



## First Step en Français



## Teacher's Guide



## First Step en Français Teacher's Guide

### Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **First Step en Français** is exposure to the French language, the ten video lessons are totally in French. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the First Step series and to maximize your student's learning. Teaching and learning a second language can and should be exciting for everyone involved. **First Step en Français** can help you meet this challenge.



## First Step en Français Teacher's Guide

### Table of Contents

Introduction .....	4
Video Listing .....	7
Lesson 101 .....	9
Lesson 102 .....	17
Lesson 103 .....	23
Lesson 104 .....	31
Lesson 105 .....	36
Lesson 106 .....	41
Lesson 107 .....	46
Lesson 108 .....	52
Lesson 109 .....	58
Lesson 110 .....	64
Credits .....	69



## First Step en Français Teacher's Guide

### Introduction to First Step en Français

Parlez-vous français? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to begin a second language as early as possible using new and effective teaching methods.

#### What is First Step en Français?

**First Step en Français** is an introductory course for young students in French. The ten video lessons were designed to motivate as a group of children learn French from their neighbor who has just moved from France. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks French to the children as he teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are added when appropriate.

#### What are the Program Components?

- [First Step en Français Video lessons](#) (ten lessons, 15 minutes each)
- First Step en Français AGAIN Video Lessons - (follow-up, direct-teaching, ten lessons, 10-14 minutes each)
- Teacher's Lesson Guide

#### Who can use First Step en Français?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak French or have experience in any foreign language instruction to use this video series. It was developed specifically for schools which would not otherwise be able to offer an elementary foreign language.



## First Step en Français Teacher's Guide

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review or as an introduction in such classes.

### Why should I use First Step en Français?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign language training. Instructional television is an equitable and readily available delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **First Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center. Whenever possible, it reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communication contexts that carry significance to the student. Culture is integrated into all learning as much as possible.

### How is language taught in First Step en Français?

In keeping with widely accepted elementary foreign language guidelines, target language instruction will be consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language in context even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the structures of language is not necessary at this



## First Step en Français Teacher's Guide

stage of language acquisition. Students hear the language spoken, then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching his native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, classroom scenes with children using the language, graphics, and repetition/review sequences. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary. At the end of each lesson, students are given the opportunity to review some of the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum.



## First Step en Français Teacher's Guide

### Video Listing

**Goal:** The goal of the **First Step Elementary Foreign Language Program** is to make the students' first introduction to a second language an exciting experience for both the students and their teacher. Communication is the major purpose of the lessons.

**[First Step en Français 101: Bonjour](#)** (00:14:54)

An introduction to speaking French including general greetings and addressing people and family.

**[First Step en Français 102: Welcome to My Home](#)** (00:14:48)

Learn to use French to speak about your home's furniture and rooms, as well as numbers and colors.

**[First Step en Français 103: Shopping at the Grocery Store](#)** (00:14:59)

Learn to use French to speak about the fruits and vegetables you eat. Also covers numbers and colors.

**[First Step en Français 104: Going to the Doctor](#)** (00:14:56)

Learn to use French when speaking with your doctor about body parts.

**[First Step en Français 105: Shopping at the Department Store](#)** (00:15:03)

This video teaches basic vocabulary related to clothing, body parts, and more.

**[First Step en Français 106: Visiting the Farm](#)** (00:15:00)

Children visit a farm to learn the French words for farm animals and pets.



## First Step en Français Teacher's Guide

### [First Step en Français 107: Visiting in the School](#) (00:15:01)

Learn to use basic French for use in the school context. This lesson includes vocabulary for basic school supplies and classes.

### [First Step en Français 108: Walking Through the Community](#) (00:15:01)

Students learn a variety of vocabulary words to use around town as well as words pertaining to people.

### [First Step en Français 109: Celebrating Holidays](#) (00:15:06)

This lesson teaches the days of the week and the seasons as well as some holidays and customs.

### [First Step en Français 110: A Picnic at the Park](#) (00:15:03)

This video teaches some basic sports vocabulary as well as the French words for other things you might encounter at the park or at a birthday party.





## First Step en Français Teacher's Guide

### Lesson 101 - Bonjour!

#### Objectives

1. To motivate the students to learn French
2. To learn words of introduction and greetings
3. To learn expressions related to members of the family
4. To learn about the way French-speaking people greet each other
5. To learn in what countries French is spoken

#### Vocabulary

Mr.	Monsieur
Hello	Bonjour
What's your name?	Comment t'appelles-tu?
My name is...	Je m'appelle...
Miss	Mademoiselle
Mrs.	Madame
Mom	la mère
Dad	la père



## First Step en Français Teacher's Guide

Yes	oui
Grandfather	grand-père
Grandmother	grand-mère
sister	la sœur
brother	le frère
How are you?	Ça-va?
I'm well.	Ça-va bien.
So-so.	Comme-ci, comme-ça.
Not bad.	Pas mal.
Not well.	Pas bien.
No	Non
Thank you	Merci
Excuse me	excusez-moi/pardon
please	s'il vous plaît
good-bye	Au revoir



## First Step en Français Teacher's Guide

### Culture

**French is the major language spoken in as many as 50 countries around the world!** There are Francophone countries (countries where French is spoken) on nearly every continent. In Europe, you can hear French spoken in France, Belgium and Luxembourg. In North America, French is spoken in Canada (especially in Québec), and in Louisiana. In the Caribbean, French is spoken in Martinique, Guadeloupe, Haiti, St. Martin and in French Guyana (in South America). Africa hosts many Francophone countries such as Ivory Coast, Burkina Faso, Cameroon, Niger, Benin, Central African Republic, Chad, Mali, Senegal, Djibouti, Gabon, Guinea-Bissau, Madagascar and many more. Vietnam, Laos and Egypt even have a strong French-speaking population!

In many of these francophone countries the natives speak other languages as well as French. In Africa, many of the natives speak English as well as their own dialect. In Vietnam and Laos, Vietnamese is spoken as well as French. In the Caribbean, natives of the French-speaking islands speak a local dialect called "Créole." This dialect is also spoken in Louisiana. It is a mixture of English, French, Spanish and African dialects.

Friends in French-speaking countries usually greet each other by kissing each other on the cheek. Names in French-speaking countries are different from names in English-speaking countries.

### Information for the Teacher

1. The letter "r", as in rouge has a unique sound made in the back of the throat.
2. The names of languages, such as français, are not capitalized except at the beginning of a sentence.
3. The days of the week and months of the year are not capitalized except at the beginning of a sentence.



## First Step en Français Teacher's Guide

4. Many French words require accent marks with certain letters to create the correct pronunciation. In the French language there are five accent marks. These accent marks are a part of the word's spelling and should not be omitted.

\*l'accent aigu ( / ) é

\*l'accent grave ( \ ) à, è, ù

\*l'accent circonflexe ( ^ ) â, ê, î, ô, û

\*le tréma ( ¨ ) is used to indicate that two vowels next to each other are pronounced separately (noël).

\*la cédille ( ç ) is the only accent mark that does not occur with a vowel. When the letter c is followed by a, o, or u it has a hard /k/ sound (like cat). The cédille changes the hard /k/ sound to a soft /s/ sound (like sat).

