



## L'animal préféré de la ferme

**Learning situation:** To describe a preference using the linguistic structure, *J'aime...* with the vocabulary of farm animals.

### Teacher modelling and oral interaction:



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

- In preparation for this lesson, the teacher brings in a collection of animals: plastic, stuffed or puppets that represent farm animals (visuals may also be used). To begin, the teacher chooses to introduce four farm animals (perhaps a few that the teacher modelled in the unit, *My Favourite Animals-novembre*). **C'est un chien. C'est un chat. C'est un cheval. C'est un cochon.** 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 four 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 chime in with, **C'est un chien.** The teacher remodels using all four visuals.
- Then 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. Next, 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 four farm animals, the teacher can model more words that are masculine nouns or switch to ones which are feminine such as, **C'est une souris. C'est une vache. C'est une poule.** The students should be given a variety of opportunities to use and reuse these structures.
- At this point, the two *comptines*, *Rond, rond, rond* or *Les canards* can be introduced, followed by the song, *Le fermier dans le pré*. The teacher models reading strategies and explores one of the *comptines* with students. The teacher and students reread the *comptine* 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/chime in if they feel comfortable to do so.
- In addition, the teacher may choose to read the book, *La ferme, Collection Le français, oui, oui, oui.*



- In response to the students learning the rhyme or the song, the teacher can now introduce the linguistic structure, **J'aime...** by modelling, **J'aime le cheval.** while holding the visual of the horse. The teacher then remodels and interacts with five students. **J'aime le cheval. Est-ce que tu aimes le cheval?** If a student indicates no, the teacher models, **Je n'aime pas le cheval.** The student uses this modelled negative structure. This process is repeated to review three to five vocabulary words during this lesson. Seated in a circle prior to the end of the lesson, students describe orally in a complete sentence one animal that they like or do not like.
- During this lesson, the teacher will remodel as described above with the intention of asking students to choose their favourite farm animal either from the rhymes/song or from the choices modelled by the teacher. Then the students will draw or paint this particular animal. When completed they will show their animal and say, **J'aime le cheval.**

**VARIATION:** This can be made into a booklet, **Les animaux préférés.** and added to the library corner or put into the students' portfolios.

