

TEACHER'S GUIDE

FRENCH SET 1



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Language Together® French for Kids Set 1 introduces 100 thematic vocabulary words, 50+ high frequency words and fun cultural phrases in a story-based immersion format. The series is suitable for preschool to early elementary students (approximately 3 to 8 years old) and for native and non-native speakers. The books support communication, pre-reading and review activities, and are designed for flexible use.

In this Teacher's Guide, we provide suggestions and integrated activities for using Set One that support ACTFL World Readiness Standards for Learning Languages.

French for Kids Set 1 includes:

- 10 Books/10 Themes (16-pages each) in French with English translation at the back
- Online Audio (narrated by native French language teachers)

languagetogether.com/online/french1

French for Kids Set 2 is now available, with 100 new vocabulary and 10 themes: Feelings, Verbs, Food, Tableware, Bedtime, Art Supplies, Nature, Jobs, Furniture, and Deliveries.

Also available in Spanish, Mandarin Chinese, Italian, and German.

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I. SET 1 GUIDE

This section features activities and tips that can be used across all 10 books in Set 1. Several of the activities require picture cards. Use cards you have in your classroom or have students draw a set.

A. READING THE STORIES

BEFORE YOU READ:

- Show students the cover of the book.
- Read the title.
- Ask students what they see on the cover. Repeat and expand on their answers, pointing to the picture.

READING THE STORY:

- Read the story aloud.
 - Read slowly.
 - Point to pictures to clarify the meaning of the text.
 - Use expression and gestures to enhance the meaning of the story.
 - If you are using the Online Audio [languagetogether.com/online/french1](https://www.languagetogether.com/online/french1), show students the illustrations and point to clarify the meaning of the text.
- Read the story a second time, asking questions to reinforce the theme vocabulary. Ask “Where is/are?” questions that students can answer by pointing. Ask “How many?” questions that students can answer by pointing and counting.
- Use the Online Audio for independent reading. You can do this before or after any of the activities.

AFTER YOU READ:

B. RECEPTIVE VOCABULARY ACTIVITIES

Students need to hear new vocabulary repeatedly. Choose several of the following activities to reinforce the vocabulary from each story before doing the Productive Activities.

1. Questions Answered by Pointing or Repeating

Ask questions using the theme vocabulary that students can answer by pointing or repeating:

- “*Where is...?*” Place pictures of the theme vocabulary around the room. Students answer by pointing.
- “*Who has...?*” Give students picture cards to hold up. Ask “*Who has the elephant?*” If students can’t answer, provide a choice: “*Maria or Joe?*”
- Yes-no questions. “*Does Amanda have the snake?*”
- Choice questions. “*Is it a snake or a sheep?*” “*Does Amanda have the snake or the elephant?*”

2. Actions

Invent actions or gestures for each word.

- Do the actions for the students, e.g., Say “*I’m a lion!*” (Do action.) “*I’m a fish!*” (Do action.)
- Have students do the actions: Say, “*We’re lions!*” (Do action.) “*We’re fish!*” (Do action.)
- Once students can recognize the words, ask the students to do the action before you do it.
- Use the context of the book to do the actions.
 - *Abracadabra!*: “*What’s in the hat?*” “*It’s a fish!*” (Do action.)
 - *Bon appétit!*: “*What are we eating on the picnic?*” “*We’re eating a popsicle.*” (Do action.)

3. Order Picture Cards

Give students picture cards or make images of cards as a group activity:

- Students place picture cards in order as you say them: *“Put the rabbit first.” “Next, put down the fish.”*
- When students can place cards down one at a time, give them two or three words at once to place in the order as you say them: *“Put down the snake, the elephant and the bear.”*

4. Identify Illustrations from a Description

Ask students *“What page?”* with a description of the illustration. Students locate the page and answer with the page number. For example, with *Abracadabra!*, you can ask, *“What page is the snake on?”*

5. Bingo

Students lay out nine picture cards randomly in a 3 x 3 grid. Call out vocabulary words and students will place markers on the cards. The first student to have three in a row horizontally, vertically, or diagonally wins.

6. Teach with the Online Audio

Using the Online Audio [languagetogether.com/online/french1](https://www.languagetogether.com/online/french1), students take on the role of the teacher. They show the book and point to pictures of the vocabulary as the audio plays.

