



Next Step en Francais



Teacher Guide



Introduction

First Step, Next Step and Another Step in three world languages

10 fifteen-minute lessons in each series (three different levels that must be used in sequence: First, Next and then Another)

The goal of the STEP series is to provide students with an exciting and positive first experience with a world language and its culture.

Produced in French, Spanish and German, the STEP series is communication based using a thematic center that allows a balance among the basic goals of culture, subject content and language use. The content-based approach draws from and 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 the learning.

Students hear the language spoken then they begin to speak the language. Comprehension is emphasized rather than speaking at the beginning stages of the series, shadowing the process of first-language acquisition. Grammar is presented in context for usage rather than analysis.

In keeping with elementary foreign language standards, target language instruction is consistently conducted in the target language. The learner's native language is used sometimes for instructions, directions or connectivity. This allows the learners to be active constructors of meaning rather than just passive learners.

Each of the fifteen-minute lessons include several segments:

- the storyline of the visitor from the native country who is teaching his/her native language to some young neighbors
- songs which review vocabulary
- visits to actual places in the storyline
- classroom scene with children using the language
- graphics
- repetition/review sequences



AGAIN lessons – Review lessons for each main lesson

10 nine to fifteen-minute lessons in each series

In addition to the main STEP lessons, there is a review lesson for each STEP lesson, which are entitled AGAINS. For example, Lesson 2 in **First Step Espanol** is *Welcome to My House*. The follow-up/review lesson, which is presented by a foreign language teacher, is entitled **First Step Espanol AGAIN – Welcome to My House**. The AGAIN lessons are between 9 and 15 minutes in duration. It is recommended that teachers use the initial main lesson and then follow it with the review lesson for the entire series.

NOTE: These series MUST be used in sequence for continuity of instruction.

First Step comes first, then Next Step, then Another Step in all three languages.

Lesson order should also be used in sequence.

In addition, it is recommended that the AGAIN lessons be used also for the most effective usage of these resources.



Video Listing

Next Step en Francais

Next Step en Francais 201: Meeting Again

What to say in French when you meet someone for the second time, including family members.

(00:15:10)

Next Step en Francais 202: Visiting My House

A variety of French vocabulary words around the house, introduced with prepositions of location.

(00:15:05)

Next Step en Francais 203: Buying Groceries

A trip to the grocery store teaches students a variety of food-related vocabulary words as well as silverware pieces.

(00:15:07)

Next Step en Francais 204: Growing Up Healthy

Tips on how to grow up healthy -- in French. Teaches action verbs and parts of the body.

(00:15:00)

Next Step en Francais 205: Choosing a Present

French vocabulary describing how to select a gift for a friend using words for shapes and activities.

(00:15:00)

Next Step en Francais 206: Playing with Animals

Improve your French vocabulary with words related to pets and action verbs.



(00:15:00)

Next Step en Francais 207: Learning at My School

French words for classes and objects in the classroom and around the school.

(00:14:57)

Next Step en Francais 208: Places in My Town

Directions, landmarks, and other necessary French words to find your way around town.

(00:15:03)

Next Step en Francais 209: Looking at Zoo Animals

A variety of vocabulary words in the context of the zoo, such as animals and geography.

(00:15:15)

Next Step en Francais 210: Celebrating with Friends

How to speak French at any event or party.

(00:15:00)



Lesson 1

Meeting Again

Objectives

1. To learn names of family members
2. To study numbers one through ten
3. To learn the days of the week
4. To study certain colors

Vocabulary

Family Members

father	le père
mother	la mère
son	le fils
daughter	la fille
grandfather	le grand-père
grandmother	la grand-mère
brother	le frère
sister	la soeur
uncle	l'oncle
aunt	la tante
nephew	le neveu



Numbers

one (1)	un
two (2)	deux
three (3)	trois
four (4)	quatre
five (5)	cinq
six (6)	six
seven (7)	sept
eight (8)	huit
nine (9)	neuf
ten (10)	dix

Days of the Week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

Colors

purple	violet (masculine), violette (feminine)
orange	orange



yellow

jaune

red

rouge

Culture

When French people, who know each other, meet they shake hands or kiss. Men tend to shake hands whereas women and men and women kiss on the cheeks.

On a French calendar or agenda book, you'll find that Monday is the first day of the week and not Sunday.

When counting on their fingers, the French begin with the thumb.

Information for the Teacher

1. In French, the first day of the week is Monday.
2. In French, you have to make adjectives agree in gender and number with the nouns they modify. To make an adjective feminine, you usually add an "e" to the masculine one, unless it already has an "e" in the masculine form. To make an adjective plural, you add an "s" to the singular form unless it already ends with an "s" in the singular form.

