



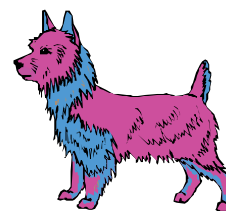
## Mon animal favori

**Learning situation:** To learn or review the necessary vocabulary regarding students' pets using the following linguistic structures:  
*J'ai un..., Qui a...?, Je n'ai pas d'animal domestique., Voici mon..., Il/Elle s'appelle..., J'aime...*

### Teacher modelling and oral interaction:

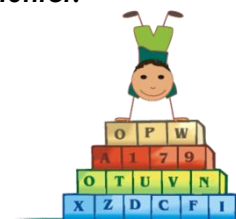
**NOTE:** This learning situation will take several lessons to complete.

- This learning situation is a follow-up to the survey. The teacher once again displays the survey results and reviews with the students by modelling, **J'ai un chien**. He points to the image of the dog and says, **Qui a un chien?** The students raise their hands if they have a dog and in unison, they say, **J'ai un chien**. The teacher continues in this fashion until all students have had a chance to interact. For any students who do not have a pet, the teacher remodels for the student(s) the linguistic structure, **Je n'ai pas d'animal domestique**.
- Next, the teacher says, **J'ai un chien. Voici mon chien**. The teacher shows a drawing of his dog. He passes out paper to each student so that they can draw their favourite pet. For those who have no pets, they may draw an imaginary pet and say, **J'ai un chien imaginaire. Voici mon chien**.
- In the following lesson, the teacher shows his drawing one more time and he models writing a short text to accompany his drawing. He uses this text to model reading strategies. **J'ai un chien. Voici mon chien. Il s'appelle Hunter. J'aime mon chien**. The teacher has other options for modelling reading strategies. He may choose to use one of the following books: *Mon animal* (Des mots et des images, Modulo) ou *Les animaux domestiques* (Alpha-monde, Scholastic)



**NOTE:** The students are familiar with the structures, *Il/Elle s'appelle..., J'aime...* from previous themes.

- Whatever text the teacher chooses to read, he will later model writing several sentences to guide students in describing their pet (see next page). The students will then share their writing and all the drawings may be collected and used to create a classroom book or each drawing can be put into the students' portfolios. (The students who have an imaginary pet will say, **J'ai un chien imaginaire. Voici mon chien. Il s'appelle Hunter. J'aime mon chien.**)



## LES ANIMAUX FAVORIS

Nom : \_\_\_\_\_

Date : \_\_\_\_\_

J'ai un/e \_\_\_\_\_.

Voici mon \_\_\_\_\_.

Il/Elle s'appelle \_\_\_\_\_.

J'aime \_\_\_\_\_

\_\_\_\_\_

