

### 3 - L'HIVER

C'est l'hiver. Il neige.

Les enfants jouent dans la neige.

« Faisons un bonhomme de neige ».

Bonhomme de neige aime la neige.

Oh, oh! Le soleil brille.

Bonhomme de neige a chaud; il fond.

Il continue de fondre.

Bonhomme de neige est parti.

Où est le bonhomme de neige?



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## A. AVANT la projection

1. The teacher views the video to determine the experiential goal and the steps necessary to attain it.
2. The teacher explains what he and the students will be doing. The video will be played twice.
  - a) The first time, the teacher will stop the video at different intervals in order to verify comprehension.
  - b) The second time, the video will be viewed without interruptions.

### 3. The Experiential Goal(s)

The teacher explains the experiential goal(s) to the students, indicating the reason why they will look at and listen attentively to the video. For classes with multiple levels, more than one experiential goal may be provided.

#### Possible Experiential Goal(s)

After viewing the video, students may:

- a) Say and illustrate the different activities done in the snow. Ex. *Les enfants jouent dans la neige.*
- b) Answer five oral questions. If possible, when the answer is incorrect, the students will provide the correct answer, for example:

	V	F
<i>C'est l'hiver.</i>		
<i>Il pleut.</i>		
<i>Le bonhomme de neige aime la neige.</i>		
<i>Les enfants jouent au hockey.</i>		
<i>Le bonhomme de neige est parti.</i>		

- c) Act out the story using the same activities or new ones.
- d) Change the ending of the story and act it out.
- e) Make a puppet using sticks, socks, etc. (For further information regarding the staging of plays, please refer to *Appendix 5: Puppets, Arts and Crafts, Au Manitoba, on s'amuse en français, 2<sup>e</sup> et 3<sup>e</sup> année.*)
- f) Complete one of the activities in the Appendix.



4. The teacher now prepares the students for success.
- For greater comprehension, he may wish to have flashcards of winter activities.
  - He may also wish to mime the verbs used in the story, for example: *jouer, briller, partir, fondre*.
  - Next the teacher projects the pictures found on pages 9 and 11 using the classroom's current technology and asks the following questions:

- *Regardez. Qu'est-ce que c'est? Un bonhomme de neige ou une sorcière?*
- *Il est gros ou petit?*
- *C'est quelle saison? L'hiver ou l'été?*
- *Il neige ou il pleut?*
- *De quelle couleur est le bonhomme de neige?*
- *Qu'est-ce qu'il porte sur la tête?*
- *Qui aime l'hiver? Levez la main.*
- *Qui fait des bonhommes de neige en hiver?*



## B. PENDANT la projection

- Depending on the ability of the class and the complexity and length of the story on the video, the teacher may wish to stop during the first viewing in order to aid comprehension by asking questions regarding winter activities.

## C. APRÈS la projection

- To verify comprehension, the teacher may wish to ask the questions found on page 11, number 4 in the *Avant la projection* section.
- The teacher proceeds to the experiential goal(s) as indicated or creates another goal of his choice.



3. When the experiential goal is completed, depending on the ability of the students, the teacher asks the following questions either in French or in English. Please see the other reflection activity in the *Appendix, p. 26*.

1. <i>Qui aime la vidéo?</i>	1. Who likes the video?
2. <i>Est-ce que la vidéo est facile ou difficile à comprendre?</i>	2. Is the video easy or hard to understand?
3. <i>Donnez-moi de nouveaux mots de la vidéo. (L'enseignant écrit les nouveaux mots au tableau.)</i>	3. Give me some new words from the video. (The teacher writes the new words on the board.)
4. <i>Quelle partie de la vidéo préférez-vous?</i>	4. What part do you prefer in the video?