5. There is a formal and a familiar expression when using the word “you”. The formal “you” is “vous” and is used when addressing older people and people who are in authority as a sign of respect. It is also used to indicate the plural – you all. Students should use this with teachers.

6. The familiar “you” is “tu” and is used when addressing family members, friends and colleagues. Students should use this with each other.



## First Step en Français Teacher's Guide

### Before Viewing the Video Lesson

1. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the language being used is very important and only certain words and phrases will be learned from the program. Today's program introduces Monsieur Dubois and the neighborhood children who are learning French.
2. Role play an introductory situation in English with your students. "Hello, my name is \_\_\_\_\_. What is your name? My name is \_\_\_\_\_. Nice to meet you \_\_\_\_\_. How are you? Very well, thank you. Good bye". Explain that the children on the program and your students will learn introductions, greetings and family names from today's program. Tell them to watch for these words.

### Description of the Video Lesson (For teachers)

At a neighborhood party some children ask Olivier Dubois to teach them French. He agrees and tells them to come to his house the next day to start. When they arrive he speaks only French to them.

Ryan corrects Jay in his greeting to Monsieur Dubois. She tells Jay to say "Bonjour" rather than "Hello." Monsieur Dubois shows the children the difference between Monsieur, Mademoiselle and Madame.

Ryan says no way she's married, and Monsieur Dubois explains that is why he addressed her as Mademoiselle Ryan.

Monsieur shows a picture of his mother (la mère) and father (le père) to everyone. Fabien says someone is handsome in the picture. Monsieur Dubois laughs and says that is his grandfather (le grand-père) with his grandmother (la grand-mère). Ryan says that his grandmother resembles hers – and wonders if hers may be French too.



## First Step en Français Teacher's Guide

### Review Sequence

Who is this? La fille, le garçon, la mère, le père, la grand-mère, le grand-père, madame, mademoiselle, monsieur

Monsieur Dubois explains to Ryan what one would say to someone if one were meeting someone for the first time (Je m'appelle...) introducing oneself. Then he goes through how one asks how someone is and some answers: Ça va? Ça va bien, comme-ci, comme-ça; pas mal, pas bien...

### Song

Bonjour, bonjour, bonjour

### Review

Je m'appelle, je m'appelle, je m'appelle

Monsieur Dubois offers the children cookies. They learn please (s'il vous plaît), yes, please (oui, s'il vous plaît), thank you (merci), and excuse me (excusez-moi/pardonnez-moi) as they eat cookies.

- bonjour
- s'il vous plaît
- excusez-moi
- merci
- la fille
- le garçon
- la mère
- le père
- la grand-mère
- le grand-père
- monsieur
- madame



## First Step en Français Teacher's Guide

- mademoiselle

Monsieur Dubois tells them it is time to leave and they all say good bye (Au revoir).

### Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Review vocabulary words related to the family. Ask each student to draw a picture of his/her family and label the family members: le père, la mère, le frère, la sœur, le grand-père, la grand-mère.
3. Review monsieur, madame, mademoiselle, le garçon, la fille. Show pictures of each and let students tell which word is correct.
4. Do role play situations of greeting and introductions. This could be done in a round robin/circle type game. Do the same with "How are you?" and appropriate responses.
5. Review s'il vous plaît, oui, pardon, excusez-moi, pardonnez-moi, merci. Which would be appropriate to use in short role play situations?
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. Let students create a short skit using greetings, introductions, questions about health, and polite words. Invite another class to watch the skit. If they are not studying French in their class, let your students teach those students how to greet and introduce each other. (Remember, avoid mixing English with target language.)
2. Make a suitcase type folder from construction paper or a center cut manila file folder. Write **First Step en Français** on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students' work in this suitcase.



## First Step en Français Teacher's Guide

3. Do a tally number chart on brothers and sisters (les frères/les sœurs).
4. Let each child create a collage of family members and words. Ask them to bring in small pictures that can be duplicated on the copier. Copy one page of pictures per child by overlapping pictures. Let the child cut out the pictures and arrange them on a piece of construction paper with already written copies of family words. Let students take turns presenting their families to the class, speaking French.
5. Discuss the custom of kissing on the cheek in greeting. What other types of physical contact do people exhibit when greeting each other? Talk about the differences within the United States: Eskimos, Hispanics, Native Americans, etc.
6. Lead a discussion about where Monsieur Dubois is from (France) and locate it on a map. Using a map of the world, discuss other Francophone countries and where they are located. If students have traveled to any of them or have friends or family that have, this would be a good time to discuss where they have been.
7. Draw a family tree and label each family member with the appropriate French name. Follow up with an activity that uses words in context. "This is my sister...", "her name is...", "she is ..."

**Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.**





## First Step en Français Teacher's Guide

### Lesson 102 - Welcome to My Home

#### Objectives

1. To learn the names of rooms in a house
2. To learn names of pieces of furniture and in what room they would be placed
3. To begin learning color names
4. To learn number words and to count from 1 to 10

#### Vocabulary

<b>Colors</b>	<b>Les couleurs</b>
white	blanc
black	noir
gray	gris
blue	bleu
brown	marron
pink	rose

<b>Numbers</b>	<b>Les chiffres</b>
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## First Step en Français Teacher's Guide

1 un	6 six
2 deux	7 sept
3 trois	8 huit
4 quatre	9 neuf
5 cinq	10 dix

### House

### La maison

table	la table
bed	le lit
chair	la chaise
lamp	la lampe
bathroom	la salle de bains
garage	le garage
kitchen	la cuisine
bedroom	la chambre
dining room	la salle à manger
living room	le salon
telephone	le téléphone
What is this?	Qu'est-ce que c'est?



## First Step en Français Teacher's Guide

It is...

C'est...

### Information for the Teacher

Primary grade students often count things to learn numbers. Try to vary this by not always teaching the French words for numbers in a sequential list. Count from 1 to 10, but also count by twos. Show different numbers of things and ask how many. Ask for missing numbers. When you need a certain number of students or things, use the French word instead of the English word. Display the French number words around the room just as you do the English number words. Have students give their phone numbers after they have mastered the numbers.

### Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 1.
2. Draw a simple house plan on a piece of poster board. Include the following rooms in the house: living room, dining room, kitchen, bedroom, bathroom, and garage. Do not label the rooms but paste or draw pictures of appropriate room furniture in the rooms. Guess what each room is by using the furniture in the room as clues.
3. Make cards of other pieces of furniture that can be placed in the rooms. Continue the game with these cards. Tell the students that in today's lesson they will learn about different rooms in a house and the names of pieces of furniture and where they are located in a house.
4. Tell the students that in today's lesson they will learn to count from 1 to 10 and will learn the colors - white, black, gray, brown, blue, pink.

### Description of the Video Lesson

The children are again visiting with Monsieur Dubois and learning about rooms in a house and the furniture in those rooms. They learn chair (la chaise) and lamp (la lampe). They then discuss the need for a lamp in the bedroom (la chambre) versus the living room (le salon). They each



## First Step en Français Teacher's Guide

compare what they like to do in their rooms and learn the words for bed (le lit) on which Monsieur Dubois likes to read. They laughingly conclude he probably needs more lamps.

