



School Objects

Learning situation: To introduce or review a few classroom objects using the linguistic structures, **Dans mon pupitre/mon sac d'école, j'ai...**, **Il y a aussi...**

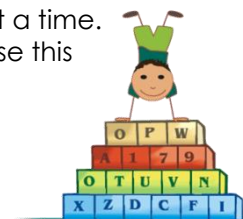
Teacher modelling and oral interaction:

NOTE: This learning situation may be divided into several lessons.

- To begin this learning situation, the teacher may want to sing the song *Bienvenue à mon école*. This indicates to students that they are transitioning to French class. Once the students have heard this song several times, the teacher can invite the students to join in.
- Next, the teacher chooses five objects from the classroom that the students already know and shows them to the class. For example, **Dans mon pupitre, j'ai un crayon. Dans mon pupitre, j'ai un livre. Dans mon pupitre, j'ai un marqueur. Dans mon pupitre, j'ai un cahier. Dans mon pupitre, j'ai un stylo.** The teacher repeats each structure a couple of times to allow time for the students to process the information. Then the teacher remodels each structure several times and invites the students to chime in.
- Now, the teacher holds one object at a time and says, **Dans mon pupitre, j'ai...** allowing the students to complete the sentence. The teacher does this several times alternating objects.
- Afterwards, the teacher randomly distributes one of the five objects to each student. The teacher models, **Dans mon pupitre, j'ai un livre.** and the students who have a book chime in with **Dans mon pupitre, j'ai un livre.** The teacher remodels using all five objects.
- Then the teacher remodels one structure at a time and interacts only with the students who have that object in front of them. For example, **Dans mon pupitre, j'ai un crayon. Et toi?** The student says, **Dans mon pupitre, j'ai un crayon.** The teacher will do this several times and with all the objects. Next, the teacher interacts with students who have a different object on their desk and continues in the same fashion. **Dans mon pupitre, j'ai un crayon. Et toi?** The student might respond, **Dans mon pupitre, j'ai un livre.**

NOTE: Teachers can decide if they wish to model both linguistic structures mentioned above. However, only one structure is modelled at a time.

- As a follow-up to the oral interaction described above, the teacher can adapt the template on the next page with the vocabulary words that have been modelled. The teacher models, **Dans mon pupitre, j'ai... Et toi?** The students check off (✓) the objects that are in their desks. When called upon, the teacher repeats the above model and interacts with one student at a time. The student then uses the structure to answer, **Dans mon pupitre, j'ai...** The students use this model to interact with a partner.



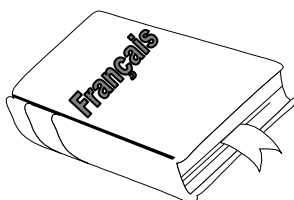
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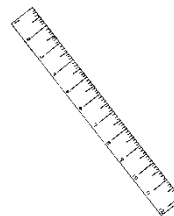
Les objets de la salle de classe

a) *Dans mon pupitre/sac d'école, j'ai...*

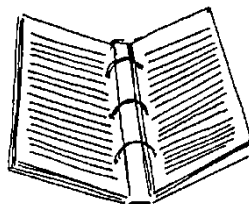
un livre



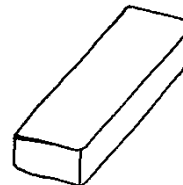
une règle



un cahier



une gomme



un stylo



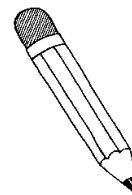
des ciseaux



des crayons de cire



un crayon



b) *Il y a aussi...*

NOTE: If the teacher chooses to model, *Il y a aussi...* the students then draw in the space below other objects that are in their desks.

