



Les vêtements des différentes saisons

Learning situation: To introduce/review clothing for the various seasons using the linguistic structure, *En hiver, en été, en automne, au printemps, je porte...*
Qu'est-ce que tu portes en hiver, en été, en automne, au printemps?

Teacher modelling and oral interaction:

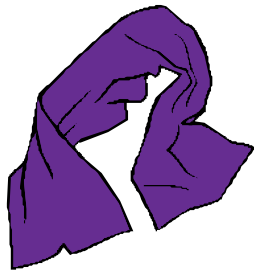
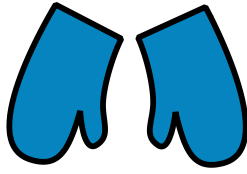
NOTE: This learning situation may take several lessons to complete.

- In preparation for this learning situation, the teacher needs to decide how much vocabulary the students will need to complete this activity so as not to overwhelm them. There are also two songs and two rhymes selected to support this learning. The choice of vocabulary needs to match the students' communicative needs and should also link to the rhymes and songs. Therefore, the teacher may choose to compare only two seasons.
- The teacher follows the modelling suggested for the learning situation, **Que porte-t-il/elle?** (January Grades 2 & 3)
- Afterwards, the teacher projects two visuals, one for the winter and one for the spring (or a visual for all four seasons). He then points to the winter visual and says, **En hiver, je porte une tuque, des mitaines, un manteau et des bottes. Qu'est-ce que tu portes en hiver?** The teacher will have already modelled this vocabulary, and he may choose to put on his tuque, parka, and boots during the modelling. He remodels these structures several times. Next, he prompts a few students one at a time to answer the question, **Qu'est-ce que tu portes en hiver?** The teacher will follow this same process for another season.
- Now, the teacher prepares the visual on the next page and projects it. He reads the sentence, **En hiver, je porte...** and concludes the sentences with, **des mitaines.** He then draws the mitts in the appropriate square. **Au printemps, je porte un t-shirt.** Once again, he draws the item in the appropriate box. He continues with the other squares before distributing a copy for each student and asking the students to draw 1 or 2 items that they wear according to the season. As the students are drawing, the teacher circulates and asks individual students, **Qu'est-ce que tu portes...?** This gives the teacher an opportunity to assess his students.
- To celebrate student learning, the students present their drawings to a partner. The teacher will model with his drawing and then ask two student volunteers to model. These drawings are then put into the students' portfolios or displayed in the classroom.

NOTE: For more information on how to integrate music, see page 67 of the [Framework](#).



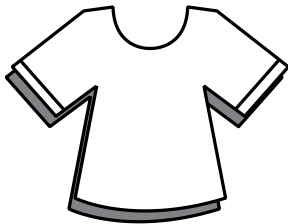
1. En hiver, je porte...



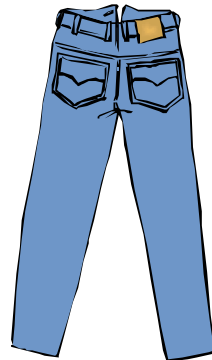
2. Au printemps, je porte...



3. En été, je porte...



4. En automne, je porte...



Date : _____

Nom : _____

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1. En hiver, je porte...	2. Au printemps, je porte...
3. En été, je porte...	4. En automne, je porte...

