



Un animal bizarre

Learning situation: To introduce/review and to interact using zoo 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 **Au zoo, je vois.../regarde... Et toi?**

Teacher modelling and oral interaction:

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

- If this is the students' first introduction to zoo animals during this school year, the teacher must begin by modelling the vocabulary in complete sentences. It is always a good idea to begin with words that are *mots-amis* (cognates).
- In preparation for this 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 reviews four zoo animals that are masculine, **Au zoo, je vois un tigre. Au zoo, je vois un éléphant. Au zoo, je vois un kangourou. Au zoo, je vois un zèbre.** (these 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, **Au zoo, 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, **Au zoo, je vois un tigre et toi?** He guides the student who has the image of the tiger to chime in, **Au zoo, je vois un tigre.** 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 **Au zoo, je vois un tigre et toi?** He guides the students who have this visual to stand up and to reuse the structure **Au zoo, je vois un tigre.**

VARIATION: The teacher hands a visual to a group of students. Next, he models the linguistic structure, **Au zoo, je vois un tigre et toi?** Each student substitutes the name of the animal. **Au zoo, je vois un éléphant.**



- In subsequent lessons, the teacher adds the names of more zoo animals, keeping in mind the animals mentioned in the two rhymes, *Au Zoo* and *Les animaux en action* and in the song *C'est le zoo*. These rhymes and the song allow the teacher to extend the students' 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.
- Once the students are familiar with these linguistic structures, the teacher models the art activity which provides students with the opportunity to create an *animal bizarre*. The teacher demonstrates how to join two animals. For example, **une girafe** et **un lion**. He uses the front half of **une girafe** and the end half of **un lion** and says, **Voici mon animal bizarre. Voici une girafe et un lion. C'est un giralion. C'est mon animal bizarre.**
- The teacher distributes paper to the students and they create *un animal bizarre*. Now the teacher models his writing using his *animal bizarre*. For this reason, it is important that students have access to a word wall so that they can create the spelling of their new animal. When complete, each student presents his *animal bizarre* to the class. This creation can be drawn in the students' journal or on a separate piece of paper.
- The teacher knows his students best and he may ask them to add the title, **Mon animal bizarre** and one sentence, **C'est un giralion.**

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