C. PRODUCTIVE VOCABULARY ACTIVITIES

Students need to use new language repeatedly. Choose several of the following activities to reinforce the vocabulary from each story.

1. Questions with Additional Familiar Vocabulary

Open the book and show two illustrations. Ask questions that students can answer using the theme vocabulary. For example, “*Which animal is green?*” “*Which animal is bigger?*” “*Which animal do you like more?*” If students are not sure how to respond, provide a choice: “*The snake or the sheep?*”

2. Find and Name with Additional Familiar Vocabulary

Ask students to find a picture in the book based on a characteristic. There will often be more than one possible answer. For example, for *Abracadabra!*, you could ask, “*Find a gray animal in the book. What is it?*” “*Find a big animal in the book. What is it?*” “*Find a scary animal in book. What is it?*”

3. Choral Sentence Completion

As you read the story aloud to the class, pause at the theme vocabulary. Students complete the sentence by saying the word as a group.

4. Guess the Drawing

List the theme vocabulary on the board. You can start with a partial set of words. On the board, draw a small part of a picture. Ask students which word it is. Students guess once. If they guess wrong, draw a little more and ask again.

5. Order Cards (Pair Work)

Students put picture cards in order as a barrier activity. Each student has a set of cards. Stand a folder between them so they cannot see each other’s cards.

- One student puts the cards in a line and tells her partner the order. Her partner listens and places cards in the same order. They lift the barrier to see if the order is the same.
- Or provide students with a frame: “*First, put the____.*” “*Next, put the____.*” “*Next, put the____.*”

6. Mystery Card (Pair Work)

This is an information gap activity. Two students play with nine picture cards and a reference word list or reference set of pictures.

- Remove one card from the set of 10 cards. Place the cards in a pile face down. Each player takes four cards. The last card remains face down on the table. This is the mystery card the players are trying to guess.
- Player A begins by asking her opponent about a card that she does not have in her hand. For example, “*Do you have an elephant?*” If Player B has the card, she answers “*Yes*” and puts the card on the table face up. Then, it is Player B’s turn to ask about a card.
- At any point, if a player asks a question and her opponent answers “*No*,” she has discovered the mystery card. The player who asked the question turns over the mystery card and receives one point. The players mix the cards face down on the table and begin again.
- The first player to five points wins. If there is an odd number of students, two students play as a team.

7. The Chain Game (Small Group)

This cumulative game has the structure of, “*I’m going on a trip and I’m taking ____.*”

Provide an introductory phrase related to the story. For example, for *Abracadabra!*, use, “*In the hat there is ____.*” With *Amusons-nous!* use “*I like ____.*”

- Place picture cards face down in the center of the small group.
- A student chooses a picture card, displays it, and completes the sentence.
- Each student repeats the list and adds their word.

- For example, one student begins, *“In the hat, there is a rabbit!”* The next student says, *“In the hat, there is a rabbit and... (draws card and shows it)... a snake!”* The third student says, *“In the hat there is a rabbit, a snake and...(draws card and shows it)... a sheep!”*

8. Memory with Picture Cards (Pair Work or Small Group)

Play *“Memory”* by placing cards face down and turning them over to find matching pairs. Encourage students to say the words for the pictures as they turn over each card.

D. EXTENSION ACTIVITIES

Students need repeated opportunities to practice a new language. Choose several of the following activities to give students additional practice with the vocabulary from each story.

1. Ordering with Prepositions

Give students picture cards or make a set of picture cards for the group. Students place picture cards in order as you give instructions:

- *“Put down the rabbit first.” “Next, put down the fish.”*
- Then give instructions to change the placement of the cards: *“Put the rabbit BETWEEN the fish and the snake.” “Put the elephant to the RIGHT of the rabbit.”*

2. Draw A Scene

Students draw an original scene that incorporates 5-10 of the theme vocabulary words. After drawing their pictures, students describe the picture to a friend or the class.

3. Act It Out

Students work in small groups to create and practice a skit based on the book. Groups present their skit to the class.

4. Say It Like This

Chorally repeat lines from the book with different expressions and in different voices.

Tell students how to say the sentence, modeling the voice as you give the instruction.

