



Qu'est-ce que c'est?

Learning Situation: To review fruits and vegetables and to interact using the new Structures, *J'aime...*, *Je n'aime pas...*, *Qu'est-ce que c'est?*, *C'est...*

Teacher Modelling and Oral Interaction:

NOTE: This learning session will take several lessons to complete. For more information on how to integrate music, see page 67 of the [Framework](#).

- The teacher reviews the vocabulary for fruits and vegetables by modelling, *J'aime les oranges*, while holding an orange. The teacher then remodels and interacts with five students. *J'aime les oranges. Est-ce que tu aimes les oranges?* If a student indicates no, the teacher models, *Je n'aime pas les oranges*. The student uses this modelled negative structure. This process is repeated to review three to five vocabulary words during this lesson. Seated in a circle prior to the end of the lesson, students describe orally in a complete sentence one fruit that they like or do not like. To extend the learning, students describe what the person preceding them said. For example, *Thomas aime les kiwis/Thomas n'aime pas les kiwis*.
- During the next class, the teacher models another three to five fruits and continues the modelling as described above. This interaction leads to the listening and singing of the song *Si tu aimes*. Using the *comptine*, *Les fruits*, the teacher models reading strategies that allow students to read the *comptine*. Afterwards, the teacher models the writing of a *comptine* making personal variations. The students write in their journals using this model to write their own *comptine* making personal variations.
- As a follow-up activity to support listening and oral communication skills, the teacher will engage students in a guessing game. For example, he says, *Je pense à un fruit. C'est rouge. Qu'est-ce que c'est?* A student volunteer responds, *C'est une pomme*. The teacher says, *Oui, c'est une pomme rouge*. The teacher will model this several times with different fruits and vegetables.
- Once students are familiar with these structures, students can use these structures and say, *Je pense à un fruit. C'est orange. Qu'est-ce que c'est?* After several volunteers have taken turns, students can interact with partners. The teacher will also model this on the board so that students may write their riddles in their journals following the model.
- In addition, the teacher may choose to model reading strategies using the book *Combien de fruits?* La collection Étoile Montante, Modulo or *Ma salade de fruits* La collection Petit porc epic. This book gives the teacher the opportunity to integrate colours and numbers.

