

4 - LE PRINTEMPS

C'est le printemps.

Il fait soleil.

De gros nuages gris montent dans le ciel.

Les gros nuages gris cachent
le soleil.

Où est le soleil?

La pluie tombe.

Plic, plic, ploc.

Les gros nuages s'en vont.

Ah, voilà le soleil de retour; il est content.



Regarde le ciel! Quelles belles couleurs!

Qu'est-ce que c'est?

C'est un arc-en-ciel. Oh là là!

4 - LE PRINTEMPS

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 various signs of spring encountered in the story. ex. *Il fait soleil.*
- 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 le printemps.</i>		
<i>Il mange.</i>		
<i>Les gros nuages cachent le soleil.</i>		
<i>Les nuages s'en vont et le soleil est triste.</i>		
<i>Un arc-en-ciel arrive.</i>		

- c) Mime the signs of spring.
- 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^e et 3^e année.*)
- f) Complete one of the activities in the Appendix.

In addition, the teacher may wish to choose one of the activities in section *Avril, Spring/Le printemps* of the documents:

- *Au Manitoba, on s’amuse en français, Maternelle et 1^{re} année* and/or
- *Au Manitoba, on s’amuse en français, 2^e et 3^e année.*

4. The teacher now prepares the students for success.

a) The teacher projects the pictures found on pages 13, 15 and 16 using the classroom’s current technology and asks the following questions:

- *Regardez! Il y a un soleil dans le ciel.*
- *C’est quelle saison? L’hiver ou le printemps?*
- *Quel temps fait-il?*
- *Qu’est-ce qu’il y a sous l’arbre?*
- *De quelle couleur sont les feuilles au printemps?*
- *Il y a beaucoup de feuilles qui poussent.*
- *Aimez-vous le printemps?*

B. PENDANT la projection

1. 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.

a) Aid comprehension by miming the following vocabulary:

- *monter*
- *cacher*
- *tomber*
- *regarder*

b) Ask questions regarding the various signs of spring.



C. APRÈS la projection

1. To verify comprehension, the teacher may wish to ask the questions found on page 15, number 4 in the *AVANT la projection* section.
2. 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?