Before Viewing the Video Lesson

1. Do the general introductory activities for the series if you have not already done so.
2. 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 that only certain words and phrases will be learned from the program.

Description of the Video Lesson

Madame Dubois welcomes children in her house. They brought along pictures of their families. They all sit down on the sofa and talk about each family member. The teacher introduces her own family too.

Video Clip family members



4. Let the children draw, and name in French, one of their family members. Have them color the picture and tell you which colors they are using.

5. Teach the children "Joyeux Anniversaire" (same tune as Happy Birthday).

Joyeux Anniversaire

Joyeux Anniversaire

Joyeux Anniversaire, (child's name)

Joyeux Anniversaire!

Have them sing it to their classmates who are having a birthday.

6. Telephone Game: Copy the international dialing page from your local telephone book. Make a copy for each student. Instruct students in dialing internationally: (011 or zero, un, un) must be dialed first. Show students how country codes, and sometimes city codes, must be dialed before the regular phone number. After practice, have students write 5 international numbers (inventing the regular phone numbers) in 5 minutes. Students trade their work with a partner. The first student to 'translate' the numbers into written French form and determine the country called, wins. I.e. 011 331 649-2315 will look like, "zero, un, un, trois, trois, un, six, quatre, neuf, deux, trois, un, cinq: France, Paris"

Remember to use the vocabulary words 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.



Lesson 2

Visiting My House

Objectives

1. To learn the names of different rooms in a house
2. To learn some descriptive adjectives
3. To study prepositions of location

Vocabulary

Prepositions

inside	dedans
outside	dehors
on (top of)	sur
under	sous
next to	à côté de
between	entre
inside	dans
behind	derrière

Nouns

house	la maison
car	la voiture
train	le train
boat	le bateau



den	le salon
kitchen	la cuisine
dining room	la salle à manger
garage	le garage
yard	le jardin
chair	la chaise
table	la table
armchair	le fauteuil
plate	l'assiette
bed	le lit

Verbs

sit down!	asseyez-vous!
get up!	levez-vous!

Adjectives

big/tall	grand(e)
small/short	petit(e)
new	neuf (neuve)*
old	vieux (vienne)*

Culture

French houses

1. Due to the fact that land is sparse and very expensive, most French houses are two stories and have much smaller yards than American houses.



2. Most French front and backyards are surrounded by fences. French people are very territorial.

3. French houses have shutters that people close in the evening and open every morning. It gives them privacy. Shutters also protect from the heat and the cold.

Information for the Teacher

Some adjectives have irregular feminine forms:

*neuf (masculine) → neuve (feminine)

*vieux (masculine) → vieille (feminine)

Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 1.
2. Ask students previously to bring pictures of their houses or apartments and talk about them (English is appropriate here). Discuss how many floors the house has or which floor in a building they live in. How many people live in their house? What color is their house? What size is their house?

Description of the Video Lesson

The students are again at the teacher's house. They have brought along pictures of their houses. They are describing them, telling about their size, colors, etc. Patrick is embarrassed because his house is pink.

Video clips Little bird introduces, prepositions, descriptive adjectives

The teacher and students play "Simon Says" (Jacques a dit.) She tells the students to do certain things using prepositions of location (on, behind, between, in front of, under).

Video clips Looking for my shoe, Little bird - prepositions

Mme. Dubois and children are sitting around the coffee table. She shows them a house floor plan. She introduces the rooms of the house by saying where each family member is: the baby is in his room, on the bed; the sister, in the den, on a chair; the father, in the garage, behind a car; the mother, in the kitchen, between the table and the chair; the brother, outside, but he rushes inside to go to the bathroom.



Song My House (Ma Maison)

Video clips Houses (Inside and Outside)

sur sous petit(e) grand(e) la maison

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Play a “hide the shoes” game. Take a few shoes and put them under a chair (sous la chaise), on top of a table or desk (sur la table), next to someone (à coté de _____), in between two chairs (entre les chaises). Have students help you find them and tell you the place in French.
3. Draw your house, apartment, mobile home, etc. Label each room in French. Child can then say "My house has _____ bedrooms."
1. Ma maison a _____ chambres (bedrooms) Ma maison a un (one) garage. Ma maison a une (one) cuisine (kitchen). Ma maison a un salon (living room). Ma maison a une salle à manger (dining room).
4. Watch the second scene again. Then if teacher feels comfortable she could ask the children "Où est (child's name)?" Write the prepositions of place on board or on sentence strips. Also put pictures or draw some objects such as table and chairs. We strongly recommend not using English translation. Instead, watch the video activities involving prepositions of place until all feel relatively comfortable with their meanings. Then have a few children stand in a specific place, ‘behind a chair’, ‘next to _____’, ‘in front of _____’. Teacher asks "Où est _____?". Kids respond with preposition of place and object.
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. Play “What is it” games with rooms and furniture? Qu’est-ce que c’est? (What is this?) The students would answer C’est _____ (It is _____) or Ce sont _____ (They are _____). Use pictures of rooms and furniture, or use a dollhouse and furniture.
2. Play similar games as those 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 he is ‘in’.



