AERO:SBC Basic Unit Template

Subject/Course:	**French**
Grade Level:	**1ˢᵗ Grade**
Topic/Concept:	**Ma Famille / My Familly**
Estimated Time Required:	**7 weeks**
Developed by:	**Mudi Danmole-Logun** **mlogun@aislagos.org**

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

1. COMMUNICATION

The Interpersonal Mode: 1.1

Students will

1.1.a. Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends.

1.1.b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations…).

The Interpretive Mode: 1.2

Students will
1.2.c. Recognize people, objects, monuments, and places based on oral descriptions.

The Presentational Mode: 1.3

Students will
1.3.c. Give show-and-tell presentations.

3. CONNECTIONS

Students will

3.1.a. Use information and skills from other school subjects in target language activities.

4. COMMUNITIES

Students will

4.1.a. Interact in the target language with families, friends or peers, and native speakers.

2. What are the enduring understandings that this unit is built upon?

1. Language helps connect people.

2. We may speak different languages but we all use it for the same thing to communicate and connect with someone else.

3. The world, our community, is one big connected family.

3. What essential or unit questions will prompt curiosity and focus?

1. How do we greet and say goodbye in another language?

2. How do I introduce myself to my friends in another language?

3. Who is in a family?

4. How do I introduce members of my family?

5. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

At the end of the Unit Students will be able to:

- Use basic greetings and farewells

- Introduce self and someone else providing basic personal information,

    o Ask and say their names

    o Ask and say their age

- Introduce the members of the family stating relationship

- Answer simple questions about family relationships

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

Note: This unit's summative assessment has two major formative (mini summative assessments) that lead to the final culminating assessment.

Family Presentation
(Formative Presentational and Interpretative Assessment)
Standards being assessed 1.1.a, 1.1.b, 1.2.c, 3.1.a- (Social Studies)

Task:
- Students will make/ complete a family tree of their immediate family members.

Procedure
- Students will label the various branches of the family tree to show the position of

    each family member. Then they will fill in the real names of their family members

    in the appropriate relationship positions. They may leave members they don't

    have blank.

Family Presentation
(Formative Presentational Assessment)

Standards being assessed 1.1.a, 1.1.b, 1.3.c

Task:

- Students will bring "**_a_**" family photo (mom, dad siblings, grand parents if possible

  and self) to class to use for introducing (show and tell style) their immediate

  family to classmates.

Process:

- They will use presentational phrases and family member vocabulary to carry out

  this activity. Example: Voici ma mere, elle s'appelle Sarah. = Here is my mom,

  her name is Sarah.

Family Presentation & Interview
(Final Summative Presentational & Interpersonal Assessment)

Standards being assessed 1.1.a, 1.1.b, 1.3.c, 4.1.a

Task:

Students will create a role-play scenario in which they will be attending an

exciting French summer camp. On orientation day they are required to do a

greet-and-meet activity. For the activity each student is to create a video,

introducing themselves and their family members, which will be presented to

their campmates.

Process to make the video:

- Students will start with greeting, then do a self-introduction first giving personal

  information, name and age (if possible),

- Then they will present each family member by saying who they are in the family

  e.g. voici ma mère / here is my mom.

- Then they will ask for personal information using the expressions Comment t'appelles tu? / What's your name?, Quel âge as-tu? / how old are you? to interview of immediate family members asking for simple personal information name and age. The interviewee has to provide the answers to the questions in French.

- In the case where the interviewee is un able to provide required responses (in the case of babies and the elderly etc.), the interviewer may provide the information using the presentational phrases and family member vocabulary to carry out this activity. Example: Voici ma mere, elle s'appelle Sarah. = Here is my mom, her name is Sarah. (Elle/ Il a .... ans = she/he is .... Years old, by motivated learners)

- Teacher will make one final class video from each student video using tools like Quick Time, Screen-Castify or Voice-Thread to present to the class.

