



# Autumn Fruit

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<b>Title</b>	<b>Autumn Fruit</b>
<b>Thematic Category</b>	<b>Autumn</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The aim of this scenario is to familiarize children with autumn fruit.</li><li>• Having understood the existence of four different seasons, children acknowledge through the scenario that different fruit flourish in each season. Thus, they gain a better understanding of nature and how it is organized.</li><li>• Using their already acquired knowledge of colours and numbers children are now given the opportunity not only to talk about and describe fruit but also to become aware of how to buy them in a super-market.</li><li>• The suggested vocabulary and phrases related to autumn fruit can be effectively learnt in a playful way through engaging children in multi-sensory activities, games and songs that promote the repetition of useful words and lexical chunks.</li></ul>





## Children

- ✓ Know the numbers 1-10
- ✓ Know the colours in both languages
- ✓ Recognize different sizes and shapes
- ✓ Know the four seasons
- ✓ Acknowledge the fact that different fruit flourish in each season.
- ✓ Comprehend and follow basic instructions in English.
- ✓ Have already worked in pairs-groups.

## Teachers

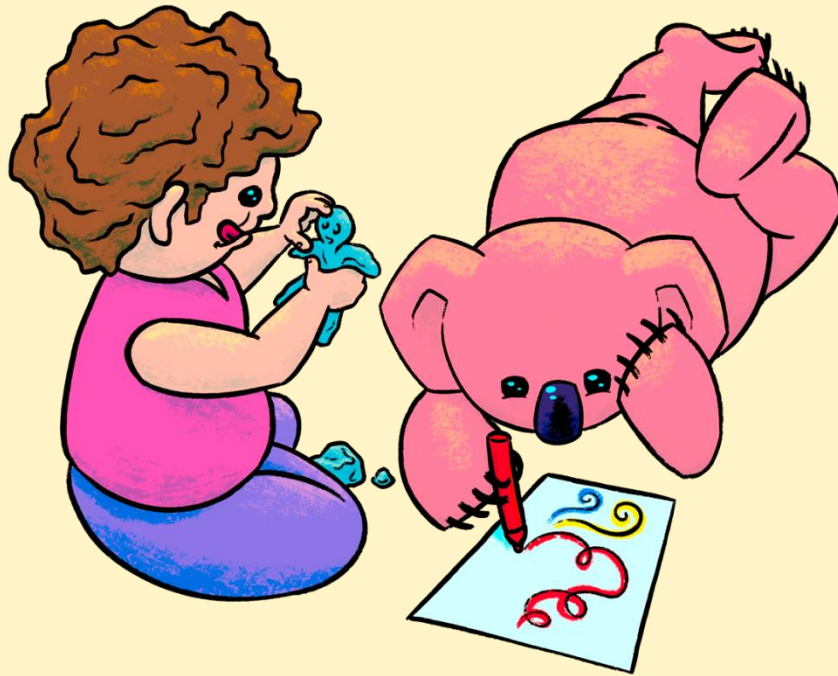
- ✓ The preschool teacher **(PT)** has already worked on the thematic category of Autumn with children, referring to fruit and how certain fruit appear only during a particular season. The teacher should make sure that we cannot eat the same fruit throughout the year.
- ✓ The English language teacher **(LT)** has already worked on numbers 1-10, basic colours, as well as some basic words that define size and shape (e.g. big, small, round).
- ✓ The teachers **(PT-LT)** have brought in the classroom useful material and props (e.g. actual fruit, foulards, flashcards) and they have already prepared the classroom for the Fruit Hunt game.