3. Play with the magic box. Take any object kids know in French and ask "Où est ____?" Let kids answer you with on (sur), below (sous), inside (dedans), outside (dehors) followed by "la boîte" (the box).

Remember to use the vocabulary words 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 suitcase folders.



Lesson 3

Buying Groceries

Objectives

1. To learn the names of ingredients to make a pie
2. To learn words for silverware pieces
3. To learn how to say “I’m hungry, I’m thirsty”
4. To learn numbers eleven through fifteen

Vocabulary

I’m hungry	j’ai faim
I’m thirsty	j’ai soif
It was good	c’était bon
It was bad	c’était mauvais
soup	la soupe
ice cream	la glace
cake	le gâteau
lemon	le citron

Adjectives

red	rouge
green	vert(e)
dirty	sale
clean	propre



warm/hot chaud(e)

cold froid(e)

sweet sucré(e)

bitter amer(e)

Numbers

eleven (11) onze

twelve (12) douze

thirteen (13) treize

fourteen (14) quatorze

fifteen (15) quinze

Ingredients

flour la farine

sugar le sucre

milk le lait

Shapes

triangle le triangle

circle le cercle

Silverware, etc.

fork la fourchette

spoon la cuillère

knife le couteau

plate l'assiette



napkin la serviette de table

Culture

French people love to eat. Their biggest meal is lunch. Most people go home for lunch since they have a two hour break.

They eat “French bread” with every meal. They buy it fresh daily at the bakery. Many people also drink a glass of red wine with their lunch and dinner.

In France, people eat a light breakfast, a big lunch, and a smaller dinner. They usually don’t snack between meals.

Before Viewing the Video Lesson

1. Have apple cut outs or real apples. Do addition and subtraction activities with the apples. You would say “deux et deux font quatre” (two and two is four) or “quatre moins deux égale deux” (four minus two equals two). If this is too complicated for you to do in French, you can do it in English, but don’t mix the languages.
2. Take an apple and split it into $\frac{1}{2}$, then $\frac{1}{4}$ and put it back together.

Description of the Video Lesson

Mme. Dubois is in the kitchen. Amy brought in her apple pie recipe. They are all at the counter talking about what you need to make an apple pie. The teacher checks what she already has and what they need to buy. She also gives them fifteen dollars for the groceries. Jay asks for a glass of milk, which gives him a milk mustache.

Song Les pommes (apples)

Video clips Counting apples (11-15)

The pie is made and in the oven. The teacher cleans the counter top. The pie is now ready. She takes out plates, forks, and napkins for the children. She then goes over the shape of different items in front of the students.

She then cuts a piece of pie for each student and tells them it is sweet. She asks the children if they prefer sweet or salty food.

Video clips At the restaurant



Mme. Dubois goes over the months of the year with the students. She also introduces the seasons and talks about characteristics of certain months and seasons.

Video clips

Food

les pommes grand(e) petit(e)

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Go over the culture section. Make comparisons between meal customs in the US and French speaking countries. You may want to make a Venn Diagram and compare meal customs, schedules and briefly touch on the number of after school activities.
3. 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. Ask for volunteers to participate in a taste test. Blindfold a child, and give him samples of sweet/salty items to taste – allowing class to view items. These items can be those the children have just learned: soup (la soupe), ice cream (la glace) and cake (le gâteau). Ask child if what he tastes is “sucré” (sweet) or “salé” (salty).
2. You could role-play a restaurant situation. Have 3 or 4 children up front sitting at a table with some eating utensils but missing others. The child would ask “Où est...” (Where is...) mon couteau? (my knife?); mon assiette? (my plate?); ma fourchette? (my fork); ma cuillère? (spoon); ma serviette? (napkin). Another child (as a waiter) gives it to them. If they want to say “Here,” ask them to say “Voilà.” Then the “customer” would say “Merci beaucoup”.
3. Create a big graph on the board with a row for each month of the year. Give each child a post-it note and have them write in the number and month when they were born (or their birthday). Then have them come to board and stick their post-it note under the right month. The teacher could ask the children “Combien d’enfants sont en month? (How many children are in ____?) the children can count them and give you the answers.

Remember to use the vocabulary words 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 Next Step French suitcase folders.