### Visit to the Furniture Store

La table, le lit, la chaise, la lampe

They learn numbers after Monsieur Dubois tells them he bought ten lamps. The children repeat after them while he uses a visual guide with juice cups. Also he shows the difference in how French count on their fingers (beginning with their thumb) compared with how Americans count on their fingers.

### Les Nombres

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

Ryan's mom has been furniture shopping lately too because she is redecorating Ryan's room. After discussing the colors Ryan's room will be, Monsieur Dubois shows the children samples of carpet and they learn colors... blanc, noir, gris, bleu, marron, rose.

### Song les couleurs

rose, marron, bleu, gris, gris, blanc, noir

They all look at a floor plan of a house. Then they look at pictures of furniture and decide in which room the item should be placed. For example: le lit – la chambre, la table – la cuisine, la lampe – le salon.

### Song

la maison, la chambre, la cuisine, la maison, la garage, la chaise, la table, le lit

They all play more of the first game:

la lampe – le salon, la chambre; le téléphone – le salon, la chambre, la cuisine, la salle de bains, le garage; la chaise – la chambre, la cuisine, le salon, la salle à manger.



## First Step en Français Teacher's Guide

- un
- deux
- trois
- quatre
- cinq

### Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Review vocabulary words related to the house. Ask each student to draw a floor plan of his/her house and label the rooms in French – le salon, la cuisine, la chambre, la salle à manger, la salle de bains, le garage. After practice, encourage students to use the expression “This is the \_\_\_\_\_ in my house” (“Voici \_\_\_\_\_ dans ma maison”).
3. Review vocabulary words related to furniture. Ask each student to draw a picture of one room in a house and include the appropriate furniture. Label the furniture with the French name.
4. Count and then show different numbers of things from 1 to 10 and ask for the number. Let the students count off from 1 to 10 and then call out a number and everyone with those numbers has to race to an established base. Practice counting out of sequence and use addition, subtraction, and multiplication, depending on grade level.
5. Review color words. Put labels with these words on objects in the room that are these colors. Play a game with the colors by asking everyone wearing a specific color to stand up. Practice colors with objects that they are describing.
6. Ask students to cut a certain number or color of tables, cars, etc. from a magazine. Each student could look for a different combination of colors, numbers and items. The pictures could be glued on construction paper and labeled with the correct vocabulary words.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.



## First Step en Français Teacher's Guide

### Supplemental Activities

1. Ask the art teacher to show authentic French art and the use of colors utilized by French painters.
2. Draw house plans with different rooms labeled. See who can be the most creative with their designs. Label all the rooms and furniture in French.
3. Play "What is it" games with rooms and furniture. Qu'est-ce que c'est? (What is this?) The students may then reply with "C'est \_\_\_\_\_." (It is \_\_\_\_\_.) or "Ceux sont \_\_\_\_\_." (These are \_\_\_\_\_.) This game works well if played in teams where the team wins a point for each correct answer said in the target language.
4. Play similar games as was done in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room.

**Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the First Step en Français suitcase folders.**



## First Step en Français Teacher's Guide

# Lesson 103 – Shopping at the Grocery Store

### Objectives

1. To continue learning color names
2. To learn the names of fruits and vegetables
3. To practice counting
4. To learn about meals in French speaking countries

### Vocabulary

#### Colors

green

red

orange

yellow

purple

#### Les couleurs

vert

rouge

orange

jaune

violet

#### Fruits

#### Les fruits



## First Step en Français Teacher's Guide

banana	la banane
orange	l'orange
apple	la pomme
grapes	les raisins

### **Vegetables**

### **Les légumes**

potatoes	les pommes de terre
carrots	les carottes
tomatoes	les tomates
cabbage	le chou

### **Other food related vocabulary**

breakfast	le petit déjeuner
lunch	le déjeuner
dinner	le dîner
milk	le lait
bread	le pain
chicken	le poulet





## First Step en Français Teacher's Guide

salad	la salade
cheese	le fromage
dessert	le dessert
wine	le vin

### Culture

The French are know world-wide for their haute cuisine (the kind that expensive restaurants serve). Cooking at home is much simpler but still a very special part of the culture. Often the meals are prepared with fresh products from the local market or specialty shops. Bread is a very important basic food in France and is eaten at most every meal. French bread is most commonly known as a baguette - a long crusty roll with a very soft white center. It is generally purchased unpackaged each morning at the boulangerie (bakery). It must be eaten the day it is bought because it goes stale and becomes extremely hard after one day.

### Information for the Teacher

French nouns have a gender and therefore the definite article associated with the noun is either masculine or feminine. The article is taught as part of the noun. The masculine article is le. The feminine article is la. The plural form for both masculine and feminine is les. Many adjectives have masculine and feminine forms; therefore, the gender of the noun and the form of the adjective must agree. For example: The book is green (**le** livre est **vert**) and The leaf is green (**la** feuille est **verte**). In English the closest comparison would be the agreement between masculine and feminine names with pronouns - he/she, him/her, his/hers.

### Before Viewing the Video Lesson



## First Step en Français Teacher's Guide

1. Review previous vocabulary, especially numbers, since items at the grocery store will be counted.
2. Tell students that in today's lesson they will learn more colors. Review the other colors learned in the last lesson. What other colors do the students think will be included?
3. If the students were to go to the grocery store on their way home from school, what would they see? In this lesson the students will learn the names of some fruits and vegetables.

### Description of the Video Lesson

Monsieur Dubois is returning from the grocery store as the children arrive. Fabien has company at his house so they review the words for family and learn brother (le frère) and sister (la sœur). This way they can count how many people are there. Looking at a bowl of fruit after the children unloaded the groceries, they learn the banana (la banane), the apple (la pomme), the orange (l'orange), and grapes (les raisins). At the same time they reviewed numbers.

#### Counting apples

Les nombres...les pommes

What color is the ...? He teaches the children yellow (jaune), red (rouge), green (vert), orange (orange), purple (violet).

#### Song

la pomme, l'orange, la banane, les couleurs

They continue discussing the color of fruits by asking questions.

#### At the grocery store

Introduce vegetables and other foods

Monsieur Dubois teaches them that in France there are five courses a meal as well as what the different meals of the day are and what time they are served: breakfast (le petit déjeuner),





## First Step en Français Teacher's Guide

“typical” French meal? Many students are familiar with some things the French eat, such as crêpes (a pancake-like food) and escargots (snails). What are some other foods they associate with French culture? Try to avoid mixing languages during this discussion.

5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. With a large bowl of water and some fresh fruit, play a game where students discover which fruits float and which do not. This would be a good time to discuss why some things float and some do not. Why would these types of fruits float? Are the students surprised at any of the things that float and the things that do not float?
2. A Gouin series is an activity used by foreign language teachers where all steps in an activity are given in order. This can be done using the food (or imaginary food) taught in the lesson. For example: Take an orange, slice the orange, squeeze the orange, pour the juice into a glass, drink the juice. Repeat the same steps over and over in the target language until the students can do the series by themselves.
3. Continue the art activity begun last week using the new colors today.
4. If possible, serve some of the dishes shown as part of these meals. Maybe your room parents would be willing to prepare a typical meal and serve it to your class. Instead of the meal, a tasting party would be fun. Ask each student to bring to class something that they think is traditionally a food in a French-speaking country. This might be a good research idea for the students to look up using resources in the media center or using the internet. Students may be surprised to find that different countries have different kinds of traditional foods. Why do they think there would be differences? Would the climate and geographical location of the country play any role in the types of foods eaten? Are specific foods associated with certain holidays?



