



L'été



Learning situation: To review the days of the week and appropriate weather expressions.
*C'est l'hiver. Quelle saison est-ce? Aujourd'hui c'est lundi. Il fait soleil.
Quel temps fait-il aujourd'hui?*

Teacher modelling and oral interaction:

NOTE: This learning situation takes several lessons to complete.

- If exploring the calendar has been a classroom routine throughout the school year, the following activity is a review. In preparation for this lesson, the teacher finds two visuals (winter and summer) that can be projected or posted in front of the class (on a T-chart). The teacher points to the winter visual and says, **C'est l'hiver. Quelle saison est-ce? C'est l'hiver.** Next he points to the summer visual and says, **C'est l'été. Quelle saison est-ce? C'est l'été.** He remodels the two structures several times until students chime in.
- Next, the teacher brings out the visuals for the calendar and he says, **Il neige. Quelle saison est-ce? C'est l'hiver. Il neige en hiver.** The teacher remodels these linguistic structures several times and then asks a student, **Quelle saison est-ce?** The student replies, **C'est l'hiver. Il neige en hiver.** and he places the image in the column for winter. The teacher follows the same process for weather related to the summer until all modelled weather structures have been placed in the correct column of the T-chart.
- In a subsequent class, the teacher once again brings out the visuals used for the calendar and he says, **Il neige. Quelle saison est-ce? Est-ce qu'il neige en hiver ou en été? Il neige en hiver.** The teacher remodels these linguistic structures several times and then asks a student. The student replies, **Il neige en hiver.** and he places the image in the column for winter. The teacher follows the same process for weather related to the summer until all modelled weather structures are in the correct column of the T-chart.
- Now the teacher asks, **Quel temps fait-il aujourd'hui?** A student volunteer answers, **Il fait beau.** Another student may add, **Il fait chaud.** or **Il fait soleil.** The students place the images on the correct day of the week.
- In preparation for the next lesson, the teacher projects the chart on the next page or recreates it on bristol board. Every day he points to that day of the week and says, **Aujourd'hui, c'est lundi. Quel temps fait-il aujourd'hui?** The students will respond to the weather that they feel is appropriate for **lundi.** The teacher prints the correct sentence while a student draws the corresponding picture or while the student places the correct picture in the box. This activity carries on for the week, one day at a time. This chart can remain posted as a mini word wall. Each day, the teacher and the students can read together each sentence.



lundi	Aujourd'hui,	il fait soleil.	
mardi	Aujourd'hui,	il pleut.	
mercredi	Aujourd'hui,		
jeudi	Aujourd'hui,		
vendredi	Aujourd'hui,		

NOTE: This is an opportunity for the students to take turns asking, **Quel temps fait-il aujourd'hui?** This question-answer activity can also be used with the strategy, *Le petit bavardage amical*. See page 51 in the [Framework](#).

