Samuel le clown

Learning situation: To introduce/review body parts (face) and to integrate colours while using the linguistic structure, ***Voici...*** and ***C'est...,*** ***Ce sont...,*** ***Qu'est-ce que c'est?, Comment s'appelle-t-il?***

Teacher modelling and interaction:

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

- In preparation for this lesson, the teacher projects the visual of a clown's face or draws a picture (see below). The teacher introduces the clown and says, ***C'est un clown. Il s'appelle Samuel.*** He then points to Samuel's nose. ***C'est le nez de Samuel. Qu'est-ce que c'est? C'est le nez de Samuel.*** 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. Next the teacher points to another part of the clown's face and models the structure with the new vocabulary word. The teacher continues with modelling and remodelling new vocabulary as students chime in. Gradually the teacher will interact with individual students, followed by the students interacting with each other.

- Once the students are familiar with the linguistic structures needed to describe the face, the teacher may choose to review and integrate colours. ***Voici le nez vert de Samuel. Montre-moi le nez vert de Samuel.*** A student would come forward and point to the nose and say, ***Voici le nez vert de Samuel.*** A listening comprehension activity using a template of a blank face of a clown follows. The students draw and colour the appropriate body part as indicated.

> *Voici un clown. Il s'appelle Samuel.*
> *Dessinez et coloriez :*
>
> > *le nez ………………en vert*
> > *la bouche………....en rouge*
> > *les yeux……………en bleu*
> > *les oreilles .....….…en jaune*
> > *les cheveux……….en brun*
>
> *Dessinez un chapeau sur la tête du clown.*

- Some students then present their drawing to the class by describing one body part using, ***C'est...,*** ***Ce sont...,*** or ***Voici...***

- As a follow-up to support this learning, the teacher may choose to introduce the songs, *Mon corps* and/or *Voici la main*.

NOTE: For more information on how to integrate music, see page 67 of the Framework.

Le clown

Nom : _____