## First Step en Français Teacher's Guide

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the First Step en Français suitcase folders.

### Recipe for crêpes

#### Les Crêpes

Crêpes, originally a Breton dish, are a treat at any time in France. In cities and towns, they are often sold from vendors on the street. They are quick and easy to make and can be eaten with delicious fillings such as cheese, mushrooms, chocolate, jelly, or even ice cream.

#### Ingredients:

- 150g plain flour
- 1/4 teaspoon salt
- 2 eggs
- 300ml (1/2 pint milk)
- 1 tablespoon oil
- oil for cooking

Preparation time: 10 minutes

Cooking time: 15-20 minutes

Sift the flour and salt into a bowl and make a well in the center. Break in the eggs and add 150 ml of the milk. Beat in the flour from the sides of the bowl until you have a thick, smooth batter. Gradually add the rest of the milk. Heat a little oil in a frying pan, then pour it off, leaving a very thin coating on the base of the pan. Pour in just enough batter to cover the base of the pan thinly. Tip the pan from side to side to make sure the batter is spread evenly. When bubbles appear on the surface, and the underside is nicely browned, turn the crêpe over with a spatula and cook on the other side for one to two minutes. Make the rest in the same way, re-



## **First Step en Français Teacher's Guide**

oiling the pan and reheating it again for each one. To keep hot, place a saucer upside-down on a large plate over a pan of simmering water. As the crêpes are cooked, drape them over the saucer. If you are going to keep them for a long time or are going to re-heat them, cover the plate with a bowl.



## First Step en Français Teacher's Guide

### Lesson 104 - Going to the Doctor

#### Objectives

1. To learn words related to body parts
2. To learn words for people (man, woman, boy, girl, baby)
3. To review colors and numbers

#### Vocabulary

<b>The Body</b>	<b>Le corps</b>
mouth	la bouche
nose	le nez
head	la tête
ears	les oreilles
eyes	les yeux
hand	la main
leg	la jambe
arm	le bras
foot	le pied



## First Step en Français Teacher's Guide

### People

doctor	le docteur/le medecin
nurse	l'infirmière
man	l'homme
woman	la femme
boy	le garçon
girl	la fille
baby	le bébé

### Before Viewing the Video Lesson

1. Review colors and numbers since they will be used again in the lesson.
2. If your students were to go to the doctor for a check-up, what would the doctor examine? Tell the students that today's lesson will include a trip to a doctor and an accident.
3. You could sing and play the Hokie Pokie game to call attention to body parts (use those from the vocabulary list).

### Description of the Video Lesson

Ryan is drawing a picture of her head (la tête), but she can't seem to get it to look right. Discussing the eyes (les yeux), they review colors.

#### Review

Les couleurs





## First Step en Français Teacher's Guide

Jay smells something cooking so they talk about the senses and which body part is used for each sense (eyes, ears, nose, mouth, and hands). They use the words for the facial features, hands and the senses to answer questions while looking at the pie.

### Review

les yeux, le nez, la bouche, la tête

### Song

les yeux, le nez, la bouche, la tête

Monsieur Dubois shows a drawing and teaches the children body (le corps), leg (la jambe), and foot (le pied). Taylor comes in with her arm (le bras) and hand (la main) injured and in a sling. So Monsieur Dubois teaches all of them nurse (l'infirmière) and doctor (le docteur/le medecin).

### Visit to the doctor for an examination

ears (les oreilles), eyes (les yeux), nose (le nez), mouth (la bouche), hand (la main), arm (le bras), foot (le pied), leg (la jambe)

### Song

Head, shoulders, knees, and toes

### Visit to doctor for nose

très mal

### Review

Bicycle race pictures



## First Step en Français Teacher's Guide

Ryan's family is going to have a baby (le bébé); Ryan wants a sister (la sœur) and definitely does not want another brother (le frère). They all learn the words for man (l'homme) and woman (la femme), as well as boy (le garçon), girl (la fille) and baby (le bébé).

### Review

l' homme, la femme, le garçon, la fille, le bébé

### Review

les couleurs

### Review

Who is this? La fille, le garçon, la mère, le père, la grand-mère, le grand-père, madame, mademoiselle, monsieur

- les yeux
- les oreilles
- le nez
- la bouche

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Review the number and color words as in the lesson.
3. In the lesson Taylor was hurt in a bicycle accident. What was hurt? Review the vocabulary for body parts.
4. Using a drawing of a person, label body parts. You could use one bigger drawing and do this as a class activity with students putting cards with the vocabulary words on them next to each body part. Each student could have a drawing of a body and s/he could write the word for the proper body part on it.



## First Step en Français Teacher's Guide

5. Show pictures of a man, a woman, a boy, a girl, and a baby. Let students match the words and the pictures
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. Do a graph of the hair colors and the colors of your students. Use the French words for the colors and count the numbers in French.
2. In the lesson Monsieur Dubois and the students did an activity related to body parts. Let a student pantomime an activity that involves part of the body (such as brush teeth, wash hands) and the other students give the French name for the part of the body involved.
3. Let the students draw pictures of people and/or their family members then label them using the vocabulary words they have learned. This could also be done as a collage of people cut from a magazine with each labeled.
4. Draw silly pictures of people with one eye, three legs, four arms, two mouths, etc. like they did in the program. Give each student a piece of paper with three or four parts of the body listed on it with an arbitrary number for each. (Use French words for numbers and body parts.) They are to draw their picture using these numbers. Share the pictures with the class.
5. Do a Simon Says type game using the parts of the body. Touchez les oreilles (Touch the ears). Say the words without doing the action and see if the students can touch the correct part of the body. Give students a chance to be the teacher.

**Remember to use the vocabulary words in context as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say la main, etc. Continue to add to the First Step en Français suitcase folder.**



## First Step en Français Teacher's Guide

# Lesson 105 - Shopping at the Department Store

### Objectives

1. To learn words for articles of clothing
2. To relate the article of clothing to the part of the body on which it is worn
3. To learn about the types of clothing worn in France

### Vocabulary

<b>Clothing</b>	<b>Les vêtements</b>
tie	la cravate
shoes	les chaussures
skirt	la jupe
dress	la robe
shirt	la chemise
t-shirt	le tee-shirt
shorts	le short
jeans	le jean
sweater	le pullover



## First Step en Français Teacher's Guide

pajamas	le pyjama
socks	les chaussettes
hat	le chapeau
pants	le pantalon

### Culture

In many French schools the students wear uniforms to school every day. In the cities, most people wear the same kind of clothing as Americans. Different regions of France and different francophone countries do have traditional costumes that are often worn for special celebrations and/or holidays.

### Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 4 on the parts of the body. Students will need these words in today's lesson. Review colors and numbers, as well as the words for man, woman, boy, girl.
2. What are your students wearing to school today? Tell the students that in today's lesson they will learn the French words for different items of clothing.
3. How many girls are wearing dresses, skirts, pants, or sweaters? How many boys are wearing pants, shirts, sweaters, jeans, or T-shirts? Is anyone wearing his or her pajamas? Is anyone wearing a hat? Count the number wearing these and make graphs on the board for boys and for girls.



## First Step en Français Teacher's Guide

5. Where did your students get their clothes? Talk about going shopping for clothes. In today's lesson the students will see a clothing store. Ask them to watch for the things they would buy if they went shopping. Avoid mixing languages.

### Description of the Video Lesson

Monsieur Dubois meets two new children, Ashley and Jordan, whom he kisses on the cheeks. Ryan explains to the girls that it is a tradition in France when one meets people. Ryan draws a picture of her family. The group reviews family members. They learn tie (la cravate) and shoes (les chaussures).

#### Los colores

violet, jaune, bleu, noir, blanc, marron, vert, rouge, rose

They also learn skirt (la jupe), dress (la robe), and hat (le chapeau).

#### Shopping

les chaussures, les chaussettes, la jupe, le pullover, le pyjama, le short

#### Counting hats

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

Monsieur Dubois bought clothes for his nephew. While showing the children what he bought, he teaches them shirt (la chemise), pants (le pantalon), t-shirt (le tee-shirt), shorts (le short), blue jeans (le jean) which students in France also commonly wear, sweater (le pullover), pajamas (le pyjama), and socks (les chaussettes).

#### Song



## First Step en Français Teacher's Guide

The man wants a new tie (la cravate), the woman wants a new dress (la robe), the boy wants new jeans (le jean), the girl wants a skirt (la jupe), a shirt (la chemise) and a hat (le chapeau), the baby wants to take off his shoes (les chaussures)

### Les couleurs

vert, rose, jaune, violet, blanc, bleu, noir, marron

- la cravate
- la jupe
- le short
- la robe
- les chaussures
- les chaussettes

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Hold up different items of clothing and ask the students for the correct vocabulary word. You may want to use real clothes, baby clothes, or doll clothes. You could even use a paper doll of a boy and a girl, as well as their clothes. Ask the question, "Qu'est-ce que c'est?" as you hold up an item. They would answer, "C'est un/une \_\_\_".
3. Play a game of who needs each item of clothing. Let the students tell you whether a man (l'homme), woman (la femme), boy (le garçon) or girl (la fille) would use the item.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

## Supplemental Activities



## First Step en Français Teacher's Guide

1. Play a game of putting a clothing item on a part of the body. Do some correctly and some silly as done in the program (this game could be done with paper dolls and paper clothes at tables in small learning groups).
2. If possible, invite natives of different countries to visit your class. Ask them to wear or tell about traditional dress in their country. If they know the significance of the style, colors, etc., ask them to explain this also. A local college may have an international students association that would be able to assist with this activity.
3. Ask the PE teacher to play races with clothes. Use the relay game idea of packing a suitcase and going on vacation. Put three oversized clothing items (shirt, shorts, hat) in each suitcase, put the suitcases at the starting point (home). Runners pick up the suitcase and run to the second point (vacation location). They open the suitcase, put the clothes on as the word is called out in French, close the suitcase, run around the suitcase once, open the suitcase, take off the clothes (others could again call out the French words), put the clothes back into the suitcase and return home with the suitcase. The next team member then does the same process until the entire team has gone on vacation.

**Remember to use the vocabulary words in context as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line, review vocabulary words in fun ways. Continue to add to the First Step en Français suitcase folders.**





## First Step en Français Teacher's Guide

### Lesson 106 - Visiting the Farm

#### Objectives

1. To learn words related to animals
2. To learn words related to the farm
3. To learn about animals in French-speaking countries

#### Vocabulary

<b>animals</b>	<b>les animaux</b>
dog	le chien
cat	le chat
rabbit	le lapin
farm	la ferme
farmer	le fermier
horse	le cheval
cow	la vache
pig	le cochon
hen	la poule



## First Step en Français Teacher's Guide

rooster	le coq
sheep	le mouton
barn	la grange

### Culture

Even though animals make the same sounds around the world, the way people imitate those sounds is different. In English the sound a dog makes is called bow-wow; in French that sound is called ouah-ouah. In English a rooster says cock-a-doodle-do; in French it is cocorico. In English a chicken says cluck-cluck; in French that chicken says co-co-co-codet.

### Information for the Teacher

Please note the difference in the vocabulary words for male and female animals, for example: le chat and la chatte are both words for cat. Some animals have entirely different words for the male and female animal just as we do, for example: hen (la poule) and rooster (le coq).

### Before Viewing the Video Lesson

1. Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.
2. Depending on the location of your community, ask your students if they have ever visited a farm. What did they see there? What was different from their homes?
3. Tell the students that in today's lesson they will learn the words for different pets and farm animals. They will also learn the sounds that these animals make. Do animals make different sounds in different countries or are the words for these sounds different?



## First Step en Français Teacher's Guide

### Description of the Video Lesson

One of the girls shows Monsieur Dubois a picture of her dog (le chien). Another girl brings her cat (le chat) "Tink" to visit. They discuss the colors of the cat's coat (orange, gris).

#### Count drawing of cats

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

#### Les couleurs

rouge, jaune, noir, blanc, rose, vert, orange, bleu, gris, violet, marron

They all go to the living room where a toy farm is sitting on the table. They learn the words for farm (la ferme), barn (la grange) and farmer (le fermier). Jay shows a picture of a rabbit (le lapin) in a book. He once had one that weighed ten (dix) pounds!

#### Video trip to a farm

children running, farmer riding his tractor, geese, cows, sheep, goat, chickens, pony, horse, barn, cat, cow, pig, and horse

#### Song

On that farm he had a \_\_\_\_\_ that went \_\_\_\_\_.

They pick up different animals and ask what they are called: horse (le cheval), cow (la vache).

#### Song

le cochon, la vache, le cheval

Hen (la poule), rooster (le coq), pig (le cochon), sheep (le mouton) are learned and the sounds of some of the animals are discussed if they are different sounds in French.



## First Step en Français Teacher's Guide

### Song

le chat

### Review

Les couleurs

- le chat
- le chien
- la vache
- la ferme
- le chat
- le mouton
- les animaux
- le lapin
- la poule
- le cheval
- le cochon

## Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Review vocabulary words related to animals. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of "I like..." (J'aime...).
3. Review vocabulary words related to the farm. A toy farm such as the one on the program could be used. Ask if the different animals would be found on a farm.



## First Step en Français Teacher's Guide

4. In the program some children are pantomiming the sounds and motions of animals. As each one finishes his pantomime, other students guess the animal. Let students do this game.
5. Using the pictures, toys or stuffed animals from activity #2, let students tell the color of each animal. For example: le lapin est blanc (the rabbit is white).
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in French.

