



## Dans l'air, sur terre, sur l'eau

**Learning situation:** To interact and to classify the modes of transportation using the linguistic structure,... (le moyen de transport) **est dans l'air, sur terre, sur l'eau.**

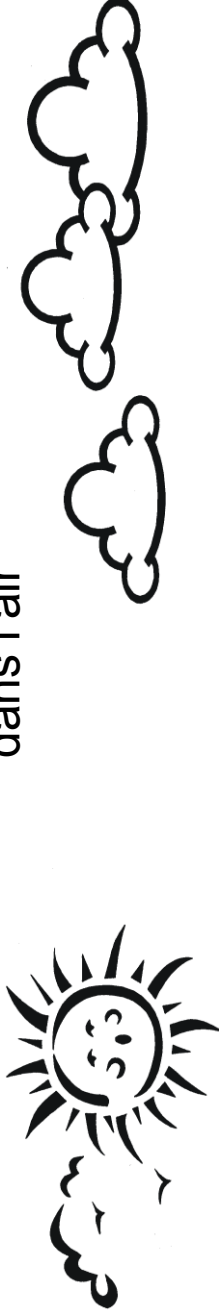
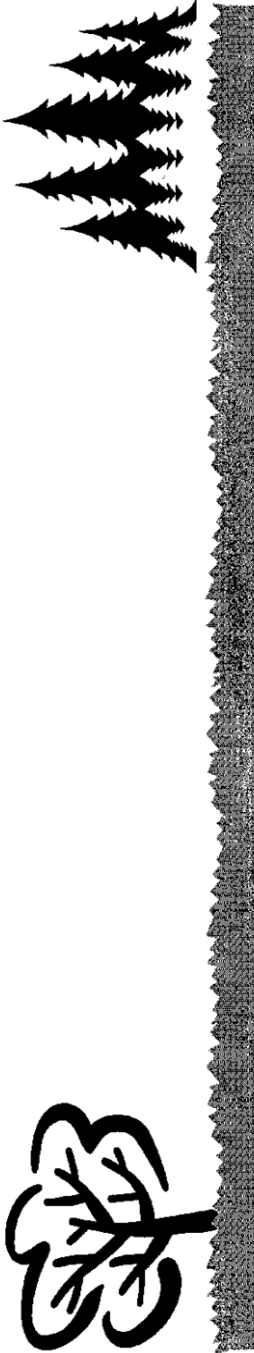

### Teacher modelling and oral interaction:

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

- In preparation for this learning situation, the teacher divides the board or a mural size piece of paper into three horizontal sections. One section has a few symbols/illustrations that represent sky, land, and water. The teacher may choose to project this image.
- The teacher begins modelling by pointing out the three different sections of the mural. **Voici l'air. Voici la terre. Voici l'eau.** The teacher remodels these three linguistic structures several times encouraging the students to chime in. (This learning situation is similar to what the students did in Kindergarten or in Grade 1; therefore this may be a review for students).
- Next the teacher chooses an image of a mode of transportation that has already been modelled in this theme. **Voici le train. Est-ce que le train est dans l'air, sur terre ou sur l'eau? Le train est sur terre.** The teacher remodels these structures a few times, pointing to the three sections on the mural. He guides the students to answer the question with him. The teacher continues this modelling with the other modes of transportation that have been modelled in previous lessons. Once the students have interacted using all the modelled vocabulary in complete sentences, the students are given a copy of the sheet found on the next page.
- Next, the teacher remodels the structures to check comprehension. He randomly chooses a mode of transportation and shows it to the class. He says, **Voici l'avion. Est-ce que l'avion est dans l'air, sur terre, ou sur l'eau?** He chooses a student to answer the question. The student says, with the teacher's guidance, **L'avion est dans l'air.** The teacher begins to draw an airplane in the correct section and directs the students to draw the airplane on their paper. **Dessinez l'avion. L'avion est dans l'air.** This process continues until all modes of transportation are illustrated. The teacher can use the students' drawings to interact with them and to check their comprehension.
- After students have completed this part of the learning situation, the teacher may choose to model reading strategies to present the rhyme *Cinq moyens de transport*. This rhyme integrates the two concepts *sur terre* and *sur l'eau*. The students may enjoy miming actions of each mode of transportation.





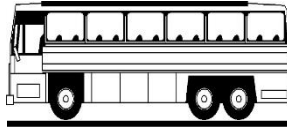


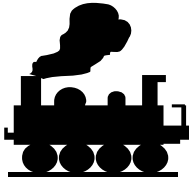


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<p>dans l'air</p> 	<p>sur terre</p> 	<p>sur l'eau</p> 
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## Le mur de mots

**NOTE:** This is an example of a word wall to support student learning. It could be copied and turned into a game of concentration. It should be adapted to represent the vocabulary that has been modelled by the teacher. The teacher may want the students to choose one mode of transportation from their previous drawing and describe it in writing. Once the teacher has modelled his writing, this word wall would assist the students in writing their description. (For more information about word walls, see page 53 of the [Framework](#).)

 <p>L'avion est dans l'air.</p>	 <p>La bicyclette est sur terre.</p>	 <p>L'autobus est sur terre.</p>	 <p>Le canot est sur l'eau.</p>
 <p>Le bateau est sur l'eau.</p>	 <p>Le train est sur terre.</p>	 <p>L'auto est sur terre.</p>	 <p>L'hélicoptère est dans l'air.</p>

