



## Les activités d'hiver

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

### Teacher modelling and oral interaction:

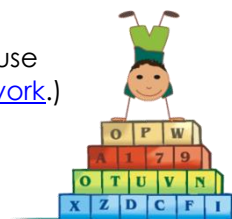
**NOTE:** This learning situation may take several lessons to complete.

- There are several linguistic structures that can be modelled. It is important that the teacher choose one format and that he consistently uses this format. The *comptine*, *Savez-vous bien planter* or the song, *Les sports* will support the teacher's choice of structure. For more information on how to integrate music, see page 67 of the [Framework](#).
- The teacher knows his students best and should model winter activities that are authentic for himself and for his students. The list below provides **a choice of** structures that can be modelled.

### En hiver,

j'aime patiner.		
j'aime jouer dans la neige.		
j'aime jouer au hockey.		
	j'aime aller en toboggan.	j'aime faire du toboggan.
	j'aime aller en raquettes.	j'aime faire de la raquette.
		j'aime faire un bonhomme de neige.
		j'aime faire un fort.
		j'aime faire du ski.

- The teacher begins by modelling one of his winter activities with a visual or with an actual object. **En hiver, j'aime patiner. 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 the song or the rhyme mentioned above.
- 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 hiver, j'aime patiner. Et toi?*** Afterwards, he can ask the students to describe in writing their response along with a drawing. It is imperative that the teacher model his written response in order to guide students. This is 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.

