



Vive le printemps

Learning situation: To introduce/review spring vocabulary using the linguistic structure,
Le printemps, c'est...

Teacher modelling and oral interaction:

NOTE: This learning situation may take several lessons to complete. There is a lot of vocabulary and linguistic structures that can be introduced/reviewed at this time. The teacher should also review the selection of rhymes and songs to make links to the vocabulary presented as they reinforce the students' learning.

- In preparation for this lesson, the teacher finds or creates a visual of springtime that can be projected. He begins by pointing to some tulips and says, **Le printemps, c'est les tulipes** (*mots-amis*). **Qu'est-ce que c'est le printemps? Le printemps, c'est les tulipes.** 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. The teacher continues in this manner with three or four other springtime vocabulary, always one at time. (**Le printemps, c'est les oiseaux. Le printemps, c'est les parapluies. Le printemps, c'est les papillons.**)
- Next, the teacher randomly points to one of the spring objects and says, **Le printemps, c'est les...** allowing the students to complete the sentence. The teacher does this several times. Afterwards, the teacher says, **Le printemps, c'est les tulipes.** and he guides a student to point to the correct picture by saying, **Lève-toi et montre-moi les tulipes. Qu'est-ce que c'est le printemps?** The student with the support of the teacher says, **Le printemps, c'est les tulipes.**
- During subsequent lessons, the teacher remodels and makes the decision as to whether to integrate more vocabulary always using the linguistic structure, **Le printemps, c'est...**
- When the students are comfortable with this new structure, the teacher may choose to model reading strategies while exploring a rhyme or a song.
- To complete this learning situation, the students prepare a classroom or group dioramas depicting spring. Each student presents his contribution to the diorama by saying, **Le printemps, c'est...** The teacher models this by describing his addition to the diorama.

