



## Pendant mes vacances d'été...

**Learning situation:** To introduce/review the linguistic structures pertaining to summer activities.



### Teacher modelling and oral interaction:

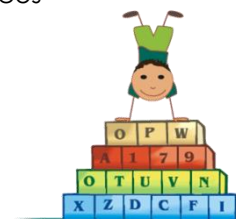
**NOTE:** This learning situation may take several lessons to complete.

- There are several linguistic structures that can be modelled. It is important that the teacher chooses one structure and that he consistently uses it. There are several songs and rhymes that will support the teacher's choice of structure.
- The teacher knows his students best and should model summer activities that are authentic for himself and for his students. The list below provides a choice of structures that can be modelled.

### (Pendant mes vacances d'été...) En été,

<i>j'aime jouer à cache-cache.</i>		
<i>j'aime jouer au baseball.</i>		
<i>j'aime jouer au ballon.</i>		
<i>j'aime jouer à la marelle.</i>		
	<i>j'aime faire de la natation.</i>	
	<i>j'aime faire de la bicyclette.</i>	<i>j'aime aller à bicyclette.</i>
	<i>j'aime faire de la planche à roulettes.</i>	<i>j'aime aller en planche à roulettes.</i>
		<i>j'aime aller au parc.</i>
		<i>j'aime aller à la piscine/ à la plage/au lac.</i>

- The teacher begins by modelling one of his summer activities with a visual or with an actual object. **En été, j'aime faire de la bicyclette. Et toi?** He slowly introduces one activity at a time and then interacts with students before going on to the next description. 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 a song or a rhyme. The students along with their teacher may also enjoy reading one of the following books: *Elle fait du sport* (Collection Alizé), *Nous aimons les sports* (La Collection Mon premier théâtre des lecteurs) or *Jouons ensemble* (La Collection La colline des bleuets).
- The strategy *Le petit bavardage amical* is also a good way for students to use and reuse the linguistic structures modelled in this learning situation. (See page 51 of the [Framework](#).)
- To conclude this learning situation, the teacher can remodel, **En été, j'aime faire de la bicyclette. Et toi?** Afterwards, he can ask the students to describe in writing their response along with a drawing. The teacher always models his written response in order to guide students. This is also where a word wall can be used to support student writing. (See page 53 of the [Framework](#).)
- When students are finished, they can read their description to a partner. This writing can be completed in the students' journals.

