Les devinettes : les animaux

Learning situation: To introduce/review and to interact using farm vocabulary in the context of the linguistic structures, ***Voici un/une…, C'est un/une…, Qu'est-ce que c'est?*** (These structures are used frequently in Kindergarten and Grade 1) or, ***À la ferme, je vois.../regarde... Et toi?*** To demonstrate understanding by solving riddles.

Teacher modelling and oral interaction:

NOTE: This learning situation may take several lessons to complete. If this is the students' first introduction to farm animals during this school year, the teacher begins by modelling the vocabulary in complete sentences.

- In preparation for this lesson, the teacher brings in a collection of stuffed or plastic animals or puppets that represent farm animals (visuals may also be used). To begin, the teacher reviews four farm animals that are masculine, ***À la ferme, je vois un chien. À la ferme, je vois un lapin. À la ferme, je vois un cochon. À la ferme, je vois un chat.*** 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, ***À la ferme, je vois un...*** allowing the students to complete the sentence. The teacher does this several times alternating the four visuals of the animals.

- Afterwards, the teacher randomly distributes one of the four visuals (previously prepared for this part of the lesson) to four different students. The teacher models, ***À la ferme, je vois un chien. Et toi?*** He guides the student who has the image of the dog to chime in, ***À la ferme, je vois un chien.*** The teacher continues to remodel using all four visuals.

- Once the teacher has finished this modelling, the teacher randomly distributes one visual to each student. He remodels, ***À la ferme, je vois un cochon. Et toi?*** He guides the students who have this visual to stand up and to reuse the structure, ***À la ferme, je vois un cochon.***

VARIATION: The teacher hands one visual to a group of students. Next, he models the linguistic structure and question while pointing to a particular group. Each student substitutes the name of their animal. For example, the teacher says, ***À la ferme, je vois un lapin. Et toi?*** Each student in the group replies in unison, ***À la ferme, je vois un lapin.***

- In subsequent lessons, the teacher adds the names of more farm animals, keeping in mind the animals mentioned in the two rhymes *Mon petit chien* and *Les petits oiseaux* and in the three songs *Avez-vous?, Mon papa a une belle ferme, À la ferme*. These rhymes and songs allow the teacher to extend the student learning and to introduce reading strategies. The goal is for the students to communicate using these linguistic structures and not to learn a list of vocabulary in isolation.

NOTE: When adding more farm animals, it is a good idea to introduce a group of masculine nouns and once students are familiar with these words, to add the feminine ones or vice versa. This vocabulary should always be modelled in a complete sentence and should be of interest to the students.

- Before beginning the riddles, this is a good place to learn the song *À la ferme*, as it will help the students to answer the riddles. The two songs *Avez-vous vu? Mon papa a une belle ferme* will also support this learning.

NOTE: For more information on how to integrate music, see page 67 of the Framework.

- The teacher know his students best and he may decide to have on display the visuals of the five animals described in the riddles. This narrows the choice of responses and will help the students when they are trying to solve the riddle.

- The teacher begins by reading one riddle slowly and giving one hint at a time and pausing after each line. He may have to repeat this several times. He may also need to mime some of the actions. He models the answer in a complete sentence. **C'est...** and the class repeats after him. The teacher then continues with the next riddle and chooses a student to answer. These are examples that can be modified according to the vocabulary that has been modelled.

1) Je chante beaucoup.
Je dis : Co-co-ri-co.
Qu'est-ce que c'est? _____.

> C'est un coq.

2) J'ai deux longues oreilles.
Je dis : hi-han, hi-han, hi-han.
Qu'est-ce que c'est? _____.

> C'est un âne.

3) Je chasse les souris.
Je dis : miaou, miaou, miaou.
Qu'est-ce que c'est? _____.

> C'est un chat.

4) Je nage sur l'eau.
Je dis : coin, coin, coin.
Qu'est-ce que c'est? _____.

> C'est un canard.

5) Je galope très vite.
Je dis : hi-i-i, hi-i-i, hi-i-i.
Qu'est-ce que c'est? _____.

> C'est un cheval.