of the resource D5 *Exemples de publicités* for students to share. These are ads that have been inspired by authentic ads from Kijiji. Alternatively, you may choose to look up and print off real ads from the Internet to use instead of this resource.
- Print off enough copies of the resource D6 *Adopter un chien* for small groups to share. They will each choose one dog to cut out from the sheet and there are 9 dogs per sheet. Some students in a group may want the same dog. This is why we recommend printing off a couple copies for each group.
- Print off a copy of the resource D7 *Publicité pour un chien* for each student.
- Print off a copy of the resource D8 *Les 3 chiens que je veux adopter et pourquoi* for each student.
- Glue or tape

Introduction (5 minutes):

Hook/Attention grabber: *Salut! Comment ça va aujourd'hui?*

Introduction: Today, you are each going to create an adoption ad for a dog. We will then be displaying

them around the classroom for everyone to look at. You will then all pretend that you are scrolling through adds on Kijiji and will pick 3 dogs you would want to adopt and explain why.

Pre-task (10 minutes):

In small groups, have students look at a couple examples of an advertisement for a dog in French (resource D5). Give them time to discuss what they like and dislike about the ad. Then have a class discussion about the ad and ask students. You might start by asking them to identify the differences between both ads (such as the fact that the first ad is in the 1st person and the second ad is in the 3rd person). You might also want them to discuss what they might do differently if they were asked to create an ad. They should also discuss new vocabulary and chunks of language such as:

- c'est un chiot – *it's a puppy*
- c'est un vieux chien/c'est une vieille chienne – *it is an old dog*
- c'est un(e) jeune chien(ne) – *it is a young dog*
- c'est un(e) chien(ne) propre – *it is a housebroken dog*
- c'est un(e) chien(ne) qui aime nager – *it is a dog that likes to swim*
- c'est un(e) chien(ne) qui aime marcher – *it is a dog that likes to walk*
- c'est un(e) chien(ne) qui aime les enfants – *it is a dog that likes children*
- c'est un(e) chien(ne) qui aime les chats – *it is a dog that likes cats*
- c'est un(e) chien(ne) qui a besoin d'affection – *it is a dog that needs affection*
- c'est un(e) chien(ne) qui n'aime pas _____ – *it is a dog that does not like _____*
- il/elle connaît les commandes de base – *he/she knows basic commands*
- il/elle est vacciné(e) – *he/she is vaccinated*
- il/elle aime se faire flatter – *he/she likes to be pet*

More ways to describe a dog and their needs should be listed and looked up in a bilingual dictionary.

Task (40 minutes)

During the task, students will create their own ad for a dog to be adopted. Remind them that they may use their previous worksheets as guides for vocabulary. Hand them each a copy of resource D7.

Although they are each producing their own ad, they may work in small groups. Provide each group with one or two colour copies of resource D6. They only need to pick one dog each and should cut it out from the resource. The rest of the dogs can still be accessed by other students in that group. Once students have chosen a dog, they should cut it out and glue/tape it to their D7 worksheet. They can then write up their advertisement for this dog. This should be as detailed as possible (listing physical and personality traits, preferences and age). Students should be encouraged to use their imagination and include any other information they feel is relevant for a potential adopter.

Once they are done, “post” these ads to Kijiji by having all the students tape their worksheets to a wall in the classroom or the hallway, if possible. Students should now take out a sheet of paper or use resource D8. They will be using this to make notes about their three favourite ads. They must also write

a justification for each of their choices. This could mean that students would pick one dog over another because they are looking for a puppy rather than an adult dog. They may also be looking for a dog that gets along well with cats, for example.

Post-task (5 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 could be given time to talk about their choices.
- Students could also give peer feedback for at least one advertisement each.
- Explain that in French the dollar sign \$ is placed after the number rather than before as in English.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students could work in groups of two to create one ad during the task.
- To accommodate this lesson for a higher level, students could also be asked to create a “searching for” ad for the gallery walk. This means they must write up a description of what kind of dog they are looking for before being permitted to walk around and pick their top 3 ads.