



Je vois (I spy)

Learning situation: To reinforce vocabulary for winter clothing by using the linguistic structures, **Je vois...**, **Qui porte...?**, **C'est...**

Teacher modelling and oral interaction:

NOTE: This learning situation may take several lessons to complete.

- In preparation for this lesson, the teacher chooses five or six children and asks them to put on one article of their winter clothing. For example, one child puts on his tuque, another child puts on his mittens, etc. The teacher also puts on an article of winter clothing and begins modelling, **Je vois une tuque rouge. Qui porte une tuque rouge? C'est Charlotte.**
- The teacher remodels these structures, **Je vois une tuque rouge. Qui porte une tuque rouge?** This time the students guess who is wearing it and say **C'est Madame. C'est Charlotte.**
- The game continues until all the students have participated.

VARIATION: Once the first group of five or six children have participated, the teacher asks another group to put on an article of winter clothing and this time a student may want to lead the activity. The teacher remodels **Je vois des mitaines bleues. Qui porte des mitaines bleues? C'est Dylan.** Now a student comes forward and is guided by the teacher to lead, **Je vois...**

Student 1: **Je vois une tuque jaune.**
Teacher: **Qui porte une tuque jaune?**
Student 2: **C'est Dylan.**



Follow-up: *Jeu du serpent* (See pages 60-65 of the [Framework](#).): This game provides another opportunity for the students to interact using the modelled linguistic structures.