For example:

- “Say it *QUIETLY*.” (Use a quiet voice to give the instruction.) Students all respond together.
- Try instructions like: “Say it *LOUDLY!*” “Say it in an *ANGRY* voice.” “Say it in a *SAD* voice.” “Say it in a *HAPPY* voice.” “Say it in a *BORED* voice.” “Say it in a *FRIGHTENED* voice.” “*SING* it!”
- Then use a new sentence.

5. Word Sort

Give students categories and have them sort picture cards. You can do this as large or small group. The categories can be related to meaning. For example:

- “Animals with two legs,” “Animals with four legs,” “Farm animals,” and “Wild animals.”
- Students can also sort according to the number of syllables or they can put cards in alphabetical order.

II. BOOK GUIDES

This section features suggested activities tailored to each specific book.

All 10 books in Set 1 feature Online Audio for independent reading

[languagetogether.com/online/french1](https://www.languagetogether.com/online/french1).

A. BONJOUR! - INTRODUCTION

1. Enhance Your Lesson

- Incorporate the context of a house and family into the vocabulary activities. For example, when you are going to show pictures, pull them out of a box decorated as a house.
- Have students bring in pictures of their family or draw a picture of their family. Use the pictures as visuals for activities.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

- “*Je m’appelle*____.” In a circle, students roll a ball or toss a ball to each other. Students say “*Je m’appelle*____” when they catch the ball.
- *Puppet Meet and Greet*: Students make finger puppets by drawing a simple face on a finger or on a strip of paper to tape around their finger. Student puppets greet each other and introduce themselves.

3. Make a Cultural Connection

The foods shown in the illustrations are typical of breakfast in the US. Show children photographs of typical breakfast foods in France such as “*un croissant*,” “*une tartine*,” “*du chocolat chaud*,” etc., as well as foods from other French-speaking countries. Ask children what they usually eat for breakfast and acknowledge diverse backgrounds.

4. Use the Book with Additional Themes

Use the illustrations in *Bonjour!* with a food theme.

B. ABRACADABRA! - ANIMALS

If you are working with preschoolers or kindergarteners, they may not be familiar with magicians. To provide context for the story, explain what a magic show is and tell them that magicians often pull a rabbit out of a hat.

1. Enhance Your Lesson

Incorporate the idea of a magic show into the vocabulary activities. For example, when you are going to show students a picture, say “*Abracadabra!*” and pull the picture out of a hat or from under a handkerchief with a flourish.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

- “*Où est ___ ?*” Incorporate the question “*Où est ___ ?*” into vocabulary activities when students are choosing between pictures.
- “*Zut!*” Play a game where students pass a ball around a circle as music plays. When the music stops, the student holding the ball drops it and everyone says “*Zut!*” That student steps out of the circle, but continues to say “*Zut!*” when others drop the ball.

3. Make a Cultural Connection

- The animals in *Abracadabra!* are from different parts of the world. Talk about animals from Francophone West Africa that the magician could pull out of her hat. Locate the region on a map and show pictures of native animals, such as *l'éléphant, le chimpanzé, et la girafe*.
- Show a short clip of a video of a magic trick in French. There are many videos available online.

4. Use the Book with Additional Themes

Use the illustrations in *Abracadabra!* as part of an emotions theme. Ask students to identify how the girl feels in each illustration.

C. FOU DE COULEURS - COLORS

1. Enhance Your Lesson

- Bring colored objects such as scarves, balloons, balls or plastic cups to use as visuals and manipulatives.
- In clear plastic bottles, color water red, yellow, blue, and white (add a little milk or paint). Use the bottles as visuals as you practice the vocabulary. In class, combine the colors in additional bottles to create green, orange, purple and pink for more vocabulary practice.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

- “*Je vois*___.” Incorporate “*Je vois*___” into the vocabulary activities. For example, for The Chain Game (see Vocabulary Activities, page 8), make the introductory phrase, “*je vois*___.”
- When you describe illustrations for students to find (see Vocabulary Activities, page 6), ask: “*Dans quelle page est-ce que tu vois...?*” with a description of the illustration. Students locate the page and answer with the page number and “*Je vois*___.” Provide a model for students: “*Dans la page* ____, *je vois* _____.”

