



## Graph: Je viens à l'école

**Learning situation:** To interact using transportation vocabulary in the context of a survey.  
*Je viens à l'école en auto.*

### Teacher modelling and interaction:

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

- In preparation for the lesson, the teacher prepares a chart similar to the one below. He models the form of transportation that he uses to get to school by saying, **Je viens à l'école en auto. Et toi? Je viens à l'école en auto.** He points to the visual of a car on the chart and he guides the students to stand up if they go to school by car. **Levez-vous.** If necessary, the teacher may choose to add a visual of the school on chart or add the name of the school in the modelling. This will help with the students' comprehension.
- The students individually reply (with the help of the teacher's modelling), **Je viens à l'école en auto.** As the students interact, the teacher places their names on the chart above the picture of the car.
- The teacher continues this modelling substituting the other forms of transportation that the students use to go to school. For example, **Je viens à l'école à bicyclette. Je viens à l'école à pied. Je viens à l'école en autobus.** Once the survey is completed, the students and teachers can count the number of students who arrive at school using a certain mode of transportation. This is an easy way to integrate counting in French.

**NOTE:** To make this modelling authentic for the teacher, the teacher should only model modes of transportation that pertain to him. If he doesn't use a certain form of transportation, he should put in a name of student in his modelling. For example, **Lily vient à l'école en autobus. Et toi?**

Noms des élèves				

- To extend student learning, the teacher may choose to explore one of the following *comptines*, *En auto* or *Je suis grand*.

