

Quel animal?

Communicative Task for French as a Second Language Grade 5 Field of Experience: Our Friends: The Animals

TASK SUMMARY

Students share their choice for an animal class mascot.

Student Focus for the Task

I can describe the animal I think my class should choose as a mascot. / Je peux décrire mon choix pour une mascotte pour ma classe.

PRINCIPLE OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none">express simple oral messages by using...simple, concrete sentences based on available models
Communicative Target* 1.3 Describe people, place and things 2.1 Identify favourite people, places or 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, mainly orally...to communicate a simple message<ul style="list-style-type: none">-the names of common farm animals-the names of common wild 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 oral...message<ul style="list-style-type: none">-use models to create a simple text

PREPARING FOR THE TASK

- With students, think of different mascots they might be familiar with, such as mascots for sports teams, schools, businesses, etc. Explain that mascots are used to help build team spirit, and make these organizations more recognizable. Explain that mascots usually represent the type of personality they would like to show others.
- Introduce the idea of a class mascot to students. Inform them they will help to think of and vote for a class mascot.
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they can describe their choice for a class mascot. With students, build a list of indicators that will help them know they have achieved the “I can” statement.

I can describe the animal I think my class should choose as a mascot.

I know this because...

- I have named the animal I think is the best choice.
- I have used descriptive words to share why I think this animal is the best choice.
- My conversation partners seem to understand what I am saying.

INSTRUCTIONAL SUPPORT

- With students, ask for different words or phrases they would like others to think about their class, such as “*courageux*”, *drôle*, etc. If students offer the words in English, write them in French so they are visible throughout the activity.
- Review other relevant vocabulary words associated with animals. For a comprehensive list of vocabulary words associated with animals, their behavior and physical characteristics see pages 105 – 108 of the grade 4-6 Program Articulation document (Alberta Education).
- Provide a few sentence structures for students to assist them during the task. These are structures students are already familiar with. Structures should be visible throughout the activity.

J'aime _____

Il/Elle a _____

J'aime _____ *parce qu'il/elle est* _____.

- Allow students some time to think about an animal they think would be a great class mascot. You may want to get students started in process by a whole class discussion.
- Students engage in a ‘turn and talk’ with different classmates, or are in an inside/outside circle to share their idea(s) about a class mascot with classmates. Inform students they are allowed to change their minds if they want to, but they should talk about their favourite animal for a mascot. These oral interactions will be very brief.
- After students have had the opportunity to talk to several classmates, facilitate an ‘election’ for the class mascot.
- Follow-up activities to promote the class mascot can also be considered, once one is chosen.

FEEDBACK FOR LEARNING

- While students are sharing their ideas with one another about the class mascot, circulate and observe their performances. Make notes about what you observe to facilitate providing effective feedback to students.
- After students have had sufficient opportunity to practice the language, ask them to consider their performance in relation to the indicators.
- 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. They may need the opportunity to elicit feedback from a few peers to find out if their conversation partners were able to understand them.
- Compare your teacher observations to students’ self-reflections. In cases where students’ perspectives do not match the teacher 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.

QUEL ANIMAL? – Student Task

Your class has decided to have a class mascot. Pick an animal you think would be a good class mascot. Think about how to describe the animal, and why you think it is a good choice. Share your ideas with your classmates.

After everyone has shared their ideas, have a vote to decide which animal should be your new class mascot.