

Body Parts

Level: First year French, high school level

Subject: Vocabulary for body parts, the verb *avoir*

Objectives:

- 1) Students will be able to conjugate the verb *avoir* in the present tense.
- 2) Students will be able to name their body parts in French with the appropriate subject/gender agreement.

Content Standards:

- INTASC 4: Multiple Instructional Strategies: This lesson incorporates many different activities during the class period; it does not stick to one teaching style. The lesson incorporates a mixture of teacher lecture, individual student response and activities.
- Indiana Academic Standards for World Languages, Level 1, Standard 3, 1.3.5: Provide Simple Descriptions of people, places, and objects: The students will learn to describe their body parts and quantify them in this lesson. They will also be required to deduce the appearance of a monster based on a given description.

Materials:

- Laminated pictures of body parts
- Construction paper
- Markers

Activities and Procedures:

- Introduction: The teacher will start the class by singing “Head, Shoulders, Knees and Toes” in French. The teacher will stand at the front of class singing the song and doing the appropriate gestures. The students will watch as the teacher sings and points to the body parts. (2 min.)
- Next, the whole class will stand up and touch the appropriate body part as the teacher sings the song. The students will not say anything yet. (2 min.)
- The students will then be asked to sing along to “Head, Shoulders, Knees and Toes” in French while they touch the appropriate body part. (2 min.)
- Teacher Presentation: The teacher will bring in pictures of body parts. The teacher will hold up the pictures and say the words that correspond in the target language. The teacher will repeat each word with the gender classification three times. (5 min.)
- Next, the teacher will hold up the pictures and say the word in French. The students will point to the appropriate body part on their body. (3 min.)

- Now, the teacher will hold up the pictures of the body parts and say the word in French, the students will then repeat the words. (3 min.)
- Comprehension Check: A picture will be held up of a body part and a student will be called upon to say the corresponding name and gender of the shown body part.
- Activity #1: Simon Says: The teacher will act as “Simon”. The whole class will stand and play Simon Says. If the student touches the wrong body part they are out and sit down. The game will be played until only 5 students are left standing. (9 min.)
- Teacher Presentation: The teacher will explain that they now know the vocabulary for the body parts and that they will next learn to use the vocabulary in sentences. First, the students will need to learn the present tense of the verb avoir (to have). The teacher will write the verb paradigm on the board in the present tense. The teacher will say it and the students will repeat after the teacher. (3 min)
- Now, the teacher will give examples of how to use avoir in a sentence. (2 min.)
 - o “J’ai dix doigts”
 - o “Elle a deux bras”
- The teacher will ask individual students to try to construct and use sentences like these. (4 min.)
- Activity #2: The teacher will give the students markers and construction paper. The teacher will verbally give the students a description of a “monster”. The teacher will slowly give the students a verbal image of what this monster looks like and what body parts it has and how many. The students will draw this monster and must include the components given by the teacher. After the description is given and the students have their monsters drawn, the teacher will put up a picture of what the monster should look like. The students can compare their drawings with each other and the teacher. (7 min)
- Wrap up: The whole class will stand again and do “Head, Shoulders, Knees and Toes”. This time the song will get faster and faster. The students will see that they have learned the body parts during the period and are more confident in themselves as they participate in the song. Any remaining questions can be answered before the bell rings. (4 min.)