



Concentration

Learning situation: To review the vocabulary of favourite classroom animals and the linguistic structures, **C'est...** and **Ce n'est pas...**

Teacher modelling and oral interaction:

- The teacher selects six animals that he wishes to review with the students. He places pictures of the animals face down in the pocket chart. He explains to the students that, **On va jouer un jeu de concentration**. He then turns back to the pocket chart and turns over two pictures and says to the students, **C'est un chat. C'est un oiseau. Ce n'est pas une paire! Dommage!**
- The teacher returns the pictures to the pocket chart, but switches them with two other pictures from the pocket chart, thus adding a little challenge to the game.
- He repeats the process; once he turns over two identical pictures he says to the students, **C'est un lapin et c'est un lapin! Bravo! C'est une paire!**
- He calls on a student to come to the pocket chart to select two pictures. The student says, **C'est un chat et c'est un chat. Bravo! C'est une paire!**
- The student returns the pictures to the pocket chart, but switches them with two other pictures from the pocket chart, once again adding a little challenge to the game.
- The teacher continues this process, allowing students to take turns and to use the vocabulary and structures in complete sentences.
- Later, once students are very familiar with the vocabulary and sentence structures for identifying animals, the teacher may choose to use two sets of cards: one with the picture and one with the words.

**C'est un
poisson.**

