



Où va-t-il?

Learning situation: To review farm animals and to introduce zoo animals using the linguistic structures, **C'est...**, **Il va...**, **Elle va...**

Teacher modelling and oral interaction:

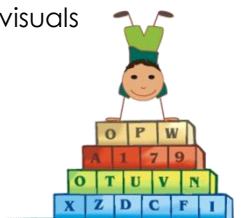
NOTE: This learning situation may take several lessons to complete.

FARM

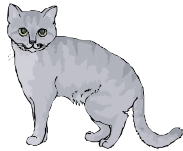





- In preparation for this lesson, the teacher brings in a collection of stuffed animals or puppets that represent farm animals (visuals may also be used). To begin, the teacher reviews five farm animals that are masculine (perhaps a few that were already modeled in the November unit, My Favourite Animals): **C'est un chien. C'est un chat. C'est un cheval. C'est un cochon. C'est un canard.** 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 five 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 five 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 with all the objects. Next, the teacher interacts with students who have a different visual on their desk and continues in the same fashion.

ZOO

- In preparation for this part of the lesson, the teacher brings in a collection of stuffed or plastic animals or puppets that represent zoo animals (visuals may also be used). To begin, the teacher introduces four zoo animals that are masculine: **C'est un tigre. C'est un éléphant. C'est un kangourou. C'est un singe.** (Three of these words are *mots amis*.) 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 tigre.** and the students who have the image of the tiger chime in with, **C'est un tigre.** 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 tigre. Qu'est-ce que c'est?** The student responds, **C'est un tigre.** The teacher will do this several times with all the visuals. Next, the teacher interacts with students who have a different visual on their desk and continues in the same fashion.
- The teacher remodels the structures from the previous lessons and then integrates the interactive strategy, *Le petit bavardage amical* (see [Framework](#) page 51). The teacher places six visuals on the blackboard numbering each from one to six. The teacher begins by throwing a beach ball numbered from one to six to a student and says, **Bonjour Emma, le numéro 3, qu'est-ce que c'est?** The student replies, **Bonjour monsieur, c'est un tigre.** The student then chooses to throw the ball to a classmate and says, **Bonjour Dylan, le numéro 2, qu'est-ce que c'est?** (See [Framework](#), page 51.)

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- At this point, the rhyme, *Cinq petits singes* can be introduced. The teacher models reading strategies and explores the rhyme with the students. The teacher and students reread the rhyme 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.
- The teacher now reviews the feminine names of farm animals, modeling as described above. In addition, the teacher introduces, **C'est une girafe.**
- The teacher projects visuals representing a zoo and a farm. The teacher chooses a picture of a masculine noun and identifies the animal, **C'est un singe.** The teacher asks, **Où va-t-il? Il va au zoo? Il va à la ferme?** The students chime in, **Il va au zoo.**
- The teacher places the picture of the monkey under the appropriate visual. The teacher continues using all the different pictures of masculine nouns, then feminine nouns. (**Elle va...**) Alternatively, in another lesson, the teacher could alternate between masculine and feminine nouns.



- Once the students are familiar with this activity, they can do it in a group setting and the teacher can make observations.

VARIATION: The teacher can decide if he would like to also include circus animals as there is an overlap with zoo animals. In this case, the students could classify zoo animals, farm animals as well as circus animals. The linguistic structure, *Il va au cirque*, would be added to the teacher modeling. The two songs, *Les clowns* and *C'est le cirque* can also be explored to support student learning.

NOTE: For more information on how to integrate music, see page 67 of the [Framework](#).

