

Où sont-ils?

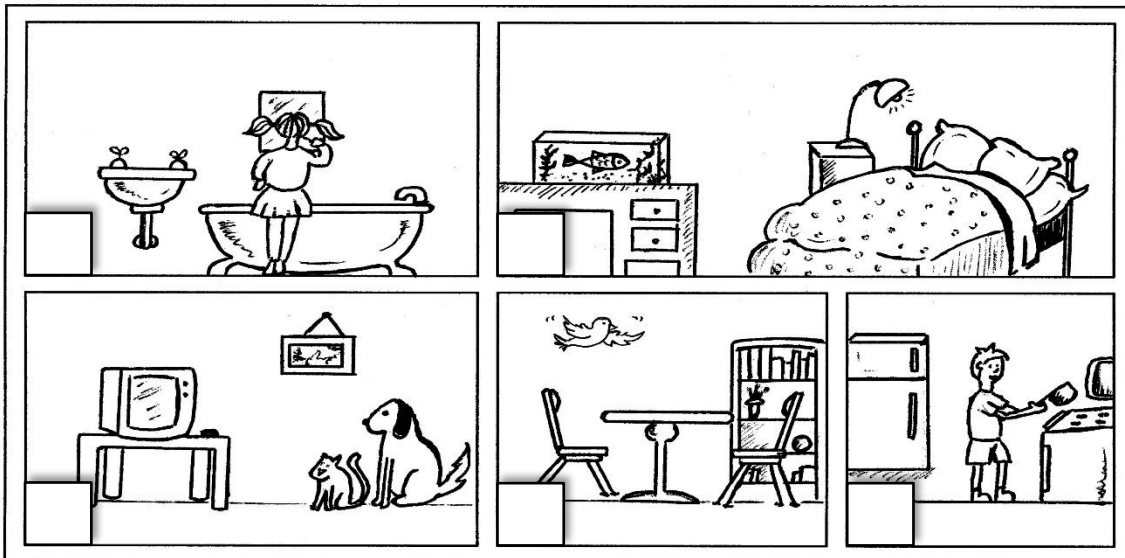
Learning situation: To first review orally the house vocabulary integrating the preposition **dans**. To guide the students in reading a paragraph describing various rooms in the house.

Teacher modelling and oral interaction:

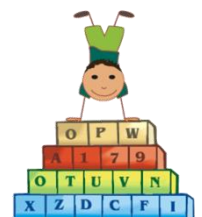
- The teacher begins this review by projecting the images found below. He models by saying, **Numéro 1, le garçon est dans la cuisine. Où est le garçon?** He then motions to the students to chime in with him, **Le garçon est dans la cuisine.** The teacher once again remodels this sentence and shows that he is looking for the correct box. The students say, **oui** or **non**, as the teacher points to two or three different boxes. Once the class has indicated the correct box, the teacher writes the number 1 in the square. He continues this process until all the boxes have been described as indicated below:

1. **Le garçon est dans la cuisine.**
2. **Le chat et le chien sont dans le salon.**
3. **La fille est dans la salle de bains.**
4. **L'oiseau est dans la salle à manger.**
5. **Le poisson est dans la chambre à coucher.**

- Now, the teacher erases all the numbers and hands the students a copy of this sheet. The teacher slowly describes the five boxes as the students demonstrate their listening comprehension by writing the appropriate number in each box.



Nom : _____



- In a subsequent lesson, the teacher models reading strategies and rewrites the five sentences above in paragraph form.
- As a post-reading activity, the teachers asks the students to draw one room in their house or apartment and to write a sentence to describe this room. The teacher will model the drawing and writing activity using the Think-aloud strategy (title, punctuation, spelling). 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](#).
- Once this writing is complete, the students describe their drawing to a classmate or to a group of students.





Où sont-ils? (Variation)

Learning situation: To continue to review orally the vocabulary of the house by integrating some additional prepositions (*sur, sous, derrière, devant, etc.*).

Teacher modelling and oral interaction:

NOTE: This learning situation is a continuation of the review that was started in the previous learning situation. The people or animals can now be found in different rooms of the house.

- The teacher projects the visual on the next page, points to the first box and says, **Regardez le numéro 1. Le chien est dans la salle de bains. Où est le chien?** The teacher motions for the students to chime in, **Le chien est dans la salle de bains.** The teacher could model a different response. **Le chien est à côté de la baignoire. Où est le chien?** The students chime in, **Le chien est à côté de la baignoire.** The teacher only includes items in the room that have been previously modelled. The teacher continues in this manner using the question, **Où est (la fille, le garçon, le poisson, l'oiseau)?**
- Another option for teacher modelling would be for the teacher to ask where a certain item can be found. For example, **Où est l'aquarium? L'aquarium est dans la salle à manger.** Or **L'aquarium est sur la table.**
- The teacher may also use this occasion for the students to show their drawings from the learning situation from the previous learning situation. Individual students could ask, **Où est...** and a classmate could answer.
- This type of interaction between the teacher and students or between students works well with the strategy *Le petit bavardage amical*. See page 51 of the [Framework](#).
- The teacher projects images of the rooms of the house/apartment so that the students can refer to them in order to ask their questions.



