

AU MANITOBA ON S'AMUSE EN FRANÇAIS



avril

Au printemps, je vois...

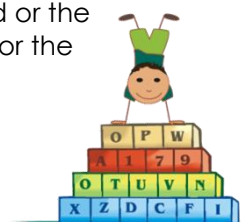
Learning situation: To review the spring vocabulary, the days of the week, and to interact using the linguistic structure, *Lundi, je vois...*

Teacher modelling and oral interaction:

NOTE: This learning situation is a follow-up to *Vive le printemps* and the teacher integrates it into the routine of the calendar. If the students have journals, they can complete this writing in their journals or the teacher can make copies of the outline found on the next page. This learning situation takes several lessons to complete.

- Once the students have completed their daily routine of the calendar, the teacher introduces this new structure by modelling one idea for each day of the week. He says, **Aujourd'hui, c'est lundi. Lundi, je vois une tulipe.** The teacher then draws a picture of a tulip on the calendar or places a picture onto the calendar. The teacher models using vocabulary that is authentic to him and to his students. 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 may choose to model more examples such as, **Lundi, je vois un arbre. Lundi, je vois un papillon.**
- During this week, when the teacher is modelling this additional structure to the calendar routine, he may choose to model reading strategies and explore the book *Je vois* (Collection Mes premiers petits livres, Scholastic). This book allows students to see the modeled structure in print before they begin the writing portion of this learning situation. Also all the nouns used in this text are feminine.
- During week two of this learning situation, the teacher once again models orally the structure, **Aujourd'hui, c'est lundi. Lundi, je vois une tulipe.** He also interacts with a few students and says, **Aujourd'hui, c'est lundi. Lundi, je vois une tulipe. Qu'est-ce que tu vois? (Et toi?)** The student may repeat what the teacher has said or make his own personal variation, an authentic substitution for him. At this point, the teacher models the writing of this sentence using the think-aloud strategy (title, punctuation, spelling). (Please see example of a writing rubric at the end of this learning situation). Now each student writes in his journal or on the sheet provided on the next page. This is where it is important to have a word wall that contains the modelled vocabulary described in complete sentences as it supports students' writing. (See page 53 of the [Framework](#)). The teacher may ask the students to illustrate their sentences.
- At the end of the week, students can read their descriptions to a partner. The teacher can also wander around the room and ask the students the following question, **Qu'est-ce que tu vois mercredi/vendredi?** The students replies, **Mercredi, je vois...**
- As an extension, the teacher may take the students for a walk around the school yard or the neighbourhood and ask the students, **Qu'est-ce que tu vois?** This is also a good time for the teacher to model reading strategies while exploring suggested songs and rhymes.

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



Date : _____

Nom : _____

Au printemps, je vois...

1. Lundi, je vois _____.

2. Mardi, je vois _____.

3. Mercredi, je vois _____.

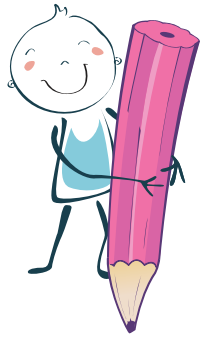
4. Jeudi, je vois _____.

5. Vendredi, je vois _____.



Mon écriture

Je m'appelle _____.
C'est le _____.



My writing has a title.			
My sentences begin with capital letters.			
My letters fit on the line.			
My letters are formed correctly.			
There is a space between my words.			
I used the correct punctuation. <input type="text" value=". ? ! ,"/>			
I used the word wall.			