## Supplemental Activities

1. This would be a good time to introduce a science unit on animals. All of these animals were pets or farm animals.
2. Let students make a collage of farm animals or a three-dimensional diorama showing where the farm animals live.
3. Ask the art teacher to let students make paper mache or clay animals. Be sure the students are able to tell the art teacher the name of their animal in French.
4. There are songs about animals that could be done in music. Students could insert the French sounds and words for the animals in a song like "Old MacDonald."

**Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible.. Continue to add the First Step en Français suitcase folders.**



## First Step en Français Teacher's Guide

### Lesson 107 -Visiting in the School

#### Objectives

1. To learn words related to school
2. To learn words for school supplies
3. To learn about school in a French-speaking country

#### Vocabulary

School	L'école
pencil	le crayon
paper	le papier
eraser	la gomme
book	le livre
scissors	les ciseaux
crayons	le crayon de couleur
ruler	la règle
pen	le stylo
flag	le drapeau



## First Step en Français Teacher's Guide

blackboard	le tableau
map	la carte
door	la porte
desk	la table/le pupître
teacher	le professeur
student	l'élève

### Culture

In France school usually begins early in the morning and ends around four or five p.m. The students generally walk to school, although some do ride a bus. The students and teachers are able to go home for an extended lunch break that usually lasts 1 to 2 hours. The students who live too far from school to go home for lunch eat at the school lunchroom (la cantine) and are supervised as they play on the black top outside the school or work in study hall. Students usually have 2-2 1/2 months off for a summer break. Schools in some countries have different schedules because of the weather conditions in that particular country. For example, in the Caribbean schools do not start until late September and go thru mid-July because of hurricane season. Public school is free and mandatory to children ages 6 thru 16. Many students who can afford it go to private schools.

### Before Viewing the Video Lesson

1. Tell your students to watch and listen carefully as you get out a book bag and put ten different school supply items in the book bag. Tell them the name of the item as you put it in the book bag. Use the following items (colors can be changed or not used if this is too much for your students to remember) a yellow pencil, a purple crayon, white paper, a green book, scissors, a brown ruler, a pink eraser, white glue, a flag and a map. Close the book bag and put



## First Step en Français Teacher's Guide

it on the table. Ask the students to number 1 through 10 on a piece of paper and to write all the items that you put into the book bag. Give them an appropriate amount of time to do so then pull out the items one by one and check the lists.

2. Tell them that in today's lesson they will be learning words related to school. Do they think the items they used will be seen in the program? Ask them to watch for these items.

3. What do they think school would be like in a French-speaking country? Tell them that school in France is sometimes very different from school in some other francophone countries.

4. Discuss uniforms at school, especially if your students do not wear uniforms. Do they think it is a good idea or not? If this is a controversial issue in your community, you may want to avoid this discussion.

### Description of the Video Lesson

The kids come in tired, and Jay brings a bag of school supplies with him that Monsieur Dubois wanted. Fabien and Ryan come in before with a small model of a desk. They learn pencil (le crayon), paper (le papier), and laugh at the word eraser (la gomme). Then they look at Jay's three (trois) books (les livres).

#### Count books

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

The children also learn scissors (les ciseaux), crayons (les crayons de couleurs), ruler (la règle), and pen (le stylo).

#### The school day activities

Beginning with a school bus arriving at school, we see students going to class, eating lunch and doing school work.





## First Step en Français Teacher's Guide

### Review

le drapeau, le tableau, la carte, la porte, la table, le livre, le papier, le crayon, les ciseaux, le crayon de couleur, la règle, le stylo

Pretending to be in a classroom situation, the group identifies teacher (le professeur), students (les élèves), blackboard (le tableau), map (la carte), and flag (le drapeau). They

discuss the colors of the French flag (rouge, bleu, blanc). With the model brought earlier by the children they learn desk (le pupître) and chair (la chaise).

### Song

At school with les élèves – students, le professeur – teacher, le crayon – pencil, l'école – school, la chaise – chair, le livre – book, le stylo – pen

### Count school supplies

un, deux, trois, quatre, cinq, six, sept

- le livre
- le crayon
- le papier
- le stylo
- le crayon de couleur
- la règle
- les ciseaux
- les élèves
- le professeur
- la carte
- le drapeau
- le tableau
- le table
- la porte



## First Step en Français Teacher's Guide

### Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Review the vocabulary words related to school and school supplies. Hold up different items and ask *Qu'est-ce que c'est?* (What is this?) The students would answer *C'est le/la \_\_\_\_\_* (It is \_\_\_\_\_).
3. Use the book bag and items from introductory activity # 1 again. Pull one item out at a time and ask for the French word. Count the items. Encourage expressions like "I have" (*J'ai...*) or "There is" (*Il y a...*).
4. Do the activity that Monsieur Dubois did with the students regarding which item you use to erase, measure, write, color, etc. You can just do the activity rather than using the verbs to describe the activity.
5. Play a game with the school supplies from the vocabulary list (like putting them in a bag where students can't see them). Without looking at the item, the student must identify it just by feeling it and then tell the French word for the item. Practice expressions like "I have a \_\_\_\_\_." (*J'ai un/une...*).
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

### Supplemental Activities

1. Make a large map of the world drawing only the country outlines. Students can practice identifying and labeling Francophone countries. Place classroom objects on the map and have students identify the object and the country it is placed on.
2. Play the rock/ scissors/ paper game in French- *pierre, ciseaux, papier, un, deux, trios!*
3. Make flags of the different Francophone countries. Display them in the classroom with a map of the country.
4. Label all possible items in the classroom with the French word.



## First Step en Français Teacher's Guide

5. If your school does not require uniforms, have a uniform day in your class. Ask all students to wear the same or similar clothes. Discuss what this feels like, using expressions "I like..." or "I don't like."

**Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the First Step en Français suitcase folder.**



## First Step en Français Teacher's Guide

# Lesson 108 - Walking through the Community

### Objectives

1. To learn words related to towns and buildings in the town
2. To learn about the stores and shops in French towns
3. To learn about French towns

### Vocabulary

restaurant	le restaurant
coffee shop	le café
bank	la banque
pharmacy	la pharmacie
cinema	le cinéma
library	la bibliothèque
church	l'église
museum	le musée
hotel	l'hôtel
hospital	l'hôpital



## First Step en Français Teacher's Guide

gas station	la station-service
bakery	la boulangerie
shop	la boutique
supermarket	le supermarché
bookstore	la librairie
coffee	le café
post office	la poste

### Culture

Cities and towns in France are usually built around centre-ville (the center of town), where all the boutiques, fruit, vegetable and meat markets, specialty shops, post office, bakery and pastry shops, churches and municipal buildings are found. Everything is generally located close together. The larger supermarkets and shopping malls are usually outside of the immediate downtown area. Many people live in townhomes and apartments if they live in town. Outside of the city limits there is usually lots of farm land and forests as most people live in the city or town. There are no houses spread out across the land with wide open yards as there are here in the United States.

### Information for the Teacher

One major difference in French to point out to the students is that la librairie is the French word for bookstore. The French word for library is la bibliothèque. This seems opposite from the English words and can cause confusion.