Lesson 4

Growing Up Healthy

Objectives

1. To learn action verbs
2. To learn body parts
3. To learn verbs related to body parts (to hear...)
4. To review months (January through May)

Vocabulary

Verbs

to walk	marcher
to march	marcher au pas
to run	courir
to dance	danser
to throw	lancer
to kick (a ball)	shooter
to jump	sauter
to ride a bike	faire du vélo
to turn	tourner
to smell	sentir
to listen to	écouter
to see	voir



to taste goûter

to touch toucher

to open ouvrir

to close fermer

Body Parts

ears les oreilles (F)*

eyes les yeux (M)

nose le nez

mouth la bouche

hands les mains (F)

arms les bras

legs les jambes

feet les pieds

Months

January janvier

February février

March mars

April avril

May mai

to the left à gauche

to the right à droite

drawer le tiroir



window la fenêtre

door la porte

Culture

In French, when abbreviating a date, you start with the day, then the month and year. For example, 12-1-68 is January 12th, 1968.

In France, soccer is the number one sport, then come tennis and cycling. French schools don't have sports teams. They just offer P.E. Anyone who wants to play a team sport can join a local league.

Information for the Teacher

*(F) and (M) indicate the gender, feminine or masculine, of a noun, since in the plural form the article "les" is the same for both masculine and feminine nouns.

Description of the Video Lesson

Two students are at Mme. Dubois' house. A third one, Taylor comes in. She just finished a dance lesson. Mme. Dubois suggests to play a game. She tells the students to do certain things, a certain way. The students have to figure out what it is and do it (dance, slow, fast; march; jump; turn.)

Video Clips At a dance studio, In the yard

Each student was given a different ball. They each have to describe it. Then, they say where they can put it: on head, nose, under feet. Then, they all sing the French song "Alouette" introducing different body parts such as: head, nose, hands and feet.

Video Clips Open/close doors, Drawers/windows, Car turning left/right

Mme. Dubois and the children are gathered round the coffee table, looking at a grid. On one side are body parts, on the other, balls. The students have to tell her what body part you can use to play different ballgames (basketball, baseball, soccer, and football.)

Video Clip At the doctor's

Song En haut, en bas (up, down)



Video Clips	Little bird introduces more prepositions,			Months
les oreilles	les yeux	le nez	la bouche	
les bras	les jambes	les pieds	en haut	
en bas	lance	tourne	vole	
cours	marche	à gauche	à droite	

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Have children draw themselves and label the body parts that they have learned.
3. Teacher could play "Simon Says" by using the vocabulary words. She would say "Jacques a dit marchez (walk), tournez (turn), dansez (dance), écoutez (listen), touchez ... (touch...) le nez (the nose), les yeux (the eyes), etc..."
4. Pick 4 action phrases from the following list. Je marche (I'm walking), Je cours (I'm running), Je marche au pas (I'm marching), Je danse (I'm dancing), Je lance le ballon (I throw the ball), Je shoote le ballon (I kick the ball), Je saute (I'm jumping), Je fais du vélo (I ride a bike). Fold paper in grids of 4-6 boxes. Write one sentence on each grid. (Note: 4th and 5th grade students should be able to copy the phrases themselves) Run copies for kids. Have them draw themselves in each box drawing the appropriate action. Again we recommend no English translations. Watch show until you're comfortable with the phrases.
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. Draw picture of 'person' divided into body parts. This 'person' can be related to the most recent holiday (i.e. la skelette (skeleton); le Père Noël (Santa Claus); le lapin (rabbit), etc.) Make a copy for each student. Ask students to cut out the parts, glue them in their proper placement on construction paper, and to label each part in French. These words can then be read to the teacher or another student for oral practice.
2. Class vs. Teacher Game. Cut out pictures of (or draw) people performing the actions in the Verb Vocabulary (walking, jumping, running, opening, etc.). Point to a card, say the French



word for the action, with the students repeating. Do this several times with different pictures, and then make a mistake! (Ex.: Call “marcher” (to walk) “sauter” (to jump).) If the class repeats the wrong word, the TEACHER gets a point. If they are SILENT, they get a point.

Remember to use the vocabulary words 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 “Lève la main”, etc. Continue to add to the Next Step French suitcase folder.



Lesson 5

Choosing a Present

Objectives

1. To learn shapes and colors
2. To learn names of sports
3. To go over seasons
4. To study more descriptive adjectives
5. To learn names of leisure activities
6. To learn about the weather
7. To learn months (June through August)

Vocabulary

Shapes

triangle	le triangle
circle	le cercle
square	le carré
rectangle	le rectangle

Sports

soccer	le foot/le football
baseball	le baseball
basketball	le basket
football	le football américain



Seasons

spring	le printemps
summer	l'été (m)
fall	l'automne (m)
winter	l'hiver (m)

Adjectives

pretty	joli(e)
ugly	laid(e)
clean	propre
dirty	sale

Activities

to swim	nager
to rollerskate	faire du patin à roulettes
to swing	se balancer
to play	jouer