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Task requirements	Task not completed	Task partially completed	Task satisfactorily completed	Task fully completed
Comprehensibility Language control	Speech was **patchy**, **unclear** with **incomplete** sentences and was **incomprehensible** by the listener.	Speech was **occasionally unclear** with **some incomplete** sentences and was **slightly comprehensible** by the listener.	Speech was **fairly clear** with **complete** sentences and was **comprehensible** by the listener.	Speech was **articulate** with **complete** sentences and **clearly comprehensible** by the listener.
Vocabulary	**Several improper** uses of targeted vocabulary	**Few improper** uses of targeted vocabulary	**Appropriate** use of targeted vocabulary	**Detailed** use of targeted vocabulary
Pronunciation	**Unclear** **Several errors** which interfere with communication	**Partially clear** **Some errors** which interfere with communication	**Clear** **Minor errors** which do not interfere with communication	**Articulate** No errors
Fluency	Speech was with **long pauses and constant hesitation**	Speech was with **some pauses and hesitation**	Speech was **fairly smooth** with minimal **pauses** and **hesitation.**	Speech was **smooth** with **no pauses or hesitation**.

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 1	
Subject: World Language **-** French	
Title: La famille – the family	**Duration:** 35 minutes/ session

Session 1	
OBJECTIVES
• To identify and name family members in French and English	
Vocabulary: mère, père, soeur, frère, grand- père, grand-mère, moi, bébé, chien , chat	**Resources:** **Family members in French .mp4** (digital flashcards) (Ask parents for student's family group photo for week three activity)
ACTVITIES Students will 1. review and exchange greetings and names (Mexican wave peer to peer questioning) 2. ponder over answer the following questions, **Who is a family member or your family?** 3. Watch **Family members in French .mp4** (projected onto Smartboard) 4. Look at a family portrait and try to identify and name the family members 5. Write the family members vocabulary words in notebooks in French only	
Assessment: (interpretative) Students will identify and choose image of named family member. Students will name flashcard of each family member image.	
Session 2	
OBJECTIVES • To reinforce identifying and naming family members in French • To learn to introduce or show using the expression **"voici"** • To learn about French **"the"** definite articles **le** and **la** and their use	
Vocabulary: la mère, le père, la soeur, le frère, le	**Resources:** **Family members in French .mp4** (digital flashcards)

grand- père, la grand-mère, moi, le bébé, le chien, le chat, voici	(Ask parents for student's family group photo for week three activity)

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. watch **Family members in French .mp4** (projected onto Smartboard)
3. review family member vocab in French and English
4. learn to introduce a family members using the expression **"Voici"** as teacher models it
5. learn that **"the"** in French **la** is for females, **le** for males and **les** for more than one person
6. fill in the English family words beside the French family words in their notebooks

Assessment: (interpretative)

Students will add English labels to written French vocabulary words in their notebooks.

Students will associate family members with correct article **la** or **le.**

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 2	
Subject: World Language **-** French	
Title: Qui – est-ce?– Who is this?	**Duration:** 35 minutes/ session
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Session 1

OBJECTIVES
- To reinforce identifying and name family members in French and English
- To learn expression **Qui – est-ce?**

Vocabulary:	**Resources:**
la mère, le père, la soeur, le frère, le grand- père, la grand-mère, moi, le bébé, le chien, le chat, voici , qui – est-ce?	**Family members in French .mp4** (digital flashcards) (Ask parents for student's family group photo for week three activity)

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. watch **Family members in French .mp4** (digital flashcards projected onto Smartboard)
3. learn the expression **Qui-est-ce?** and when and how to use it
4. review using the expression **"Voici", le, la** with appropriate family vocabulary

5. Students will sort family members into groups for **la** and **le**
6. Student will complete **Skoldo La famille p. 49 (see appendix)**

Assessment: (interpretative)
Students will sort family members into groups for **la** and **la**
Students will classify each named family member as **masculine** or **feminine**

Session 2

OBJECTIVES
• To reinforce using correct article le and la with each family member word
• To create a labeled generic family portrait

