



Pas III:  
Couleurs  
(Colors)

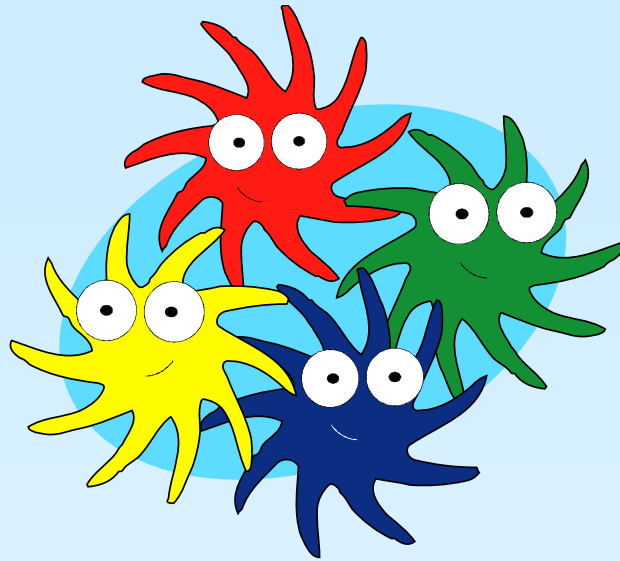
# Apprenons!

## Pas III: Couleurs

Ã = the “a” in “hat”    ZH = the “s” in “vision”

Les couleurs	LAY KEW-lehr	the colors
Rouge	ROOZH	red
Orange	oh-ROHNZH	orange
Jaune	ZHOHN	yellow
Vert(e)*	VAYRT (VAYR-teh)	green
Bleu(e)*	BLEH (BLEW)	blue
Violet(e)*	vee-oh-LAY (vee-oh-LET)	purple
Rose	ROHS	pink
Noir(e)*	NWAH (NWAHR)	black
Blanc(he)*	BLONK (BLAWSH)	white
Marron	mah-RAW	brown
Gris(e)*	GREE (GREES)	gray

\* These words change when they are used to describe a noun that is feminine. (See pages 9-10 of the *French Basics for Educators* in the Instruction Manual for more details.)



Regardez ce que j'ai appris...

We're learning about

**Couleurs** (colors) in French!

Here's what I learned this week...

---

---

---

---

---

---

HERE ARE SOME ACTIVITIES WE CAN TRY AT HOME:

- While I'm getting dressed in the morning, let me name the French colors of my clothes!
- Ask me to find three things that are "rouge" or "bleu"!

# Amusons-nous!

## Pas III: Couleurs

**Les couleurs** (sung to tune of *Twinkle, Twinkle, Little Star*)

*Rouge et blanc, bleu et jaune,*

*Violet, vert, orange.*

*Rose et gris, marron et noir*

*Oui, je sais* (Pronunciation: WEE ZHUH SAY, Translation: Yes, I know.)

*Les couleurs.*

*Rouge et blanc, bleu et jaune,*

*Violet, vert, orange.*

### **Levez-vous si vous portez... - Stand Up If You're Wearing...**

The teacher says, "*Levez-vous si vous portez (name of a color).*" (LAY-vay VOO SEE VOO pohr-TAY...) Any student wearing that color stands up.

The teacher can say, "*Asseyez-vous.*" (ah-SAY-ay VOO) to have children sit down again.

*Saute!*

- This game can be used again as children learn vocabulary for clothing in *Pas VIII: Vêtements*.

### **Guess the Color**

#### **Préparons-nous! – Let's Get Ready!**

- ❑ Colored counting bears, crayons, pieces of construction paper, etc.
- ❑ *Sac magique* (SAHK mah-ZHEEK / magic bag) or *Boîte de mystère* (BWAH DUH mee-STAYR / mystery box)

The teacher selects a colored item (crayon, counting bear, piece of construction paper, etc.) and hides it in her "*sac magique*" (magic bag). Students then must try to guess the color she is hiding. Whoever guesses correctly can hide the next color.

*Saute!*

- This game can be played to reinforce vocabulary in the following units:  
Pas II: Nombres  
Pas VI: Nourriture  
Pas VIII: Vêtements  
Pas X: Animaux

## What's Missing?

### **Préparons-nous! – Let's Get Ready!**

- Colored counting bears, crayons, pieces of construction paper or other identical items in a variety of colors
- Large piece of paper or fabric to cover items

Place one object of each color (e.g. counting bears, construction paper cutouts, etc.) on a table. Give students 20-30 seconds to study the objects on the table and then cover them with a sheet or large piece of paper. Have students turn their backs or close their eyes as you remove one of the items. Reveal the remaining items. Students must figure out which color has been removed.

*Saute!*

- This game can be played to reinforce vocabulary in the following units:  
Pas IV: A l'école  
Pas VI: Nourriture  
Pas VIII: Vêtements  
Pas X: Animaux

*En avant!*

- For a more challenging game more than one object of each color can be placed on the table and/or more than one object can be removed.

# Faisons connaissance!

## Pas III: Les couleurs



### L'art français (LAHR fraw-SAY)

If you were to visit the *Louvre* (LEWV), a famous palace and museum located in Paris, France you would be able to see the works of some of the world's most famous artists. Many of these artists were French painters who were well known for the objects they chose to paint and the colors they used to paint them. Some of the most famous of these artists are: Claude Monet (moh-NAY), Paul Cézanne (say-ZAHN), Edgar Degas (day-GAH), Pierre-Auguste Renoir (rehn-WAH), and Henri Matisse (mah-TEES). Most of these painters were "Impressionists" which meant that style of painting would show you just the way the light was shining on the object or people they were painting. They also believed that every object was made up of many, many colors and their bright and colorful paintings show this.

*Claude Monet* was well known for his paintings of outdoor scenes. Some of his most famous paintings are of water lilies – a plant that grows underwater and has leaves and flowers that float on the surface of the water. In many of his paintings, it is easy to see the trees and sky reflecting in the water. Can you see them?

*Paul Cézanne* liked to paint "still life" pictures. To paint a still life, the artist sets up the things he wants to paint (like a bowl of fruit or a vase of flowers) in his studio. Cézanne liked to show the many beautiful colors of the fruits he painted.

*Edgar Degas* is a famous painter of ballet dancers. He liked to paint dancers in different poses: tying a ballet slipper or stretching or doing different ballet steps. He also liked to paint race horses.

*Pierre-Auguste Renoir's* favorite things to paint were children, women and flowers. Many of his paintings show women or children outdoors or in gardens.

*Henri Matisse* was called a "Master of Color". He liked to paint scenes that showed ordinary life. What makes his paintings so memorable are the bright colors he uses to show these everyday scenes.

**Teachers:** Show your students some samples of paintings by each of the French artists mentioned above. Let them comment on the things they like best about each painting. Ask them which painting or artist is their favorite. Have students paint a picture of their own using the style or subject matter of their favorite French artist. Create an in-house gallery of their masterpieces. Mount them on pieces of large, colored, construction paper and add tags that include the title of the painting, the child's name and the name of the artist that inspired him.

Artwork samples from *WebMuseum* <http://www.ibiblio.org/wm/paint/> and *ArtLex* <http://www.artlex.com/ArtLex/ij/impressionism.html>.