

3D Animal Descriptions

In this project, students will create a 3D animal, and then write a description of the animal. It would be ideal for students to each do a different animal, but they could also work in partners if they wanted to do the same animal, or just repeat a few. I've included two options for creating the animals, but you could do it anyway that works for your class and the art supplies available.

French Connection

At the end of the art project, students will write a description of their animal in French. Students can use the template at the end of this document to write this description. For students wanting a challenge, they can write a longer description without the template. The description practices vocabulary from other units. Students can use www.wordreference.com to look up words.

OPTION #1: Clay Creations

Materials: air dry modeling clay (e.g. Crayola), one paper plate per student, sharpies

Steps:

1. Students choose an animal that they can mould with clay.
2. They mould the animal from clay, using their hands, the ends of markers or pens, whatever tools you choose to provide. They leave it to rest for a few days on a little paper plate
3. They colour the mould using sharpies or by colouring the clay with felt markers and kneading it into the clay during the moulding process for a more marbled colouring.

Extension: Before the art project, students could do a reflection on an animal that symbolises them. They could write a paragraph explaining their reasoning. They would then create that animal for their clay project.

Local Connection: There are resources from the school district that show local animal names in Kwak'wala along with characteristics that each animal represents. Students could choose from this list by the characteristics they identify with in the different local animals.



OPTION #2: Paper Maché Animals

Materials: balloons, newspaper or paper towel strips, paper maché paste (flour, water, or another mixture that you prefer)

Before the project, prepare the paper maché paste and put it in a few different bowls around the class. You can rip the paper towel/newspaper into strips, or ask the students to do that.

Steps:

1. Blow up and tie the balloon at the size that you want (not too stretched!)
2. Dip one piece of paper towel/newspaper in the paste at a time, ensuring it is saturated, then remove excess paste that is dripping off.
3. Add the saturated piece to the balloon, smoothing it down with your fingers.
4. Repeat these steps until the whole balloon is covered with overlapping pieces, EXCEPT where the balloon is tied. Once the first layer is done, let it dry for 24 hours.
5. Use egg cartons or other light objects to add features such as legs and ears, covering each one carefully with more strips of paper.
6. Once at least three layers have dried, pop the balloon. The third layer should be paper towel or something plain, so it is easier to paint. Students can then paint their animals using acrylic paint.

Recommended animals for this project:

Pig = un cochon	Cow = une vache	Lion = un lion	Tiger = un tigre
Dog = un chien	Cat = un chat	Fish = un poisson	Whale = une baleine
Bee = une abeille	Rabbit = un lapin	Porcupine = un porc-épic	
Penguin = un manchot ou un pingouin		Ladybug = une coccinelle	



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Template

Before writing the description, check the animal in French on www.wordreference.com, and see if it says “nm” or “nf” next to the French name.

If it says “nm” use “un” and “il”. If it says “nf” use “une” and “elle”.

For example, a frog says “nf”, so it’s une grenouille, and then “elle”.

<u>Anglais</u>		<u>Français</u>
frog <i>n</i>	(amphibious animal) I used to go down to the creek and play with frogs. <i>Autrefois, je descendais jusqu'à la rivière pour jouer avec les grenouilles.</i>	grenouille <i>nf</i>

J'ai créé _____ .
un/une [name of animal]

_____ est _____ .
Il/elle [colour(s) of animal]

_____ est _____ .
Il/elle [grand(e) or petit(e)]

_____ habite dans _____ .
Il/elle [place where the animal lives, e.g., “la forêt, l’océan, la jungle”]

_____ mange _____
Il/elle _____ , _____ et _____ .
[things the animal eats]

_____ aime _____ .
Il/elle [activities the animal likes, e.g. “nager”, “courir”, manger”]

At the end, re-write the description on a cue card, and place it with your animal.