## First Step en Français Teacher's Guide

### Before Viewing the Video Lesson

1. Review previous vocabulary words. In this lesson the words learned relate to food, clothing and counting and they will be used in context.
2. Talk about the stores and buildings in your community. Do you live in a large city or a smaller town? Even if you live in a large city, there are probably many different stores and service buildings that are located in your neighborhood. Use a smaller area as the "town" you discuss. What types of building are found in your "town"? Why are they located where they are? Are they convenient to where the people live? Can people get all the things they need near their homes?
3. Tell the students that in this lesson they will see the types of building in a smaller French town. They will learn the words for these buildings and their purposes. Listen for familiar sounding words and see if they mean what we think they should mean.
4. Show some money from a French-speaking country. You can get international money through banks in the United States. You can also buy play money from foreign language educational supply stores. Discuss the differences in the foreign currency and the American currency as to size, color, etc. If you live near a major airport, you may be able to get foreign currency at the money exchange counter.
5. Talk about the similarities and differences between grocery shopping in France and in the United States.

### Description of the Video Lesson

April is writing a letter to her grandparents in California. Ryan is also writing to her grandparents, but they live nearby. April's family has a restaurant (le restaurant) in San Francisco. Monsieur Dubois' dad owns a small restaurant/ coffeeshop (le café) in France. It is



## First Step en Français Teacher's Guide

next to a movie theatre (le cinéma). He brings down a picture from the wall of his hometown in France. They learn bank (la banque) and pharmacy (la pharmacie) from the map.

### Count money

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix dix, neuf, huit, sept, six, cinq, quatre, trois, deux, un

They also learn post office (le bureau de poste), library (la bibliothèque), and church (l'église). They learn that a famous church in France is the Notre Dame. They also learn school (l'école) and museum (le musée). They learn that a famous museum in France is called the Louvre in Paris.

### Song

Walking through the community: le cinéma, le café, la pharmacie, la banque, la bibliothèque, l'église, l'école, le musée

The children then learn hotel (l'hôtel), gas station (la station-service), hospital (l'hôpital), bakery (la boulangerie), restaurant (le restaurant), store/shop (la boutique), supermarket (le supermarché) and bookstore (la librairie).

### Through the community

bakery, shoe shop, florist, restaurant, library, bank, toy store, card shop, hotel, hospital, fire station, police department

Monsieur Dubois has the children draw items from a bag and tell where one could go to get the items. Books – la bibliothèque and la librairie, medicine – la pharmacie and l'hôpital, coffee – le restaurant, le supermarché, and le café; banana – le supermarché.

### Review

le café, la bibliothèque, le supermarché



## First Step en Français Teacher's Guide

- le café
- le cinéma
- la librairie
- la pharmacie
- le supermarché
- la boulangerie

### Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Review the vocabulary words related to the shops and buildings in a French town. Ask questions about these stores and what is sold at each.
3. Draw a map of your community or of a small French town. Label the buildings with the French words. This would be a good opportunity to review map making skills while reviewing the vocabulary.
4. Count money as done in the program. Use French play money that you purchase or draw and copy for students to use. Use this money to purchase objects from imaginary stores.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. Build a French village using boxes or draw the buildings and tape the papers together to form the village. Several students could work together and be responsible for the different buildings. One group could create the town square and another group could lay out the roads in the towns and get things ready for the buildings. Once this village is completed, let students give tours of the town to each other or to other classes. Let them pretend that they are tour guides for the town hall and are showing tourists around their town.





## First Step en Français Teacher's Guide

2. The lesson began with April writing a letter to her grandparents. Let students pretend they are writing a letter telling about a shopping trip they are planning. Tie this activity into a language arts activity on writing letters.

3. Learn French dances. The PE or Music teachers may be able to help with this activity. French and Créole music is available at music stores and other stores that sell video tapes.

**Remember to use the vocabulary words in context as much as possible in class during the next week. Add words and materials to the First Step en Français suitcase folder.**



## First Step en Français Teacher's Guide

### Lesson 109 - Celebrating Holidays

#### Objectives

1. To learn the days of the week
2. To learn the different seasons and the weather during those seasons
3. To learn about the differences in the calendar and the seasons in France
4. To learn about celebrations and holidays

#### Vocabulary

<b>Week</b>	<b>La semaine</b>
Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche
What day is today?	Quel jour est-ce aujourd'hui?



## First Step en Français Teacher's Guide

Today is...                      Aujourd'hui c'est...

### Seasons

### les saisons

Spring

le printemps

Fall

l'automne

Summer

l'été

Winter

l'hiver

It's sunny.

Il fait du soleil.

It's hot, warm.

Il fait chaud.

It's windy.

Il fait du vent.

It's cold.

Il fait froid.

It's cool.

Il fait frais.

## Culture

The French celebrate some of the same holidays we do here in the United States. Christmas is probably the most celebrated holiday of the year. Christmas is celebrated in France much like it is in the United States. The French decorate Christmas trees and exchange gifts. On Christmas eve the family gets together for a very special meal. Generally they begin to prepare for this meal in early December. A traditional dessert is the yule log (la bûche de Noël). This feast lasts several hours and wraps up in time for the family to attend the midnight mass at church (le



## First Step en Français Teacher's Guide

réveillon). When they return, the children lay out their shoes under the tree in hopes of finding them filled with goodies and gifts from Santa (Père Noël) when they wake up on Christmas day.

### Information for the Teacher

Monday is the first day of the week in many other countries around the world. Their calendars begin with Monday as the first day. This is true in all Francophone countries.

### Before Viewing the Video Lesson

1. Ask your students what day is today? Ask them to name the days of the week. What day do they begin with when they are reciting the days of the week? Tell them that in today's lesson they will learn the days of the week in French. Ask them to listen carefully for something different about the days of the week besides their names. (Note: Monday is the first day of the week on the French calendar.)
2. Ask your students to name the seasons of the year. What season are you in now? Write the names of the seasons on the board and ask students to tell you one word that they think of when they think about each season. List these also.
3. Talk about holidays that are celebrated in your community. Some are celebrated all over the world, some are just celebrated in the United States, and some may just be celebrated in your community. Tell which holidays would fall in each of the above categories and why?

### Description of the Video Lesson

Monsieur Dubois greets the children at the door. Caroline is happy because she is going on vacation. When she is asked when they are going, Caroline says they are going on Friday (vendredi). Monsieur Dubois gets the calendar and shows them the days of the week (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche). He explains that Monday is the first day of the week in French-speaking countries and is, therefore, the first day on the calendar.



## First Step en Français Teacher's Guide

Ryan is excited because her baby sister is being brought home Saturday (samedi). Wednesday (mercredi) is her favorite day because she and her baby sister were born that day.

### **Song**

Days of the week, What day were you born? What is your favorite day?

### **Review**

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Caroline explains what seasons (les saisons) she goes swimming at the lake: spring (le printemps) and summer (l'été). The children drew pictures of their favorite seasons. Caroline naturally drew summer/spring because of her love of swimming. Ryan drew the many colors of leaves in the fall (l'automne), while Jay claimed that the snowman in his picture of winter (l'hiver) was ten (dix) feet tall in real life.