Weather

it's sunny	il fait du soleil
it's raining	il pleut
it's snowing	il neige
it's cloudy	il y a des nuages/il fait gris
it's windy	il y a du vent/il fait du vent



Months

June	juin
July	juillet
August	août

Numbers

sixteen (16)	seize
seventeen (17)	dix-sept
eighteen (18)	dix-huit
nineteen (19)	dix-neuf
twenty (20)	vingt

Nouns

pool	la piscine
street	la rue
park	le parc
hat	le chapeau
jacket	le blouson

Culture

In France, the weather is mostly temperate: never extremely hot or cold. Therefore, cars and houses do have heat, but not air conditioning. Since it is not humid, there are few insects and windows don't have screens.

Information for the Teacher

In France, le foot or le football only refers to soccer since American football is not played. Le basket is short for basketball. In France, people do not play baseball.



Description of the Video Lesson

Mme. Dubois just came back from shopping when four students drop by to visit.

She shows them what she bought: a present for her brother. She also shows them a triangle pencil box for her niece. She then hands out one of her other purchases to each student who has to describe it (color and shape.)

Amy, who is holding a soccer ball, says she loves soccer and that she has a game today. She also tells them what she has to wear when she plays: a shirt and some shoes.

Video Clips Soccer game, Shapes, Different sports, Summer months, Children's activities, Buying a sport present

Mme. Dubois and the children are all sitting around the table. On the coffee table are different items of clothing. Mme. Dubois suggests they play a game. She is going to say a particular descriptive adjective. The students will have to pick an item of clothing from the table that fits the description best. For example, ugly hat, pretty dress, short shorts, long pants, clean socks, dirty shoes, big t-shirt, small vest.

Video Clip Weather

Song Kids' Activities

Video Clip Counting Apples (16-20)

le printemps	l'été	l'automne	l'hiver
le football américain	le basket	le baseball	le foot
le chapeau	le blouson		

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Group months of the year according to season. Then put a picture of each season in a corner of the room. Have kids stand under the season when they were born.
3. Ask kids "Quel temps fait-il en..." (What temperature is it in...) "printemps?" (spring), "automne?" (fall), "été?" (summer), "hiver?" (winter)? Kids will tell you the weather for



each. “Il neige.” (It snows), “Il fait du soleil.” (It’s sunny), “Il pleut.” (rains), “Il fait du vent.” (It’s windy).

4. Ask students to choose one of the four sports from the lesson and to draw anything related to that sport (equipment, playing area, uniforms, etc.) that incorporates the shapes studied (triangle, circle, square and rectangle). When their drawings are complete, ask children to label the shapes that they found in their sport. i.e. le triangle (triangle), le cercle (circle), le carré (square), le rectangle (rectangle). Post these drawings on the wall and ask students to count in French how many of each shape the class drew in total.

Supplemental Activities

1. Talk about the difference in seasons between northern and southern hemispheres. It is the opposite. Many French-speaking countries lie in the southern hemisphere and have only two seasons – hot and rainy and hot and dry. Make comparisons with cities that are like that in United States.
2. Show a map of the world. Find Canada, Senegal and Madagascar on the map. Ask students which countries might have climates closest to that of the U.S. Mention that all of these are French-speaking countries. Point out France on the map. Ask students to imagine how French came to be spoken in such distant countries from France and discuss.
3. Show kids a ball or pictures of several sports. The children will tell you what season the sport is played in.

Remember to use the vocabulary words 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 Next Step French suitcase folders.



Lesson 6

Playing with Animals

Objectives

1. To learn names of animals and what they do
2. To listen to the story "The Tortoise and the Hare"
3. To study verbs which describe how animals move around
4. To play the guessing game: "What Animal am I?"

Vocabulary

Animals

cat	le chat
dog	le chien
turtle	la tortue
bird	l'oiseau (m)
fish	le poisson
rabbit	le lapin
iguana	l'iguane (m)

Verbs

to drink	boire
to eat	manger
to play	jouer
to go out	sortir



to wash oneself se laver

to sleep dormir

to swim nager

to fly voler

to jump sauter

Adjectives

favorite préféré(e)

wet mouillé(e)

dry sec (sèche)

Who am I? Qui suis-je?

Culture

The French have the most dogs per inhabitant in Europe. Even people who live in apartments own dogs. It creates problems of cleanliness in the streets and on sidewalks. Cities rely on a “special patrol”: the pooper scoopers, to keep their streets clean.

Before Viewing the Video Lesson

Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.

Description of the Video Lesson

Mme. Dubois and the children are around the coffee table looking at fish in a bowl. The fish are hungry. They give them something to eat. Then they talk about their color. Then Mme. Dubois brings out a toy fish and starts describing it and what it does. Mme. Dubois then tells the students the story about the hare and the turtle. She asks the students which one they prefer: the hare or the turtle. One of the girls says she likes cats best.