<p><b>Main Thematic areas</b></p> <p><b>Child and Communication (Language)</b></p>	<ul style="list-style-type: none"><li>• To use basic vocabulary regarding fruit in both languages</li><li>• To use basic phrases in order to ask for fruit in real life (super-market, fruit salad, juice etc.)</li><li>• To be able to describe fruit based on their colour, size or shape</li><li>• To learn an English song related to autumn fruit</li></ul> <p><b>Suggested vocabulary</b> Season, autumn, fruit, basket, apple, orange, pear, grapes, pomegranate, kiwi, plum, farmer</p> <p><b>Suggested phrases</b> What fruit is this?, I'd like, thank you, Here you are, It's an apple/orange etc., Where is it?, Let's find the fruit, Let's sing, Let's eat them now!</p>
<p><b>Child and Sciences</b></p>	<ul style="list-style-type: none"><li>• To number and count objects</li><li>• To recognize physical characteristics of fruit (shape, colour, size)</li><li>• To comprehend the life cycle of fruit</li><li>• To use their senses (touch, taste) in order to describe something</li></ul>
<p><b>Thematic areas involved</b></p> <p><b>Child, Self and Society</b></p> <p><b>Child, Body, Creation and Expression</b></p>	<ul style="list-style-type: none"><li>• To exercise their musical ability through songs</li><li>• To learn how to cooperate with other people in order to achieve a goal</li><li>• To respect and be willing to help their classmates while cooperating in the classroom</li><li>• To use different materials (e.g. scissors and markers) to make crafts</li><li>• To coordinate singing with certain body movements, based on teachers' instructions</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To respect the problems and needs of others and be willing to provide solutions</li><li>• How to behave while interacting with others in various occasions and contexts (e.g. in the super-market)</li><li>• To love and respect nature by observing the fruit that are available for consumption during autumn</li><li>• To adopt a healthy diet by eating a lot of fruit every day and persuade others to do so, as well</li></ul>





- ✓ Kiki the Koala
- ✓ Actual autumn fruit (apples, oranges, pears, pomegranates, kiwis, grapes)
- ✓ Flashcards of fruit
- ✓ Canson paper sheets with drawings of the fruit
- ✓ Glue
- ✓ Wooden spatulas
- ✓ Basket
- ✓ Markers
- ✓ Scissors
- ✓ Foulards
- ✓ Bowls
- ✓ Song “We are the autumn fruits”
- ✓ Market corner
- ✓ Paper bags
- ✓ Adapted Guess-Who game
- ✓ Fruit-wheel
- ✓ Colourful clothes and fabrics



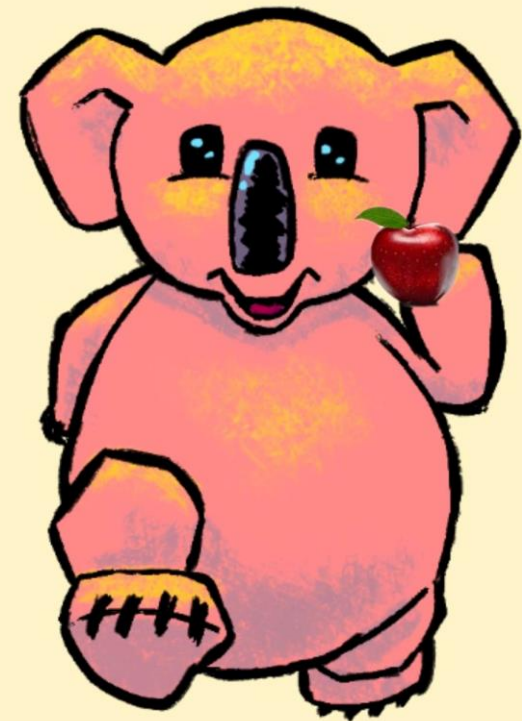


Description of the procedure and  
suggested activities







Kiki enters the classroom on an autumn morning eating an apple. She greets the children and tells them that she really likes apples, but because there are a lot of apples in Australia, she'd like to taste some other fruit, as well. So, she asks the children's help in order to find out the autumn fruit in Greece.





 **(PT-LT)** We ask the children to help Kiki by telling her what are the autumn fruits in Greece and if they recall having seen some of them in the countryside. They can also ask Kiki and the children who may come from another country what are the autumn fruits in their country and find out if we have some autumn fruits in common, so they can remember them more easily.


 **(LT-PT)** We bring in the classroom flashcards of different autumn fruits and give them to the children. The children show them separately to Kiki and she responds with great enthusiasm: **“This is**


**an orange! This is an apple!”**. The teacher asks Kiki and the children repeat after him/her: **“Are there apples in Australia in autumn? Are there plums in Australia in autumn?”**. Kiki answers: **“Yes, there are oranges in Australia in autumn!”** or **“No, there aren't plums in Australia in autumn!”**. Kiki is very excited about this game and asks the children if she can have some fruit flashcards too.









