



Les pièces d'une maison

Learning situation: To introduce/review the different rooms in a house using the linguistic structure, *Dans ma maison/mon appartement il y a...*

Teacher modelling and oral interaction:

- In preparation for this lesson, the teacher takes some photos of his house (exterior and interior) and he prepares a PowerPoint presentation or he prepares a drawing of his house that he can project. He also asks his students to bring in photos of their homes or apartments or asks them to draw their houses.
- The teacher begins by modelling with a photo of the exterior of his house. He says, **Voici ma maison**. Next, he shows a slide of one room inside his house and he says, **Dans ma maison, il y a une cuisine** (kitchen).
- The teacher remodels frequently and asks a new student each time to describe his house using the modelled structure. To prompt the student, The teacher says, **Et toi?** The students may say, **Voici mon appartement. Dans mon appartement, il y a une cuisine**. After the teacher has introduced other singular rooms in his house, he changes the linguistic structure slightly. **Dans ma maison, il y a 3 chambres à coucher. Et toi?** Or **Dans ma maison, il y a 2 salles de bains. Et toi?**
- In a subsequent lesson, the teacher remodels as above **Dans ma maison, il y a 3 chambres à coucher. Et toi?** This time, the student who answers the question points to the correct room in his house using his photo or drawing and replies in a complete sentence. **Dans ma maison il y a 2 chambres à coucher**. The teacher continues in this way so as to give many students a chance to interact using the modelled linguistic structure.
- As the students begin to solidify their learning, the teacher models reading strategies and explores the rhyme *Voici ma maison* or the song *Dans ma maison* with students. The teacher and students reread the *comptine/chanson* several times over the coming days so that students have the opportunity to listen to the cadence of the French language, to be exposed to elements of culture and to read along (sing) if they feel comfortable to do so.

NOTE: For more information on how to integrate music, see page 67 of the [Framework](#).

