



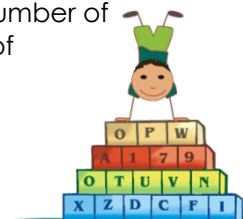
Le moyen de transport préféré






Learning situation: To introduce/review the transportation vocabulary using the linguistic structure, **J'aime aller à/en...** To survey students to discover the class' favourite mode of transportation, **Qui aime aller à/en...?**

Teacher modelling and oral interaction:

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

- In preparation for this lesson, the teacher brings in toys/visuals that represent various modes of transportation that are appropriate for the students' life experiences. It is best to begin with *mots-amis*.
- The teacher begins by modelling one mode of transportation that he likes. **J'aime aller à bicyclette.** He slowly introduces one mode of transportation at a time and then asks the question, **Qui aime aller à bicyclette?** The students raise their hands and the teacher interacts with these students. **J'aime aller à bicyclette. Et toi?** The students respond, **J'aime aller à bicyclette.**
- Before going on to the next description, the teacher should consider presenting other modes of transportation that begin with **à** (e.g., **à pied, à cheval, à planche à roulettes**).
- In a subsequent class the teacher can introduce, **J'aime aller en auto** (e.g., **en autobus, en canot, en bateau, en avion, en train**) and then he continues to model as described above. This initial modelling may take several classes to complete.
- Once the students are familiar with this new vocabulary and linguistic structures, and have interacted using these structures on numerous occasions, the teacher can use reading strategies to introduce the rhyme *Arrêtez*. This *comptine* will help students to remember when to use **à** and **en**.
- Next, the teacher can remodel, **J'aime aller à bicyclette.** This time he asks the question, **Qui aime aller à bicyclette?** He repeats these structures a few times and then he raises his hand to guide students to do the same, if they like cycling. He now counts aloud with the students, the number of students who like cycling. He puts the correct number in the box above the picture of the bicycle. He then remodels and guides the students that like cycling to stand up and to use the structure, **Moi, j'aime aller à bicyclette.**
- The teacher continues in this fashion until all the students' preferences have been integrated into the question, **Qui aime aller...?** Along with the teacher, the students count the number of check marks or names above each visual in order to determine the favourite mode of transportation.



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_____ (number of students) **élèves aiment aller en/à** _____.

_____ **est le moyen de transport préféré de la classe.**

- The teacher can now model the strategy *Le petit bavardage amical*. This strategy allows students to use and reuse the linguistic structures modelled in this learning situation. (See page 51 of the [Framework](#).)
- To further extend the students' learning the teacher can once again model reading strategies and explore the book *J'y vais*, Collection Des mots et des images, Modulo. As a post-reading activity, the students create a classroom book using the same linguistic structure featured in this book, *Je vais en...*