Song Mon chat (My cat)

Video Clips Animals (Pets), Milou the dog



Mme. Dubois tells the students about certain animals and also asks them how those animals move around. Insects and roosters fly. Fish swim. Horses and sheep walk, run and jump. Rabbits run and jump. Cows walk and ruminates. Frogs swim and jump. Turtles walk and swim. Then Patrick scares Mme. Dubois with a rubber snake he pulls from behind his back.

Video Clips Animals in motion, Children and their pets

Game: Mme. Dubois asks children to imitate certain animals: a cow; a rooster; a fish and a frog.

Video Clip Animal guessing game

le chat	le chien	la tortue	l'oiseau
le poisson	le lapin	l'iguane	nage
vole	saute	marche	glisse

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Review vocabulary words related to pets. 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 locomotion – the way animals move. Show an animal and the children will give you the word for the movement the animal makes. Nage (swims), cours (runs), marche (walks), saute (hops), glisse (slithers), vole (flies). If your children are ready to say sentences, they can add the subject to the acting verb, i.e: Le poisson nage. (The fish swims.)
4. Using pictures, toys or stuffed animals let students tell the color of each animal. For example: Le lapin est blanc (the rabbit is white).
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. Write sentences in French.

Supplemental Activities

1. Create a grid with 6 blocks. In each box put the following phrases. Have children illustrate story.



i. La Tortue et La Lièvre.

(The Turtle and the Hare.)

ii. La tortue et la lièvre faisaient une course.

(The turtle and hare were in a race.)

iii. La lièvre sautait vite.

(The hare jumped quickly.)

iv. La tortue marchait lentement.

(The turtle walked slowly.)

v. La gagnait la course.

(The turtle won the race.)

vi. La lièvre était triste.

(The hare was sad.)

2. Have kids draw their favorite pet. Then write "Mon chien (My dog), chat (cat), oiseau (bird) poisson (fish), ma tortue (turtle), s'appelle ('s name is...).

3. Draw a line from action to animal.

poisson (fish)

vole (flies)

lapin (rabbit)

nage (swims)

chien (dog)

saute (jumps)

chat (cat)

cours (runs)

iguane (iguana)

marche (walks)

4. Create a booklet of the cat song. First, write the lyrics in sequence. Then, illustrate it and have the children sing it by following the words in their booklets. The lyrics are the following.



My cat eats. Mon chat mange.

My cat drinks water. Mon chat boit de l'eau.

My cat plays a lot. Mon chat joue beaucoup.

My cat walks. Mon chat marche.

My cat jumps. Mon chat saute.

My cat cleans himself. Mon chat se lave.

My cat sleeps. Mon chat dort.

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 Next Step French suitcase folders



Lesson 7

Visiting in the School

Objectives

1. To learn names of school supplies and activities
2. To learn names of months (September through December)
3. To study numbers 21 through 25

Vocabulary

Nouns

pencil	le crayon
book	le livre
paper	le papier
scissors	les ciseaux
colored pencil	le crayon de couleur
ruler	la règle
eraser	la gomme
glue	la colle

Verbs

to read	lire
to draw	dessiner
to glue	coller
to write	écrire



to cut découper

to erase effacer

to measure mesurer

to count compter

to like/to love aimer

Months

September septembre

October octobre

November novembre

December décembre

Numbers

twenty-one (21) vingt-et-un

twenty-two (22) vingt-deux

twenty-three (23) vingt-trois

twenty-four (24) vingt-quatre

twenty-five (25) vingt-cinq

Culture

1. French schools' schedule (8:30 AM – 11:30 AM & 1:30 PM – 4:30 PM)
2. Many French students walk or ride their bikes or mopeds to school.
3. French students must study two foreign languages: one for seven years and the other for five years, in order to graduate from high school.
4. They must pass a difficult exit exam "Le Baccalauréat" at the end of high school in order to be able to enter college.



Information for the Teacher

From the time they enter kindergarten, at age three, until they complete high school, French students go through four different schools.

1. L'école maternelle 3 to 5 years old
2. L'école primaire 6 to 10 years old
3. Le C.E.S. (collège d'enseignement secondaire) 11 to 14 years old
4. Le lycée 15 to 18 years old

Description of the Video Lesson

Mme. Dubois is at the board. She draws certain school objects on the board that the children have to guess: a book, a ruler, a pencil, scissors, an eraser, some glue. She also tells them what you do with them: you read, measure, write, cut, erase and glue.

