



Classification Mural

Learning situation: To interact and to classify the modes of transportation into three groups: air, ground, water (*le transport dans l'air, le transport sur terre, and le transport sur l'eau*) **Voici l'avion. Est-ce que l'avion va dans l'air, sur terre, ou sur l'eau? L'avion va dans l'air.**

Teacher modelling and oral interaction:

NOTE: The teacher knows his students best and it may be advisable to model only one area of this classification mural at a time or no more than three modes of transportation at a time. This means that this learning situation will take several classes to complete.

- In preparation for this learning situation, the teacher prepares a mural for different groups of students. The mural is divided into the three sections: air, ground and water. The teacher also projects a visual of this mural or has one posted at the front of the class.
- The teacher begins modelling by pointing out the three different sections of the mural. **Voici l'air. Voici la terre. Voici l'eau.** The teacher remodels these three linguistic structures several times encouraging the students to chime in.
- Next the teacher chooses an image of a mode of transportation that has already been modelled in this theme. **Voici l'avion. Est-ce que l'avion va dans l'air, sur terre, ou sur l'eau? L'avion va dans l'air.** The teacher remodels these structures a few times, pointing to the three sections on the mural. He guides the students to answer the question with him. The teacher continues this modelling with the other modes of transportation that have been modelled in previous lessons.
- The teacher now organizes the students into groups and asks each student to draw and colour one mode of transportation or the teacher provides each student with precut visuals that they will colour in preparation for creating their group's mural during the next class.
- The teacher remodels the structures to check comprehension before starting the mural. Next, the teacher randomly pulls an image out of a bag and shows it to the class. The students who have this particular visual, say, **Voici l'avion.** and they glue it into the correct section of the mural. If the activity is used for assessment purposes, it is important that the students have their name on their picture as the teacher can see if they have understood where to correctly glue their particular mode of transportation.
- The teacher can also assess if the student can name the modes of transportation in complete sentences.



