Les animaux favoris

Learning situation: To verify listening comprehension of the types of students' pets that have been identified and modeled in complete sentences by the teacher in a variety of activities. (This is a post activity and can be used as an assessment.)
C'est un/une…, ***Qu'est-ce que c'est?***

Teacher modelling and oral interaction:

NOTE: If the students have **not** had any previous modelling of the linguistic structures and vocabulary necessary to complete this activity, the teacher will begin here. If the students have already been talking about their favourite pets, the teacher can begin at Part 2.

This learning session will take several lessons to complete.

- **Part 1:** In preparation for this lesson, the teacher brings in a collection of stuffed animals or puppets that represent the students' pets that they actually have at home (visuals may also be used). To begin, the teacher chooses to introduce three animals, ***C'est un chien. C'est un chat. C'est un poisson.*** The teacher repeats each structure a couple of times to allow time for the students to process the information. Then the teacher remodels each structure several times and invites the students to chime in.

- Next, the teacher holds one visual at a time and says, ***C'est un...*** allowing the students to complete the sentence. The teacher does this several times alternating the visuals of the animals.

- Afterwards, the teacher randomly distributes one of the three visuals to each student (previously prepared for this part of the lesson). The teacher models, ***C'est un chien.*** and the students who have the image of the dog stand up and chime in with, ***C'est un chien.*** Then they sit down. The teacher remodels using all three visuals.

- Next, the teacher remodels one structure at a time and interacts only with the students who have a particular animal in front of them. For example, ***C'est un chien. Qu'est-ce que c'est?*** The student responds, ***C'est un chien.*** The teacher will do this several times and with all the objects. Then, the teacher interacts with students who have a different visual on their desk and continues in the same fashion.

- Once the students are familiar with the vocabulary for these three pets, the teacher can model more words based on the pets that the students actually have at home. ***C'est un poisson. C'est un cochon d'Inde. C'est un lapin.*** The students should be given a variety of opportunities to use and reuse these structures.

- At this point, the teacher may choose one of the following books: *Les animaux domestiques* (Alpha-monde, Scholastic) or *Les animaux domestiques* (En avant, Scholastic). The teacher models reading strategies and explores one book with students. The teacher and students reread the book several times over the coming days so that students have the opportunity to listen to the cadence of the French language, to be exposed to elements of culture, and to read along or chime in if they feel comfortable to do so.

- **Part 2:** Now the students are ready for this listening comprehension assessment. The teacher projects this activity and then models one example and says, ***Numéro 2, c'est un chien.*** The teacher and the students write the number 2 in the appropriate box. The teacher continues with the other animals, each time asking students to put the number in the appropriate box.

  Numéro 6, c'est un cochon d'Inde.
  Numéro 2, c'est un chien.
  Numéro 4, c'est un poisson.
  Numéro 1, c'est un chat.
  Numéro 5, c'est un lapin.
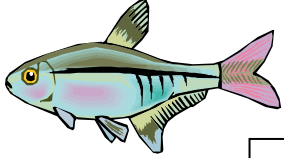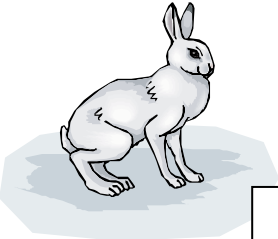 ***Numéro 3, c'est un oiseau.***
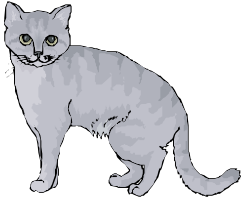
  VARIATION: To further verify comprehension, the teacher asks, ***Numéro 1, Qu'est-ce que c'est?*** The students respond, ***C'est un chat.*** This could become an interactive activity with partners and in small groups.

  Partner 1: ***Numéro 1, qu'est-ce que c'est?***
  Partner 2: ***C'est un chat.***

  The partners exchange roles. These student interactions last only a brief time.