Video Clips At school, Months, School subjects

Mme. Dubois asks the children what their favorite school subject is. Matt prefers art, Lauren soccer and Ryan math. Mme. Dubois then teaches the children how to measure in centimeters: a hand, a foot, a knee, a book and a crayon box. Then they ask Mme. Dubois what her favorite class in school was. It was music.

Video Clips At school, Fractions, Counting apples (21-25)

Matt has to leave. The two girls left have cleaned up for the teacher. Mme. Dubois then explains to them how you compare things or people in French. They compare each other's height, hands and mouths. Mme. Dubois has the biggest mouth.

Song Nous aimons l'école (We like school)

Video Clip School Supplies

le crayon le livre le papier les ciseaux

la règle la colle lis dessine colle

écrit découpe efface mesure compte



Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Create cut outs with the name of each month. Then scramble them and have the students put them back in order.
3. Have the kids make a classroom 12-month calendar in French. Depending on the size of your class, assign one month to a pair of children. They need to illustrate each month with something representative of that month. After the children are done with their month, you can either tape the 12 months separately on the wall or staple them together to create a calendar.
4. Using the calendar the children made, go over the date every day, in French. You will ask "Quelle est la date?" The children will say the day, either "lundi, mardi, mercredi, jeudi, vendredi, samedi, or dimanche", then le (number) (month).
5. Hot/Cold Pronunciation Game: Create a flashcard for each school supply vocabulary item. Choose a student to go out into the hall, while one of the cards is hidden. When student re-enters to search for the hidden card, the class says the vocabulary word LOUDER as the student gets progressively closer to it. (Ensure that students use the vocabulary word, in lieu of "hot/cold", in order to practice their vocabulary pronunciation.)
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. Each child creates a weekly calendar. Children fill it in with their weekly school schedule. Have them put art, music, PE, computer, Math, French (in French).
2. Teacher or children can ask each other "Qu'est-ce que tu prends le (day)?" (What do you take on _____?). Student responds "Je prends....." (I take...) l'arte (art), l'éducation physique (P.E.), la musique (music), les maths (math) le français (French), etc.
3. Have children measure classroom objects in centimeters and tell you in French how many centimeters the object measures.
4. Group several classroom objects (books, pencils, rulers, crayons). Ask "Il y a combien de _____?" (How many _____ are there?) Students respond in French.
5. Have a grid with removable numbers. Take one number out at the time. Ask which number is missing or "Quel numéro manque?" Children respond in French.
6. Roll 2 or 3 dice. Have kids tell you total number was rolled.



Remember to use the vocabulary words 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 Next Step French suitcase folder.



Lesson 8

Places in Town

Objectives

1. To learn names of certain professions
2. To study names of certain workplaces
3. To learn and review prepositions of location
4. To learn how to give directions

Vocabulary

Nouns

fireman	le pompier
doctor	le docteur/le médecin
librarian	la bibliothécaire
baker	le boulanger
hospital	l'hôpital
library	la bibliothèque
bakery	la boulangerie
north	le nord
south	le sud
east	l'est (m)
west	l'ouest (m)



Prepositions

near	près de
far from	loin de
next to	à côté de
between	entre

Information for the Teacher

Watch out for the false cognate “librairie.” This word means bookstore. “Library” in French is “la bibliothèque.”

Before Viewing the Video Lesson

1. Review previous vocabulary words.

Description of the Video Lesson

Mme. Dubois is talking to the children about different professions. On the coffee table are several items that relate to different professions. The teacher tells the children about each one: the hat of a baker, the stethoscope of a M.D., the helmet of a fireman, the reading glasses of a librarian.

Then, each student has to describe the profession assigned to them.

Video Clips Professions, At the bakery

Mme. Dubois shows the students a city map. She asks the different “pretend workers” where each one works: the M.D. works at the hospital, the baker at the bakery, the librarian at the library. She then asks the students to locate different buildings using prepositions such as: near, between, next to and far from.

Video Clips Public places, Little bird introduces, More prepositions of location

Song Allons en ville



Mme. Dubois shows students a city map. She asks each student to take a toy car and to go to a certain place. Each student explains how he gets there using the direction terms: east, west, north and south.

Video Clip East, West, North, South

le pompier le docteur/le médecin la bibliothécaire

le boulanger la boulangerie l'hôpital la bibliothèque

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. In French, practice giving directions using left, right, north, south, east and west.
3. On a sheet of butcher paper, draw a large circle simulating a city (une ville). Have flashcards of various buildings placed in the 'city'. Ask students to say in which direction of the city the buildings are found. i.e. "La bibliothèque est au nord." (The library is to the north.)
4. In the town that you have created (#4), or using miniature buildings, hide pictures of the librarian (la bibliothécaire), the fireman (le pompier), the doctor (le docteur/le médecin), and the baker (le boulanger). Ask the students, "Où est le..." (Where is the...?) followed by a profession. Students will answer, "dans" (in), "à côté de" (next to), "entre" (between) – followed by a building name.
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. Draw your city or an imaginary town area or pull the one you drew for Level I. Find the bakery (la boulangerie), hospital (l'hôpital), fire station (la station de pompiers), and the library (la bibliothèque). Ask children "Où est _____?" The children will respond with preposition of place: à côté de (next to), entre (in between), près de (near), loin de (far).
2. Show kids a map. Ask them where a country is in comparison to the U.S. They will respond by saying au nord, au sud, à l'est, à l'ouest.