 **(LT-PT)** We bring in the classroom canson paper sheets of different colours bearing each one drawings of the fruit of the same color and ask from the children to cut out the fruits so they can give them to Kiki. Each student takes one paper sheet (some of them might cut the same fruit) and cut out the shapes of the fruits. Next, they can add eyes and smiles to their paper fruits and attach a wooden spatula on them so that they look like little fruit puppets that they can give to Kiki. Kiki thanks the children and admits that she now has an appetite for eating real fruits.


 **(PT-LT)** We bring in the classroom a basket with real fresh autumn fruits (apples, oranges, grapes, pears, pomegranates, plums, kiwis) and leave it on the classroom floor.





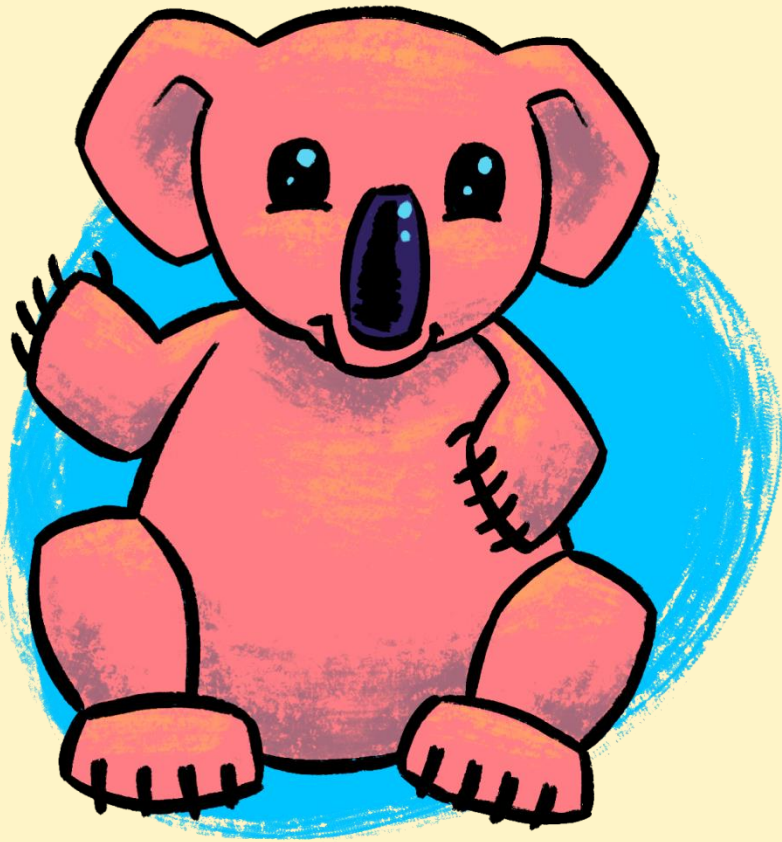
 **(LT-PT)** Kiki is now very curious and wants to touch and taste the fruit. So, she divides the children in two groups and invites them to play a game.

 **(PT-LT)** The two groups form two big circles. We start blindfolding the children using foulards. When everyone is blind, we provide actual fruit (a basket with apples, a basket with oranges etc.) in front of the members of the first group and some bowls with fruit -cut into pieces- in front of the members of the second group (e.g. a bowl with cubes of apple, a bowl with cubes of pear etc).

 **(LT-PT)** Kiki asks the children of the first

group to touch a fruit (the teachers should make sure that everyone takes a fruit from the same basket) and try to guess what fruit it is: **“What fruit is this?”**. The children are given some time to examine the fruit (e.g. smell it) and when they are ready they exchange their answers with their classmates (**“It’s a pear, No, it’s an orange, it’s round”**). When they reach an agreement, they share their final decision with Kiki who reveals the correct answer: **“Well done! It’s an apple!”**.





**(LT-PT)** Now it's the turn of the second group. Kiki, asks the children to taste a piece of the fruit in the bowls (the teachers should make sure that everyone takes a piece of fruit from the same bowl). Then, she asks the children to guess what fruit it is. (**“What are you eating? What fruit is this?”**). Once again the children discuss with their classmates and share the final answer with Kiki who reveals the correct answer.

\*Teachers should make sure that none of the children has allergy to the particular fruit.





