



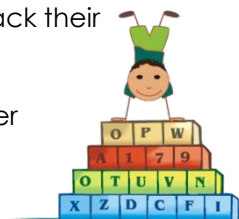
La famille, c'est...

Learning situation: To introduce *la famille* and interact using the linguistic structure, *C'est...*

Teacher modelling and oral interaction:

NOTE: This learning situation may be divided into several lessons.

- In preparation for this lesson, the teacher draws a large tree. He also pre-cuts a smaller version of the tree for each student and ensures that he has already learned a bit about students' families (names and family structure).
- The teacher asks students to illustrate one member of their family on a pre-cut tree. Once everyone has had a few minutes to illustrate, the teacher will place his or her tree onto the large classroom tree and say, ***C'est Paul. C'est le papa.*** Students repeat the modelled structure, ***C'est Paul. C'est le papa.***
- Next, the teacher calls on students, one at a time, to place their mini-tree onto the classroom's community tree and the student says, ***C'est Braden.*** The teacher then says, ***C'est le frère.*** Students repeat, ***C'est le frère.***
- This process continues in order to give all students the opportunity to place a mini-tree for someone who is important to them onto the large tree. They each say, ***C'est...*** and the person's name. The teacher continues to introduce family vocabulary by describing the family relationship. ***C'est le papa/la maman/le frère/la sœur/la grand-maman/le grand-papa (le chien/le poisson/le chat), etc.*** Each time, the students repeat the structure using the vocabulary word in the complete sentence.
- It is important only to model and use vocabulary words (in complete sentences) that reflect the people students have chosen to illustrate. It is not necessary to teach vocabulary words that students are not going to use at this time.
- In the following lesson, the teacher remodels the structure by pointing to his mini-tree that he placed on the community tree and says, ***C'est Paul. C'est le papa.*** He can continue to point to other trees and remodel using the same structure as the day before.
- The teacher invites a student to come and point to his mini-tree and repeats the structures in unison with the student. Eventually, the teacher will simply prompt students to use the structures, more or less independently, ***C'est Amanda. C'est la sœur.***
- Students illustrate their entire family. The teacher and students may choose to take back their mini-trees and add other family members.
- Once done, the teacher (using his own family illustration), points to one family member and says, for example, ***C'est Paul. C'est le papa.***



- Then, the teacher instructs students to identify one member of their family to a partner, for example, **C'est Amanda. C'est la soeur.** They return to their seats. Again, the teacher (using his own family illustration) points to one family member and says, for example, **C'est Nathan. C'est le frère.**
- Next, the teacher instructs students to identify another member of their family to a new partner, for example, **C'est Josh. C'est le frère.** They return to their seats.
- These student interactions last only a brief time (20 seconds).
- These short interactions continue. In the event that a student has more family members to identify than the rest of the class, students may remain seated while this one student completes the activity in front of the class.

