



Summer and Winter Clothing

Learning situation: To introduce/review the linguistic structures, *Voici...*, *C'est...*, *Dans le sac, j'ai...* within the context of the theme of clothing.

Teacher modelling and oral interaction:

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

- In preparation for this lesson, the teacher prepares a shopping bag with several clothing items and shows them to the class. ***Dans le sac, j'ai un t-shirt. Dans le sac, j'ai un chandail. Dans le sac, j'ai un pantalon.*** Each structure is repeated a couple of times and the teacher pauses after each 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 object at a time and says, ***Dans le sac, j'ai...*** allowing the students to complete the sentence. The teacher does this several times alternating objects. Afterwards, the teacher randomly distributes one of the three objects to three different students. The teacher models ***Dans le sac, j'ai un t-shirt.*** and the students who have the t-shirt chime in with, ***Dans le sac, j'ai un t-shirt.*** The teacher remodels using all three objects.
- Then the teacher remodels one structure at a time and interacts only with the students who have that object in front of them. For example, ***Dans le sac, j'ai un pantalon. Et toi?*** the student says, ***Dans le sac, j'ai un pantalon.*** The teacher will do this several times and with all the objects.
- Afterwards, the teacher chooses two students and models, ***Dans le sac, j'ai un pantalon. Et toi?*** One of the students responds with the name of his object. ***Dans le sac, j'ai un t-shirt.*** and asks the other student, ***Et toi?*** The other student responds, ***Dans le sac, j'ai un...*** The teacher can prepare several visuals of the clothing so that this same interaction takes place with the whole class standing in a circle.

NOTE: Thus far the teacher has introduced clothing words that are masculine. In following lessons, the teacher can begin to introduce words that are feminine such as: *une chemise, une blouse, une robe, une jupe, une casquette* (always in complete sentences). It is not necessary to introduce all these words if the students do not wear these items to school. The same process can be followed for introducing words that are plural such as: *des chaussettes, des souliers, des espadrilles.*



- The following listening comprehension activity takes place once students are familiar with the clothing vocabulary. Each table group is given a large cut-out of a shopping bag (see next page) and visuals of the clothing item that have been modelled by the teacher. Each student receives one clothing item to glue onto the bag. The teacher describes what is in the bag and the student who has the item glues it onto the bag.

For example,

Dans le sac, j'ai un t-shirt. When the activity is complete, a volunteer from each group can describe one item in their bag.

VARIATION:

- **Summer and Winter clothing:** The class is divided into two teams-one team is responsible for the summer clothing collage and the other for winter clothing collage. Using catalogues, magazines and newspapers students find and paste different articles of clothing on a large sheet of paper to make a collage. They name the article of clothing before they paste it onto the paper, for example, **Voici des mitaines.**

NOTE: This activity can only take place if the students have learned the vocabulary for both seasons. If not, this could be a partner activity for one season. The partners could then present their poster to the class.

 <p>L'été</p>	 <p>L'hiver</p>