# “We are the autumn fruits” Song

Pomegranate is my name is my name is my name

Pomegranate is my name

I am an autumn fruit

Pear and apple is my friend is my friend is my friend

Pear and apple is my friend

We are the autumn fruits

Pomegranate is my name is my name is my name

Pomegranate is my name

I am an autumn fruit

Grape and orange is my friend is my friend is my friend

Grape and orange is my friend

We are the autumn fruits

Peel the apple peel the pear peel the pear peel the pear

Peel the apple peel the plum

make some jam

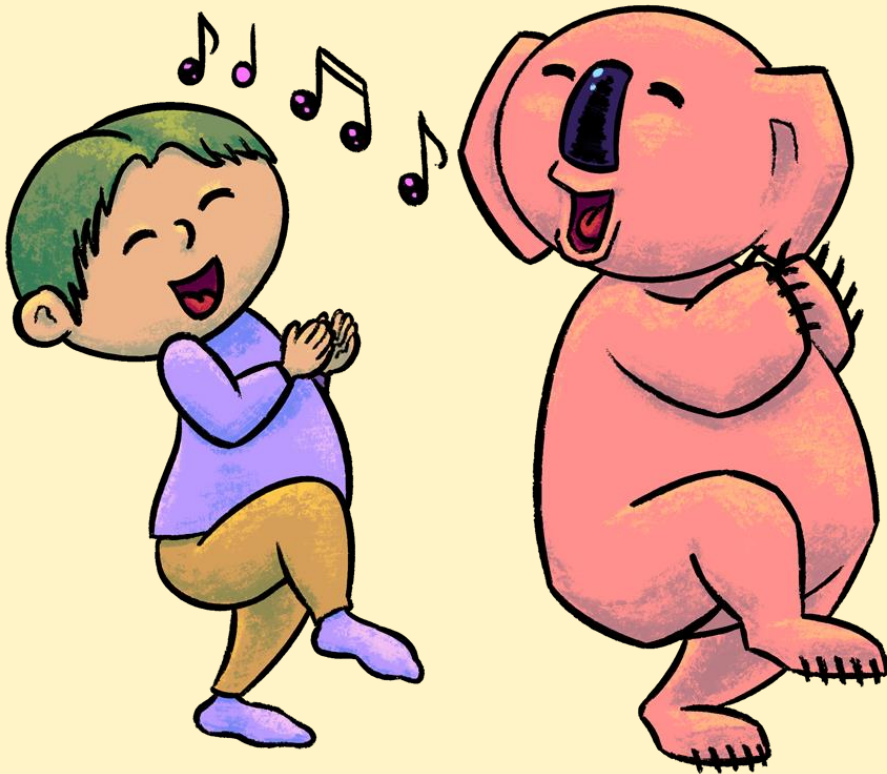
Squeeze the orange squeeze the grape squeeze the grape squeeze the grape


Squeeze the orange squeeze the plum

Yum yum yum

[Song](#)








-  The children are encouraged to mimic the moves of the lyrics like pointing to themselves or their friend the fruit and pretending to cut and squeeze the fruits.






 **(LT-PT)** Kiki suggests playing with the children a game to test their knowledge. The game is called “Hidden Treasure”, but when we say treasure here, we mean fruit. The children can be separated into groups, and each group will try to find the fruit Kiki wants (**“Let’s find the orange!”**).

 **(LT-PT)** Kiki can offer some help to the children by saying when the children are approaching the “treasure”, or not. When Kiki says **“It’s cold”** it means that they are not close to the treasure, but when she says **“It’s hot”** it means that the fruit is somewhere very near them.


 **(LT-PT)** When the right fruit is found, Kiki places it into the right tagged basket in the table.


 The group that has found the most fruit, wins the game!









 **(PT-LT)** We ask the children to recall/guess where we find/buy our fruit from.

 Now it's time to go to the Farmer's Market to help Kiki buy the fruit she wants.

 **(PT-LT)** We set up the props prepared for this activity as well as the baskets with the actual fruit from the previous activity and hand out the roles to children. We give aprons and hats to the ones that are going to be the farmers and the others form two lines behind the counter. (Children can switch roles).

 **(LT-PT)** Now Kiki, who sits by the counter, whispers to every child the fruit she wants by using numbers and colours: **“I'd like two red apples, please.”** or **“Can I have one green pear, please?”**. In order to help shy Kiki get her fruit, each child has to repeat to the farmers what Kiki asked (**“I'd like two red apples, please”**). The farmer has to pick the correct fruit, put it into a paper bag and hand it back to the customer saying: **“Here you are”**. The customer thanks the farmer (**“Thank you!”**) and heads towards the big table set for the next activity.







