



House Display

Learning situation: To introduce and interact using the vocabulary for the rooms in a house and/or apartment using the linguistic structure, **C'est...**, **Qu'est-ce que c'est?**, **Voici...**, **Où est...?**

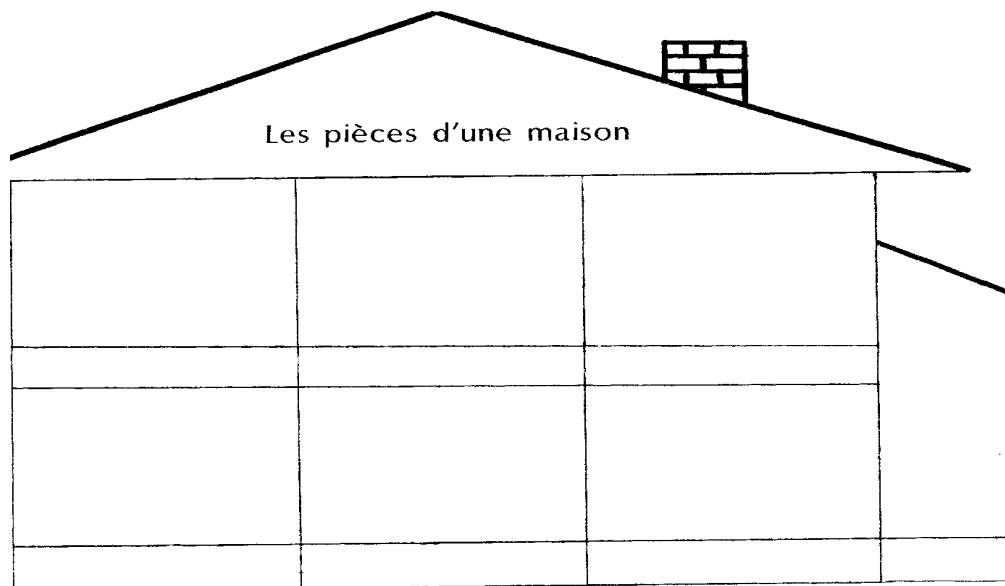
Teacher modelling and oral interaction:

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

- In preparation for this lesson, the teacher projects an image of a house and an apartment. The teacher introduces the house and the apartment, one at a time, and says, **C'est une maison. Qu'est-ce que c'est? C'est une maison.** He then points to the apartment and says, **C'est un appartement. Qu'est-ce que c'est? C'est un appartement.** The teacher repeats this structure a couple of times to allow time for the students to process the information. Then the teacher remodels the structure several times and invites the students to chime in together. The teacher then remodels and guides a few specific students to use this linguistic structure.
- The teacher varies the modelling, points to the house and says, **C'est un appartement? Non, c'est une maison** or **C'est une maison? Non, c'est un appartement.** The teacher repeats this modelling a few times as he guides the students to chime in together.
- Next the teacher shows a drawing/photo of the exterior of his house. He asks the students to draw a picture of their own house or apartment. He says, **Voici ma maison. Dessinez votre maison ou votre appartement.**
- In preparation for the next lesson, the teacher draws and laminates a large floor plan of a house/an apartment on a sheet of bristol board or projects an image (on the next page). The teacher remodels the structure and says, **C'est une maison. (C'est un appartement.) Qu'est-ce que c'est? C'est une maison. (C'est un appartement.)** The teacher then interacts with a few individual students to reinforce this learning. Now the students are ready to begin learning the vocabulary needed to describe the interior of their own homes.
- To begin, the teacher chooses visuals for the four rooms of the house that are feminine. **C'est la salle de bains. C'est la cuisine. C'est la salle à manger. C'est la chambre à coucher.** 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.
- Next, the teacher holds one visual at a time and says, **C'est la...** allowing the students to complete the sentence. The teacher does this several times alternating the rooms of the house.



- Afterwards, the teacher randomly distributes one of the four visuals to each student. The teacher models, **C'est la salle de bains.** and the students who have the image of the bathroom chime in with, **C'est la salle de bains.** The teacher remodels using all four rooms of the house.
- Then the teacher remodels one structure at a time and interacts only with the students who have a particular room of the house in front of them. For example, **C'est la salle de bains. Qu'est-ce que c'est?** The student responds, **C'est la salle de bains.** The teacher will do this several times and with all the objects. Next, the teacher interacts with students who have a different visual on their desk and continues in the same fashion.
- The same modelling described above could be done with the following structures: **Voici la salle de bains. Où est la salle de bains?** Once the students are familiar with the vocabulary for these four rooms in the house, the teacher models the masculine nouns: **C'est le garage. C'est le salon. C'est le sous-sol.**
- The teacher can also use the diagram below to create a word wall. Each room of the house can be illustrated by a different student and the teacher will describe each room in a complete sentence, **Voici la salle de bains.**
- Then the students draw one room in their house or apartment and use this word wall to describe it. These drawings would then be shared with the class.



- To support student learning in subsequent classes, the teacher may choose to introduce the *comptine*, *Voici ma maison.*

