



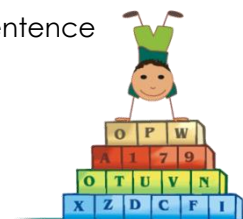
Ma famille

Learning situation: To learn and/or review the vocabulary for family members and the linguistic structures, *Il y a...*, *Voici...*, *C'est...*, *Il s'appelle...*, *Elle s'appelle...*

Teacher modelling and oral interaction:

- In preparation for this lesson, the teacher has students bring in a photo of their families or has them draw their families. The teacher also takes the time to familiarize himself with various family structures in the class.
- Using his photo of his family, the teacher models, **Voici ma famille. Dans ma famille, il y a cinq personnes.** The teacher remodels frequently and asks a new student each time to describe his own family using the modelled structures while making slight personal variations. The teacher says, **Et toi?** to prompt the student.
- Next, the teacher models, **Voici le papa. Il s'appelle Paul.** Following the same procedure as above, the teacher engages students in identifying the father in their photo.
- The teacher focuses on one family member at a time and it is possible that it may take several lessons to introduce the various family members that make up the diverse family units found in the class. **Voici la maman. Elle s'appelle Allison.** It is important to be sensitive to the possibility that not every child has both a mother and a father.
- As students begin to solidify their learning, they point to and introduce the people in their families. **Voici ma famille. Il y a cinq personnes dans ma famille. Voici le papa. Il s'appelle Paul. Voici la maman. Elle s'appelle Allison. Voici le frère. Il s'appelle Nicolas. C'est moi. Je m'appelle Noah. Voici le chien. Il s'appelle Charlie.**
- The teacher models reading strategies and explores the book *Dans ma famille* (Alpha-monde) with students. The teacher and students reread the book several times over the coming days so that students have the opportunity to listen to the cadence of the French language, to be exposed to elements of culture, and to read along if they feel comfortable to do so.
- In response to their reading, the teacher uses the book as a model to make a class booklet of families. In preparation the teacher takes photos of the students holding their family pictures. He shows the students a photo of himself holding a picture of his family. He models by pointing to the picture and counting. He then writes, **Il y a cinq personnes dans ma famille.**
- Grade 2 students receive their page for the class booklet with the following sentence structure and they fill in the blanks.

Il y a _____ personnes dans ma famille.



- Grade 3 students use the teacher's model and make personal variations. Each student is given the opportunity to present their page and add orally the names of the members in their family.
- The teacher remodels, **Voici ma famille. Il y a cinq personnes dans ma famille. Voici le papa. Il s'appelle Paul. Voici la maman. Elle s'appelle Allison. Voici le frère. Il s'appelle Nicolas. C'est moi. Je m'appelle Noah. Voici le chien. Il s'appelle Charlie.**
- The teacher observes and assesses what information the student has shared.
- In a subsequent lesson, the teacher may choose to introduce the song *La maman au milieu*.

NOTE: For more information on how to integrate music, see page 67 of the [Framework](#).