### **Review**

le printemps, l'été, l'automne, l'hiver

In Caroline's picture of spring/summer it is sunny (Il fait du soleil) and it is hot/warm (Il fait chaud). In Ryan's picture it is windy (Il fait du vent) and it is cool (Il fait frais). In Jay's picture of winter it is cold (Il fait froid).

### **Classroom**

Teacher tells a story of a butterfly and seasons and class sings together.

The group discusses different holidays and what they love about them.

Holidays in North America

Christmas, Valentines Day, Easter, the Fourth of July, Halloween and Thanksgiving



## First Step en Français Teacher's Guide

### Review

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

### Follow-up Activities

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary.
2. Review the vocabulary words for the days of the week. The students should learn the names of the days of the week in French and use them as much as possible in context.
3. Talk about the French calendar and emphasize that Monday is the first day of the week. Make a calendar with Monday as the first day and use it in class all week. Let them write their homework assignments on a calendar with the French names for the days. They can then show off their new vocabulary at home.
4. In the lesson Monsieur Dubois asked the children to name their favorite season. Ask your students the same question in French and let them write simple sentences in French about their favorite seasons and then illustrate them.
5. Compare the celebration of Christmas in France to the celebration of this holiday in the United States. Your students may have different ways they celebrate the holiday, based on their family's nationality, religion, and traditions.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. Do a weather chart and track the weather on one of the calendars made as a part of follow-up activity #4. Begin a science unit on weather or seasons.
2. Discuss why the seasons would be different in other francophone countries and North America. Use a globe and shine a flashlight on the earth so that North America gets the most light. Tell the students to pretend that the flashlight is the sun therefore what season would it



## First Step en Français Teacher's Guide

be in North America and why? If North America were hot from the sunlight, what would South/Middle America be like? Since there is less sun then South America would be colder and what would the season be there? Use the word hemispheres to discuss the differences in these areas. Reverse the angle of the sun and ask the questions again.

3. How are holidays celebrated around the world? Let your students do research in the media center. Ask parents or natives of other countries to visit the class to tell about their special holidays. Have some of these celebrations if possible.

4. In one of the lesson's songs, a child's favorite day was the day he/she was born. Ask the students on what day were they born?. They will probably have to ask or you can provide a multiyear calendar or calendars for the years that your students would have been born so they can look up the day of the week. Read the poem "Monday's Child" to the students after they have found the day of the week on which they were born. Do any of the descriptions fit your students or is it just a nice poem?

5. Students can learn French Christmas songs like "Silent Night" or "Petit Papa Noël." These can be found at music stores, in foreign language catalogs and on French-Canadian websites.

**Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in French what day is today (Quel jour sommes-nous aujourd'hui?) and they should answer with "Aujourd'hui c'est \_\_\_\_\_."**



## First Step en Français Teacher's Guide

### Lesson 110 - A Birthday Picnic

#### Objectives

1. To learn words related to parks, nature and having fun
2. To learn words related to sports
3. To learn about celebrations in French-speaking countries
4. To learn about sports in French-speaking countries

#### Vocabulary

<b>birthday party</b>	<b>la fête d'anniversaire</b>
cake	le gâteau
candle	la bougie
How old are you?	Quel âge as-tu?
I'm... years old.	J'ai... ans.
picnic	pique-nique
flowers	les fleurs
tree	l'arbre
sun	le soleil





## First Step en Français Teacher's Guide

moon	la lune
<b>Sports</b>	<b>Les sports</b>
baseball	le baseball
basketball	le basket
tennis	le tennis
soccer	le football
football	le football américain
bicycle	le vélo
tricycle	le tricycle

### Culture

Soccer is the most important sport in French-speaking countries. It could be considered the national game, just like baseball is in the United States. The World Cup and other international soccer matches are major sources of national loyalty throughout the world. Soccer players are considered role models and heroes just as sports figures are in this country.

### Information for the Teacher

The French word for soccer is le football. Students may be confused since it is so similar to our word football. Football, as we know it, is called le football américain in France.



## First Step en Français Teacher's Guide

### Before Viewing the Video Lesson

1. Tell the students that this is the last program in the First Step en Français series. Review with them the things they have learned this year. Use the First Step en Français suitcase folder for this review. The students will probably be very surprised at all they have learned.
2. Ask the students how old they are. What do they think would be the ideal birthday party? Tell them that today's lesson is about birthdays and to listen for words related to a birthday that they know.
3. What are your students' favorite sports? Do a poll and create a graph on the board. Leave this up for a follow-up activity.

### Description of the Video Lesson

The children are helping Monsieur DuBois with a birthday cake. They learn cake (le gâteau) and candles (les bougies). The cake needed five (cinq) candles. Fabien says he is nine (neuf). "J'ai neuf ans." Ryan is nine too. Jay says, "J'ai dix ans." Ryan wants to know how to ask Monsieur Dubois' age. Monsieur Dubois does not tell his age.

#### Children answering the question

Quel âge as-tu?

Teacher has kids count candles on picture of cake, and say color of bike, and sing song using vocabulary.

The children discuss Finley park as a great place to have a picnic (pique-nique) party, and as a great place to ride bikes. They learn bike (le vélo) and tricycle (le tricycle). They mention "*La Tour de France*," a famous bike race held in France every year.

#### Song

Mon vélo



## First Step en Français Teacher's Guide

Ryan speaks of the many trees, plants, grass and flowers. Monsieur Dubois teaches her the words for flowers (les fleurs) and leaf (la feuille). Fabien asks how one says grass, plant and a tree in French. With the cover of a puzzle box Monsieur Dubois points to the picture and teaches grass (l'herbe), plant (la plante), and tree (l'arbre). Jay tells of a story about getting stung by a bee in the park. They all hope the sky (le ciel) is blue and the sun (le soleil) is bright for the birthday party (la fête d'anniversaire).

### In the park

Families have fun together: flying kites, playing

Frisbee, playing, running and rolling in the grass

The group discusses how many sports activities are played at the park. Dubois explains they can be played at night because of light from the moon and stars. They learn baseball (le baseball), basketball (le basket), tennis (le tennis), and soccer (le football) which they are shocked to find out is called "football"! They then learn football (le football américain).

### Review

le football, le football américain, le basket, le baseball, le tennis

### Song

les fleurs, le ciel, l'arbre, l'herbe

- le vélo
- le ciel
- le baseball

## Follow-up Activities



## First Step en Français Teacher's Guide

1. Use the First Step en Français Again video lesson to review the emphasized vocabulary and conversations.
2. Who was having a birthday in the program? What kind of party was it? Review the words related to a birthday party. Joyeux anniversaire is Happy Birthday in French.
3. Discuss in French the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to French names for those sports.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

### Supplemental Activities

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer through out the world. Ask them to talk about some of the players who are known around the world. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing "Happy Birthday" in French.
4. Have a party to celebrate learning French. Have French foods as part of the celebration and afterwards play a game of soccer.



## First Step en Français Teacher's Guide

### Complete Credits

The **Foreign Language Step: French** series was created by SCETV in cooperation with Instructional Television of the South Carolina Department of Education.

### Lesson Plans

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## First Step en Français Teacher's Guide

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