## Props and materials used




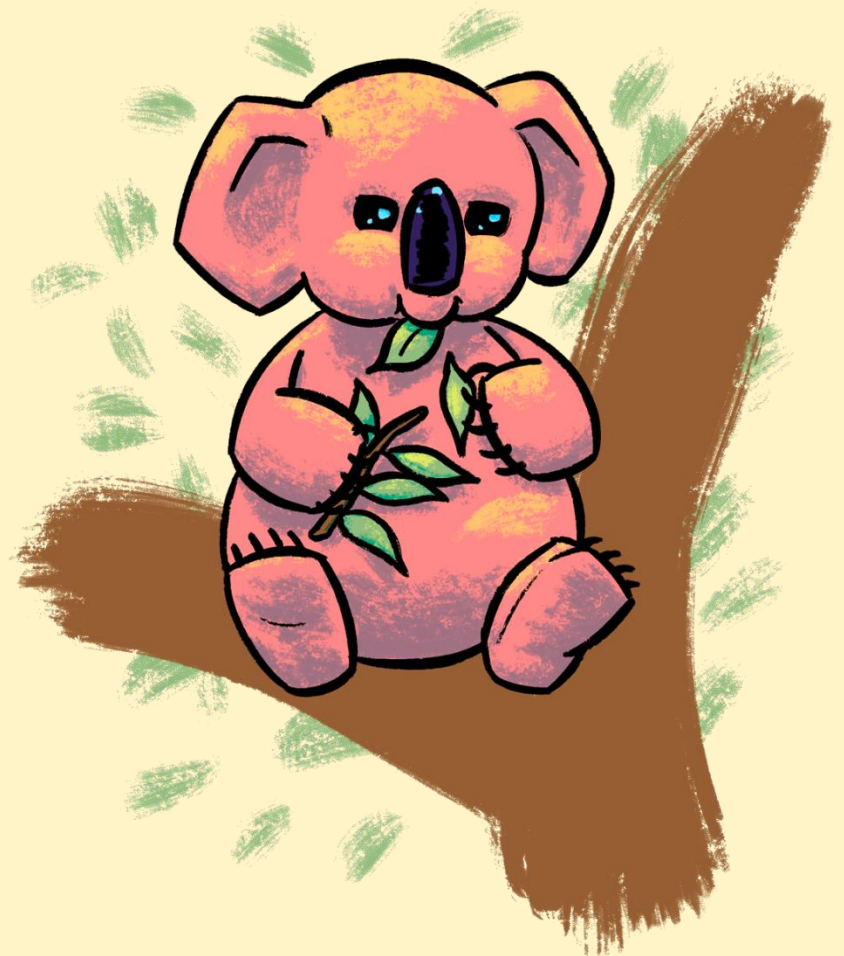


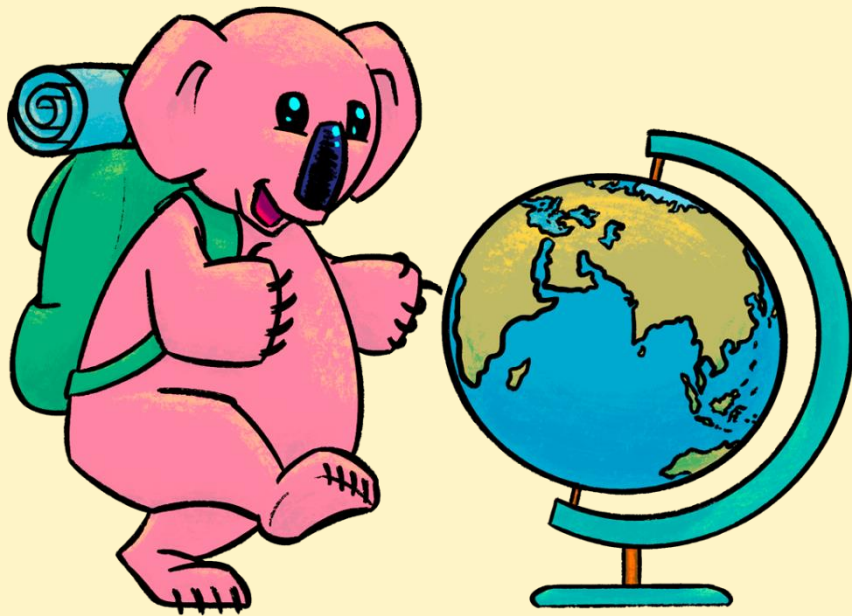


 **(PT-LT)** We ask the children to come and sit around the table while holding their paper bags from the previous activity. We have already cut some fruit into small pieces.

