# Qui porte…?

**Learning situation:** To introduce the linguistic structure, *Je porte... Qui porte...?* to review clothing and to integrate colours and numbers by surveying the different colours of clothing that the students are wearing.

## Teacher modelling and oral interaction:

**NOTE:** This learning situation may take several lessons to complete.

- In preparation for this learning situation, the teacher prepares a chart for a survey with a certain number of visuals for the colours with which the students are familiar.

- The teacher begins by modelling the following *Je porte un t-shirt vert.* (points to his t-shirt). *Qui porte un t-shirt vert? Je porte un t-shirt vert.* The teacher remodels and prompts students to raise their hands if they are wearing a green t-shirt. One at a time each student says, *Je porte un t-shirt vert.* The teacher and the class count the number of students wearing a green t-shirt and the teacher writes it on the chart. Next, the teacher models another item of his clothing substituting in another colour. *Je porte des jeans bleus. Qui porte des jeans bleus?* The survey continues using other clothing and colours.

- After the class has counted the number of students with a particular coloured clothing, the teacher writes the number of students and/or their names above that colour on the chart. At the end of the survey, the students discover the most popular colour of the day. The teacher says, *Aujourd'hui, le _____ est la couleur la plus populaire.*

| Jackson Sophia Emma | Olivia Ava | Noah Isabella Mia Ethan | Aidan Liam | Mason Charlotte | Logan | James Ellie Grace | Lucas Jacob Lily |
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**VARIATION:** The teacher chooses the colours of clothing most evident in the class. As a follow-up to this survey, the teacher may choose to model reading strategies using the book, *Les vêtements # 1,* Collection, Le français oui, oui, oui. This book features the linguistic structure, *Je porte.* The teacher may also choose to have students describe the colour of the clothing.