

## L'Alouette Comique (Gr. 5-7 Core French)

IRP-PLO: Students will express acquired information in oral and visual forms.

Objectives: Students will identify body parts in (humourously modified) French.  
Students will work in groups to create their own modified terms. *Alouette, gentille alouette*  
Students will sing a modified-traditional French song. *Alouette, je te plumerai*  
*Je te plumerai la têteski (bis)*

Materials: • cassette (Jacquot. *On chante et on bouge; C'est incroyable!*) *Et la têteski...Alouette...Oh...*  
www.jacquot.net *Et les yeuxovichs*  
• cassette player *Et le nezkou*  
• pocket chart; blank word cards *Et la boucheka*

Prior knowledge: Students will have already learned how to name basic body parts.

Lesson: 1. Present the following body parts by touching and saying each. Invite students to mimic and repeat: *la têteski (la tête/head)*, *les yeuxovichs (les yeux/eyes)*, *le nezkou (le nez/nose)*, *la boucheka (la bouche/mouth)*.

Explain that today's song takes some liberties with conventional language forms, e.g., *En vérité, on dit 'la tête', mais aujourd'hui nous allons chanter 'L'Alouette Comique'. 'La tête' devient 'la têteski'.*

2. Invite groups of students to create their own humourous adaptations of other body parts, e.g., *Créez des termes pour d'autres parties du corps, par exemple, le doigt-do, le genoukoubu, le piedaut.*

Write the conventional term on the board or word card if necessary, e.g., *le doigt, le genou, le coude, le pied, l'épaule*, etc. Review terms by touching and saying each.

Display student-generated terms by writing them on word cards or on the board. Invite all students to say and touch these parts.

3. Introduce the song, 'L'Alouette Comique' by asking students, *Une alouette, qu'est-ce que c'est? C'est un oiseau qui chante très bien.* Explain by miming the action that when we sing, *Je te plumerai*, we are singing about plucking the feathers of a beautiful lark.

4. Listen to Jacquot's *L'Alouette Comique*. Invite students to repeat and point to each body part after Jacquot, e.g., *Chantons avec Jacquot. Où est la têteski?*

5. Play the song once more with the volume low and substitute four of the student-generated body terms. Have students sing this new version.

Extension/Adaptation ideas:

- create, draw or model characters with these modified body parts
- divide the class into 2 groups and have each group echo the other when singing about body parts, e.g., *Groupe 1 sings 'et la têteski' and then Groupe 2 sings 'et la têteski'.*
- extra support: provide page (with image and French term) during term-creation for students
- extra challenge: create a verse for animal parts, e.g., *L'éléphant, le joli éléphant...*

Evaluation ideas:

• circulate and observe groups during the brainstorming session; evaluate according to these criteria: cooperation, speaking French, number of usable terms generated. Write *la coopération, le français & la productivité* on the board and say, e.g., *Si tu parles tout le temps en français, tu recevras 5 sur 5; si tu coopères avec tes partenaires - encore 5 sur 5. Maintenant, je cherche des parties du corps qui sont les plus comiques & les plus intéressantes; elles vont dans notre chanson.*