Remember to use the vocabulary words as much as possible in class during the next week.

Add words and materials to the Next Step French suitcase folder.



Lesson 9

Zoo Animals

Objectives

1. To learn names of certain animals
2. To learn verbs of motion regarding those animals
3. To learn names of some continents
4. To study and review some descriptive adjectives

Vocabulary

Nouns of Animals

monkey	le singe
elephant	l'éléphant
polar bear	l'ours polaire (m)
tiger	le tigre
wild boar	le phacochère
giraffe	la girafe
flamingo	le flamand rose
lion	le lion
turtle	la tortue
octopus	la pieuvre
penguin	le pingouin
snake	le serpent



Verbs

to climb	grimper
to walk	marcher
to swim	nager
to be sleepy	avoir sommeil

Continents

North America	l'Amérique du Nord (f)
South America	l'Amérique du Sud (f)
Africa	l'Afrique (f)
Asia	l'Asie (f)
Australia	l'Australie (f)
Antarctica	l'Antartique (m)
Europe	l'Europe (f)

Adjectives

beautiful	beau (belle)
tall	grand(e)
wet	mouillé(e)
ferocious	féroce
small	petit(e)
ugly	laid(e)

Information for the Teacher

In French schools, children learn that there are five continents: America, Europe, Asia, Africa and "Oceania" which encompasses Australia, the South Pacific Islands and New Zealand.



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. Have a global map. Have cut-outs of pictures of animals. Show animal. Student names it in French and puts it on right continent on the board.
2. Using a large “Twister”-type game mat, place drawings of various animal parts on the circles. Students close their eyes and toss a beanbag onto the mat, opening their eyes and naming the animal part the beanbag lands upon and an animal possessing that part.

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?) and they should answer with “Aujourd’hui c’est _____.”



Lesson 10

Celebrating with Friends

Objectives

1. To review vocabulary learned throughout the previous nine lessons
2. To hear the story “The Lion and the Mouse”
3. To learn two songs: “Frère Jacques” and “Tête-Epaules-Genoux et Pieds”

Vocabulary

I’m _____ years old.

J’ai _____ ans.

I’m from _____.

Je viens de _____.

All is well that ends well.

Tout est bien qui finit bien.

head

la tête

shoulder

l’épaule (f)

knee

le genou

foot

le pied

mouse

la souris

Information for the Teacher

In France, when you introduce a person to another you say: “Paul, je te présente Pierre” (Paul, this is Pierre). Both people then shake hands and say: “Enchanté” (Pleased to meet you).

Before Viewing the Video Lesson

1. Tell the students that this is the last program in the Next Step French series. Review with them the things they have learned this year.



Description of the Video Lesson

Jeremy, a nine-year-old French boy is visiting Mme. Dubois who introduces him to the other children. They ask him how old he is and where he is from. Two more children drop by. They decide to play a game. They blindfold students who, through asking questions, have to guess who is in front of them.

Video Clips Review adjectives, Houses, Animals, Prepositions

Mme. Dubois tells them the story of “The Lion and the Mouse.” One day, in the forest, a lion catches a little mouse. The petrified rodent manages to persuade the lion to let her go. Some time later, the mouse finds the lion caught in a trap. He begs the mouse to help him out. The mouse remembers how the lion let her go instead of eating her and, with her little teeth, frees the lion from the net. All is well that ends well.

Video Clips Open/Close, Soccer, Weather

Song Mon chat (My cat)

Mme. Dubois and children decide to sing “Frère Jacques” and “Tête, épaules, genoux et pieds (head, shoulders, knees and toes.)”

Video Clips Fish, Professions

Song Nous allons au Zoo

il fait beau c’est nuageux il pleut il fait orage

il neige le triangle le carré le cercle

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Who had a birthday party 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 the world over. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing the Happy Birthday song as it is done in French-speaking countries. Listen to French music and talk about the rhythm and the types of instruments used.
4. Have a party to celebrate learning French. Have French foods from different countries as part of the celebration, sing French songs and afterwards, play a game of soccer.

Remember to review the vocabulary words as much as possible in class during the rest of the year. Encourage the students to use the language. Give them many different opportunities to experience the language even after you have finished viewing the lessons in Next Step en Français.



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