



Que porte-t-il/elle?

Learning situation: To introduce and/or review clothing using the linguistic structures: **Je porte...**, **Il porte...**, and **Elle porte...** (the integration of colours may be added to the modeling).

NOTE: There is a large choice of rhymes, songs, and activities for the month of January and the teacher may choose to concentrate on one of the three mini-themes instead of doing all three.

Teacher modelling and oral interaction:

- If the students have little or no prior knowledge of the vocabulary for clothing, the teacher begins by slowly modelling what he is wearing, **Je porte une chemise, un pantalon et des souliers**. On this particular day, the teacher may choose to wear clothing that is similar to what the students might be wearing. In this case, he would model, **Je porte un t-shirt, des jeans et des espadrilles. Et toi? Qu'est-ce que tu portes?**

NOTE: The teacher knows his students best, and he may only be able to model one article of clothing at a time and then interact with students before going on to the next description. This initial part could take several classes.

- The teacher remodels frequently and asks a new student each time to describe what he is wearing using the modelled structures while making slight personal variations. The teacher says, **Et toi? Qu'est-ce que tu portes?** to prompt the student. If there is a new article of clothing that has not been modelled, the teacher guides the student to complete his answer. This is a way to introduce a new vocabulary word for a particular student.
- If the teacher chooses to integrate colours, this would be a good time to introduce the song *De quelle couleur?* It is an interactive and repetitive song, which gets the students moving.
- The teacher remodels the structures from the previous lesson and may choose to model more vocabulary that the students need to describe what they are wearing. Once this remodelling is completed, the teacher projects an image of a girl and a boy. He says, while pointing to a boy, **Il porte un t-shirt noir**. He also points to another boy and says, **Il porte aussi un t-shirt noir**. He repeats this modelling by pointing to several boys in the classroom and he changes the article of clothing.



- Next, the teacher points to the picture of the girl and says, **Elle porte des jeans bleus.** Then, he points to a girl in the class and says, **Elle porte aussi des jeans bleus.** As above, he repeats this modelling by pointing to several girls in the classroom and he changes the article of clothing. Once the students have solidified this learning, the teacher can model the activity below.

NOTE: The students are already familiar with the pronouns **il** and **elle** from previous units.

- The teacher projects an image of a boy and a girl. He also numbers on the picture each article of clothing that the students are familiar with. The teacher divides the students into two groups and he gives a dice to each group. He then models the activity. Next, he asks a student from one group to stand and throw the dice. He then says, **Roule le dé.** **Quel est le numéro?** The student replies, **C'est le numéro 2. Elle porte un t-shirt.** Now, the other student has a turn. The teacher can use this opportunity to assess the students.

