

MON ANIMAL PERDU

Communicative Task for French as a Second Language

Grade 5 Field of Experience: Our Friends – The Animals

TASK SUMMARY

Students will create a ‘missing poster’ about their lost pet.

Student Focus for the Task

I can describe my lost pet. / Je peux décrire mon animal domestique perdu.

PRINCIPLE OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Communication: Written Production	<ul style="list-style-type: none">express simple written messages by copying, labeling, substituting words or using simple, concrete sentences based on available models
Communicative Target* 1.3 Describe people, places and things	

* Communicative Target is from the grade 5 [FSL NINE-YEAR PROGRAM OF STUDIES](#) document (Alberta Education)

SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Language: Application of Vocabulary and Language Concepts	<ul style="list-style-type: none">use the following linguistic elements...to communicate a simple message:<ul style="list-style-type: none">-vocabulary related to animal anatomy-adjectives related size and colours of animals
General Outcome	Specific Outcome
Language Learning Strategies: Production Strategies: cognitive	<ul style="list-style-type: none">develop and use production strategies to produce a simple written message<ul style="list-style-type: none">-activate prior knowledge and experiences-prepare a draft of the message

PREPARING FOR THE TASK

- Prior to the task, briefly review vocabulary associated with colours, basic animal characteristics, and any previously-learned adjectives related to the physical appearance of pets.
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask student how they will know when they have effectively described their pet. What types of words and phrases do we use when we want to describe our pet to others in a short text, such as a lost pet poster? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

I can describe my lost pet.

I know this because...

- I used words and phrases that make it easy for others to identify my lost pet.
- I included important information for others to be able to contact me if they find my lost pet.
- My lost pet poster looks like others I have noticed.

INSTRUCTIONAL SUPPORT

- Ask students to recall when they have seen posters or ads in their community that are asking for help to find a lost pet. With students, create a sample poster and discuss what information is needed on a missing pet poster. (e.g.; description, the area it was lost, a picture, phone #, name of pet, etc.) If possible, show some examples of real lost pet posters.
- Provide structure to help students create their missing pet posters, such as:
 - *Au secours!*
 - *Perdu...* (nom)
 - *Si vous trouvez* (nom), *appelez-moi au* (numéro de téléphone)
 - (nom) *est grand(e)/petit(e)...*etc.Ensure these structures are available and visible throughout the activity.
- To make the activity as authentic as possible, encourage students to describe their own pets in their posters. If they do not have a pet, they can use an animal they know or make one up. Although students will not put up the completed posters in the neighbourhood, posters could be posted in the school.

FEEDBACK FOR LEARNING

- Before students submit their lost pet poster, ask them to exchange them with one or two classmates to get feedback to improve them. Criteria peer coaches could use could be:
 - Your poster helps me know what your pet looks like, so I would know it was your pet if I found it.
 - You give the information I would need to contact you if I found your pet.
 - I would notice your lost pet poster and want to help you find your pet.
- After the opportunity to make improvements to their original message, students share, either orally or in writing, whether or not they achieved the “I can” statement, and provide evidence of why they think that is so.
- Compare your own observations about students’ lost pet posters to students’ self-reflections. In cases where students’ perspectives do not match your observations, take the opportunity to discuss why this is so with the student.

This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.

MON ANIMAL PERDU – Student Task

Your pet has gone missing! You will make a poster describing your missing pet in the hopes that others can help you find your pet. Your poster should include important information, such as the following:

- what your pet looks like;
- something to help people notice your poster; and
- information about how to contact you if someone finds your pet.

Good luck with your search.