



## Aujourd'hui c'est...

**Learning situation:** To review, *Aujourd'hui, c'est...* and to introduce, *Hier, c'était...*, *Demain, ce sera...*



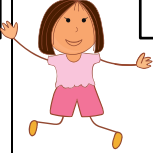



### Teacher modelling and oral interaction:

**NOTE:** It is important to continue to use the routine of the calendar that was established in Kindergarten and Grade 1. The calendar is an opportunity to teach numbers in context; to teach weather, days of the week, seasons, time, students' daily schedules, and greetings; and to integrate Math. This learning situation is ongoing and requires modelling throughout the year.

- When doing the daily calendar, the teacher reviews, ***Aujourd'hui, c'est le 7 septembre.*** He then asks a student, ***Quelle est la date aujourd'hui?*** The teacher points to the correct date and guides the student as he replies, ***Aujourd'hui, c'est le 7 septembre.*** The teacher asks the same question to several students.
- Later in the school year, the teacher points to the calendar and models, ***Aujourd'hui, c'est le 7 décembre.*** He then points to another date on the calendar and says, ***Hier, c'était le 6 décembre*** and asks, ***Quelle était la date hier?*** He remodels, ***Hier, c'était le 6 décembre.*** The teacher asks the question to several students while guiding them to answer correctly.
- Even later in the school year, after students have used and reused these two structures on numerous occasions, the teacher models, ***Aujourd'hui, c'est le 7 février. Hier, c'était le 6 février. Demain, ce sera le 8 février.*** The teacher asks, ***Quelle sera la date demain?*** and remodels, ***Demain, ce sera le 8 février.*** The teacher asks the question to several students. It is important that the teacher points to the correct date on the calendar and that he gives the students time to process this new information.
- Once the students are familiar with these three structures, they use them spontaneously. They gradually lead the calendar activity and ask the questions to their classmates. The teacher knows his students best and will decide whether or not to introduce all three structures and at what time of the year. Students may begin leading the calendar at any time of the year, even if using the present form of the question.
- The teacher can gradually model other linguistic structures such as, ***C'est lundi. Quel jour est-ce? Il fait beau. Quel temps fait-il? Il fait 18 degrés. Quelle est la température aujourd'hui?*** These structures will be more familiar to the students as they could possibly be a review from Kindergarten and Grade 1.
- To extend the students' learning, the teacher may choose to introduce the rhyme *Septembre.*



**VARIATION:** The teacher may wish to place a candle on the dates corresponding to the students' birthdays. The students can sing *Bonne fête* when it is someone's birthday.

C'est le mois de _____						
lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
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