3. Make a Cultural Connection

- In the story, the characters create a masterpiece. Explain that “*chef d’oeuvre*” is used to describe an artist’s best work. Show masterpieces by artists from France and other Francophone countries, such as:
 - Paul Gauguin
 - Henri Matisse
 - Pierre-Auguste Renoir
 - Claude Monet
 - Henri Rousseau
- Look at images of flags from French-speaking countries (e.g., France, Canada, Belgium, Switzerland, Luxembourg, Vietnam, and Francophone West Africa) and talk about the colors on each flag.

4. Use the Book with Additional Themes

- Use the illustrations to review vocabulary from *Beaucoup de formes!* Students look for squares, rectangles, circles, stars, and triangles. Some of the shapes are hidden in the characters' art.
- Use the book with a friendship or cooperation theme. In the story, the reader sees the characters painting individually and does not see the whole picture until the end. Talk about how each of the characters contributes to the masterpiece.

D. CHIC ET CHOUETTE! - CLOTHING

1. Enhance Your Lesson

Bring in doll clothes or baby clothes to use as props.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

- “*Je mets ____.*” Incorporate “*Je mets ____*” into the vocabulary activities. For example, act out putting on each piece of clothing saying “*Je mets*” when you teach Actions (see Vocabulary Activities, page 5) for the words.
- Make the introductory phrase “*Je mets ____*” when you play The Chain Game (see Vocabulary Activities page 8).

3. Make a Cultural Connection

- Show photos of traditional winter hats, gloves and scarves from French-speaking countries such as Francophone Canada and Switzerland.
- Using a map, talk about which areas of the world are French-speaking and how much snow those regions get (if any).
- Show a video clip of the festivities at the Carnaval de Québec. Be sure to feature the Bonhomme de Carnaval, the Ice Hotel, and a dog sled race.

4. Use the Book with Additional Themes

Use the illustrations in *Chic et chouette* with a body parts theme. Describe and ask about the pictures: “*Le pantalon est sur la tête.*” “*Où est le pantalon?*” “*Où est-ce qu’on met le pantalon?*”

E. PHOTOS RIGOLOTES! - FACE & BODY

Students may not be familiar with photo booths. To provide a context for the story, explain what a photo booth is and that the photos are in strips.

1. Enhance Your Lesson

There are photo booth apps available for most devices (e.g., Pocketbooth, Simple Booth). The apps are designed to create photo strips like the ones in the illustrations. Create photo strips to use as visuals as you practice the vocabulary. Have students create photo strips too.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

Incorporate “*Souris*” into your lesson, e.g.,

- When a student is doing something silly, say “*Souris!*” and pretend to take the student’s picture.
- When a student answers a question correctly, respond “*Oui! Souris!*” and again pretend to take the student’s picture.

3. Make a Cultural Connection

The vocabulary includes the word “*dents*.” Tell students that in many French-speaking families, when a child loses a tooth, a mouse takes it away. Ask them what happens when they lose a tooth and acknowledge diverse backgrounds. (With young learners, be sensitive to their awareness of reality!)

4. Use the Book with Additional Themes

Use the illustrations to practice ordinal numbers. List the characters on the board. Identify the body part on a page with a strip of three photos, and ask students which character is in the “*première*,” “*deuxième*” and “*troisième*” photo from the top. For example, say “*Regardez les têtes folles.*” “*Qui est dans la troisième photo?*”

F. FÊTE DES FRUITS! - FRUITS

1. Enhance Your Lesson

Make a *salade de fruits* with some fruits for students to taste. Bring in an unfamiliar fruit for students to try.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

“*Oui*,” “*Oui, s’il te plaît/s’il vous plaît*,” “*Non, merci*”:

- Hand out scraps of green, purple, red, yellow, and orange paper.
- Show students a picture of a fruit and ask if they want it.
- If their color matches the color of the fruit, they respond “*Oui, s’il te plaît.*”
- If their color does not match the color of the fruit, they respond “*Non, merci.*”
- If they answer “*Oui, s’il te plaît*,” pretend to give them the fruit and they pretend to eat it.
- Students act out the exchange in the book. They ask each other if they want a fruit and respond “*Oui, s’il te plaît*” or “*Non, merci.*”

3. Make a Cultural Connection

- Talk about how tropical fruits such as dragon fruit, carambole (starfruit), papaya, pineapple, passionfruit, and guava are staples of the Caribbean diet (where French is one of the official languages). Show photos of fruit in markets in the Caribbean or other French speaking countries in Europe or Africa.
- Find a song about fruits, such as “*Pomme de reinette*,” to sing with the students.

