



## Fruits and Colours

**Learning situation:** To introduce or review fruits and colours through an association activity by using the linguistic structures, **C'est...**, **Ce sont...**

### Teacher modelling and oral interaction:

- To begin, the teacher chooses three single fruits. **C'est une banane. C'est une orange. C'est une pomme.** The teacher repeats each structure a couple of times 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 fruit at a time and says, **C'est une...** allowing the students to complete the sentence. The teacher does this several times alternating fruits.
- Afterwards, the teacher randomly distributes one of the three fruits to each student. The teacher models, **C'est une banane.** and the students who have a banana chime in with, **C'est une banane.** The teacher remodels using all three fruits.
- Then the teacher remodels one structure at a time and interacts only with the students who have that fruit in front of them. For example, **C'est une banane. Qu'est-ce que c'est?** The student responds, **C'est une banane.** The teacher will do this several times and with all the objects. Next, the teacher interacts with students who have a different fruit on their desk and continues in the same fashion.
- Once the students are familiar with several different fruits, the teacher may add the colour of the fruit when modelling. **C'est une banane. C'est jaune.**
- The teacher follows the same steps as described above. However, the question to be modelled is, **C'est une banane. Quel couleur est-ce? C'est jaune.**

**NOTE:** Teachers can decide if they wish to model, **Ce sont...** This would only be modelled once students can use and reuse with ease the linguistic structure, **C'est...**

- As a follow-up to the teacher modelling and student interaction described above, the teacher reviews the four colours indicated on the sheet found on the next page. The children draw one fruit under the colour indicated. The teacher circulates and points to different colours and the student gives the name of the fruit that he has drawn and the colour.

Teacher: **C'est une banane ou une orange?**

(pointing to the picture of a yellow banana that the student has drawn)

Student: **C'est une banane.**

Teacher: **Quelle couleur est-ce?**

Student: **C'est jaune.**



jaune	orange
rouge	vert (e)

**VARIATION:** The teacher may later wish to conduct an oral survey which integrates numbers and counting.

Teacher: *Levez la main si vous avez une banane jaune. Combien de bananes jaunes est-ce qu'il y a? Comptez avec moi, etc.*

- The teacher may also decide to explore the song *Une salade de fruits* by Clown Alexandre.

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