 **(LT-PT)** Now it's time for the children to tell us which fruit of the ones they bought from the farmer's market they want to taste: **"Orange, please"**. The rest is for them to take back home.

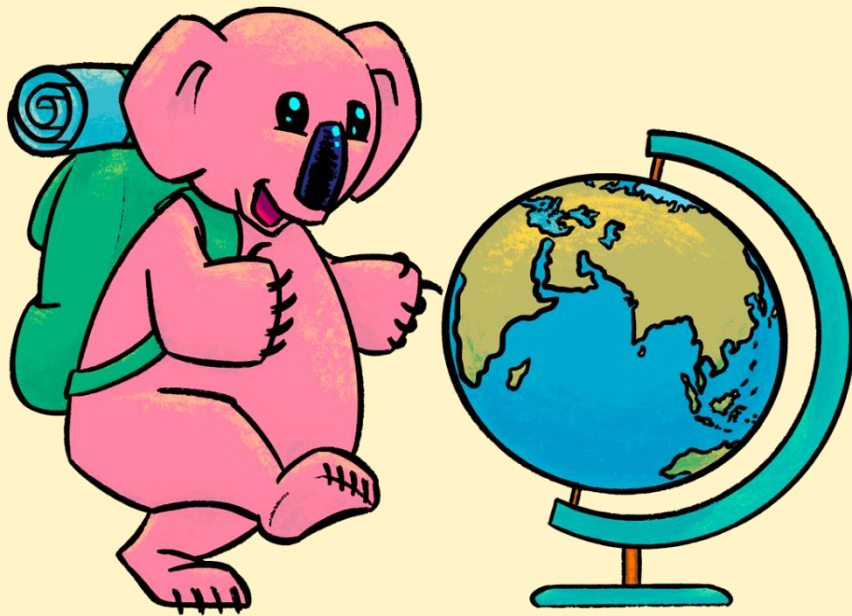
 **(PT-LT)** We cut and peel some fruit, while showing them how the fruit looks like when cut in half and then serve it to their individual bowls. Now it's time to enjoy our fruit salad!





**(PT-LT)** We can organize a trip in a local farm, in which familiar autumn fruit are cultivated. In this way, the children will have the opportunity to see the trees from which we collect fruit and explore the life cycle of fruit (seed → blossom → unripe form → mature form). The children may have the chance to experience and engage in the gathering process as well as eat fresh fruit they have gathered themselves!







Alternatively, if Halloween happens to coincide with the period we are teaching autumn fruit, we can invite the children to create their own fruit-costumes using colourful fabrics we have collected in the classroom. Each student can dress up as their favourite fruit!





 The children can play an adapted version of the board game “Guess Who?”. They are divided into pairs. Each student is provided a board with fruit pictures. Now, each student chooses secretly one of the available fruits in the pictures and the other has to discover it by asking questions, such as “**Is it red?**”, “**Is it round?**”. Based on the answers received, each student “closes” the pictures until he/she reaches to the final fruit (“**Oh, it’s an apple!**”). During the game both teachers supervise and provide any help if necessary.

 Another game for revision before children go back home is “Spin the Wheel”. **(PT-LT)** We have placed the fruit-wheel, which has

pictures of fruit in it, on the table. Now, Kiki says to the children: “**Let’s spin the wheel and win!**”. Each child spins the wheel and names the fruit that the wheel stops on (“**It’s a pear**”). **(LT -PT)** We will reward the children with the exit ticket - a fruit-flavoured candy.





## Acknowledgements/Credits

ean.auth.gr

**Rhythm of the song:** “Mary had a little lamb” (7622)

Retrieved from singing-bell.com <https://youtu.be/b-7pInWFqb0>

**Lyrics:** Stefanidou Alexandra

**Flashcards:** Stefanidou Alexandra

**Farmer’s Market:** Dimitriadou Athina

**Adapted “Guess-Who?” game:** Chatzinikolaou Maria

**Fruit-wheel:** Chadoulou Ioanna



ΑΡΙΣΤΟΤΕΛΕΙΟ  
ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΘΕΣΣΑΛΟΝΙΚΗΣ