4. Use the Book with Additional Themes

Use the illustrations in *La fête des fruits* to practice numbers by counting the fruit.

G. DES CHIFFRES CHOUETTES! - NUMBERS

1. Enhance Your Lesson

Give each child ten small items such as plastic counting bears or paper balls. Hand out a picture of a mouse (like the one on page 5 of the book) with its hands up. Children put counters onto the picture to make the mouse juggle. Have them add counters or take them away to work with numbers.

2. Integrate *Useful Words and Phrases* from the inside Front Cover

“*Vite, vite!*” Have a relay race. Students cheer their teammates on saying “*Vite, vite!*”

3. Make a Cultural Connection

Teach a traditional counting rhyme, such as the choosing rhyme, “*Un, deux, trois, nous irons au bois*”:

*Un, deux, trois,
Nous irons au bois.
Quatre, cinq, six,
Cueillir des cerises.
Sept, huit, neuf,
Dans un panier neuf.
Dix, onze, douze,
Elles seront toutes rouges.*

4. Use the Book with Additional Themes

Use the illustrations in *Des chiffres chouettes!* with an emotions theme. Ask students to identify how the characters feel in each illustration.

H. BON APPÉTIT! - SNACKS

1. Enhance Your Lesson

- On the first two pages, point out the animals hiding behind the hill, waiting for the children to go wash their hands.
- Incorporate the context of a picnic into your activities. For example, when you are going to show pictures, pull them out of a cooler, basket, or box.

2. Integrate *Useful Words and Phrases* from the inside Front Cover

- “*J’aime*” Incorporate “*J’aime*” into the vocabulary activities. When you are showing picture cards ask yes-no questions such as “*Tu aimes la glace?*” Ask comparison questions such as “*Qu’est-ce que tu aimes le plus? Le lait ou le jus?*”
- Do a sticky note survey. Choose three or four foods. Make a column for each food on the board or poster board. Give students a sticky note to draw or write which of those foods they like best. Students put their sticky note in the correct column saying “*J’aime ___ / Je n’aime pas ___.*”

3. Make a Cultural Connection

The French love to have a “*pique-nique*” just like the children and animals in this story. Show photos of the various food items that might be included in a French picnic such as cheese, quiche, salami meat, and French bread and discuss the delicious flavors and colors!

4. Use the Book with Additional Themes

- Use the illustrations in *Bon appétit!* to practice prepositions. Describe and ask about the position of characters and objects in the pictures.
- Read *Bon appétit!* as part of a nutrition theme.

I. BEAUCOUP DE FORMES! - SHAPES

1. Enhance Your Lesson

There are many shapes on each page of the book. Use all the illustrations to reinforce the theme vocabulary.

- Use a felt board or smartboard to incorporate stacking shapes into the vocabulary activities. As you talk about a shape, put it on top of the other shapes to make a tower.
- Use colored blocks as visuals and manipulatives.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

Look at images of flags from French-speaking countries (e.g., France, Canada, Belgium, Switzerland, Luxembourg, Vietnam and Francophone West Africa). Ask *“Quelles formes est-ce que vous voyez?”*

3. Make a Cultural Connection

- Show students paintings by the French painter Georges Braque, which illustrate the creative use of shapes to create art, particularly those from his Cubist period, such as *“Head of a Woman”* or *“Bottles and Fishes.”*
- Have students draw or paint their own abstract masterpieces using shapes and colors expressively.

4. Use the Book with Additional Themes

Use the book with preposition vocabulary. Describe the position of the shapes in relation to each other and the mouse.

J. AMUSONS-NOUS! - TOYS

1. Enhance Your Lesson

Bring the toys in the story to class to use as props for teaching the vocabulary.

2. Integrate *Useful Words and Phrases* from the Inside Front Cover

“*Qu’est-ce qui est génial?*” Do the “*Say It Like This*” Activity (see Vocabulary Activities, page 10). Chorally repeat lines with “_____ *sont géniales/géniaux*” from the book with different expressions and in different voices.

3. Make a Cultural Connection

The vocabulary includes the word “*balles*.” The illustration shows a soccer ball and a tennis ball. Talk about the popularity of soccer and tennis in Europe. Show a short French-language video clip of a goal in a soccer game from France or another French-speaking country.

4. Use the Book with Additional Themes

Use the illustrations to review vocabulary from *Chic et chouette!*



French for Kids: Supported Themes



SET ONE	Family	Animals	Colors	Clothing	Body Parts	Numbers	Food/ Tableware	Shapes	Toys	Household items/ Furniture	Verbs	Art Supplies	Emotions	Nature	Professions	Daily Routine
Bonjour!	✓		✓				✓			✓			✓			✓
Abracadabra!		✓	✓										✓			
Fou de couleurs			✓									✓				
Chic et chouette!			✓	✓										✓		
Photos rigolotes!					✓											
La fête des fruits!			✓			✓	✓									
Des chiffres chouettes!			✓			✓										
Bon appétit!			✓													
Beaucoup de formes!			✓			✓		✓								
Amusons-nous!			✓						✓	✓			✓	✓		
SET TWO																
Un cadeau-mystère			✓			✓		✓		✓						
Regarde-moi											✓					
Cache-cache			✓		✓	✓				✓						
Délicieux!			✓			✓	✓	✓								
Le goûter			✓				✓									
Surprise!			✓			✓		✓			✓					
Une étoile est née			✓										✓			
Une belle journée														✓		
Quand je serai grand			✓												✓	
Bonne nuit!									✓	✓			✓			✓

IV. APPENDIX: OBJECTIVES & STANDARDS

A. SET ONE TEACHING OBJECTIVES

1. VOCABULARY ACQUISITION: Students will be able to point to/identify target vocabulary from the book and also correctly name target vocabulary.

2. COMMUNICATION: Students will be able to use selected vocabulary from *Useful Words and Phrases* in a communicative activity.

3. CULTURE: Students will be able to connect language taught in the book to useful cultural information, e.g., give a brief description in their native language of a topic related to the target-language culture.*

4. CONNECTIONS: Students will be able to make connections between French and other subjects in their school curriculum, e.g., math, art, social studies, science, P.E., and music.*

*This objective will be optional depending on the specific book content, the students' level, and the appropriateness of the connection.

B. ACTFL WORLD READINESS STANDARDS

The following standards are supported by the Vocabulary Activities listed below.

1. COMMUNICATION	Page
Interpersonal Communication	
Questions with Additional Familiar Vocabulary	7
Find and Name with Additional Familiar Vocabulary	7
Choral Sentence Completion	7
Guess the Drawing	7
Order Cards (Pair Work)	7
Mystery Card (Pair Work).	8
Memory with Picture Cards (Pair Work or Small Group)	9
Word Sort (Pair Work)	10
Interpretive Communication	
Questions Answered by Pointing or Repeating	5
Actions	5
Order Picture Cards	6
Identify Illustrations from a Description	6
Bingo	6
Teach with the Online Audio	6
Ordering with Prepositions	9
Say It Like This	10
Presentational Communication	
The Chain Game (Small Group).	8
Draw a Scene	9
Act it Out	9

2. CULTURES

In the Book Guides, **Make a Cultural Connection** includes at least one suggestion for integrating a cultural perspective, practice, or product.

3. CONNECTIONS

- **Mathematics**

Des chiffres chouettes! and *Beaucoup de formes!* reinforce learning from the mathematics curriculum for young learners.

- **Art**

Fou de couleurs and *Beaucoup de formes!* reinforce learning from art curricula for learners at all levels.

- **Social Studies**

The discussion of maps, artwork, and myths corresponds to social studies curricula for students at all levels. For work with maps, see the cultural connections listed in the Book Guides for *Chic et chouette!* and *Abracadabra!* For work with art, see the cultural connections for *Fou de couleurs*. For work with myths, see the cultural connections for *Photos rigolotes!*

- **Science**

For information related to wildlife biology, see the cultural connections for *Abracadabra!*. Concepts related to nutrition are reinforced through discussion of food items in *Bon appétit!*, *La fête des fruits!*, and through the discussion of typical breakfasts for *Bonjour!*

- **Physical Education**

For *Amusons-nous!*, the discussion of sports supports learning about physical education.

- **Music**

Singing and rhythmic chanting reinforce music education curricula. To enhance the concepts of rhythm and phrasing, see the choral repetition suggestions in the Set One Guide: Vocabulary Activities. See additional examples in the Book Guides for *Des chiffres chouettes* and *Bonjour!*