Vocabulary:	**Resources:**
mère, père, soeur, frère, grand- père, grand-mère, moi, bébé, chien , chat	**Family members in French .mp4** (digital flashcards) (Ask parents for student's family group photo for week three activity)

ACTVITIES
Students will
1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. review naming family member vocab in French and English (*student choice)
3. do question and answer with family vocabulary using appropriate definite article (e.g Q: Qui est-ce ? A: C'est la mère. / Name any family member you know in French and English)
4. review introduce family members using the expression **"Voici" and le or la**
5. label a family portrait with appropriate family vocabulary (cut and paste activity)
*student decides which vocabulary to say and translate

Assessment: (interpersonal & interpretative)
Students will answer question **Qui-est-ce?** using the correct article le/al, as teacher points at members in family photo.
Students will label a family portrait (pets included) with appropriate family vocabulary strip (see appendix).

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 3	
Subject: World Language - French	
Title: Ma Famille – My family	Duration: 35 minutes/ session

Session 1

OBJECTIVES

- To learn and use appropriate possessive adjectives *mon, ma, mes,* with each family member word

Vocabulary:	Resources:
ma mère, mon père, ma soeur, mon frère, mon grand- père, ma grand-mère, moi, mon bébé, mon chien , mon chat	La famille de Romain.mp4 Mon/ Ma family member cards

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. Watch La famille de Romain.mp4 (projected onto Smartboard)
3. learn French *"my"* the possessive adjectives **mon, ma, mes,** when and how to use them
4. learn that the *words with" **le" use "mon"** and the ones with **"la" use "ma"***
5. teacher gives out **Mon/ Ma family member cards** to random students . Teacher will then introduce each student as a family member according to the card he or she is holding
6. Students will take turn introducing their "fake family members" appropriately. E.g. Voici ma mere Luisa. Voici mon bébé Mark.

Assessment: (presentational)

Students will introduce their fake family members using voici and Mon/ Ma family cards

Session 2

OBJECTIVES

- To review reinforce appropriate use possessive adjectives *mon, ma, mes,* with each family member word

Vocabulary:	Resources:
ma mère, mon père, ma soeur, mon frère, mon grand- père, ma grand-mère, moi, mon bébé, mon chien , mon chat	La famille de Romain.mp4

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)

2. review meaning and when to use mon and ma
3. watch and sing La famille de Romain.mp4 (projected onto Smartboard)
4. watch a classmate introduce their family members in the family photo in English. (e.g. S: Here is my Mom. Or T: Who is this?, S: My Mom)
5. (same student) will **try to introduce** their family members in family photo **with mon** and **ma**
6. (volunteers) take turns presenting their families to the class
7. do **WS Mon ….. ou Ma……** (match each family member word with **mon** or **ma**)(see appendix)

Assessment: (presentational)

Students will introduce their real family members using **mon, ma, mes** with family photo.

Students will match each family vocabulary with the appropriate **"my"** possessive adjective.

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 4	
Subject: World Language **-** French	
Title: La famille de mon ami– My friend's family	**Duration:** 35 minutes/ session

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Session 1

OBJECTIVES
- To learn family relationships with expression *" le/la ………. de ………"*

Vocabulary:	**Resources:**
la mère, le père, la soeur, le frère, le grand- père, la grand-mère, moi, le bébé, le chien, le chat, voici , qui – est-ce?	La famille de Romain.mp4 L'arbre généologique/ Family Tree with images (fully labeled with relationships and names)

ACTVITIES
Students will
1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. watch La famille de Romain.mp4 (projected onto Smartboard)
3. learn as teacher models expressing family relationship with the expression *"……..C'est le/la ………. de Romain"* using a labeled family
4. give names of different family members when asked the family relationship in English
5. repeat activity 4 above in French

Assessment: (interpretative & interpersonal)	
Students will play a timed 2 team game of "first to answer **Qui est le/la .... de Romain**" answering family relationship questions	

Session 2

OBJECTIVES
• To reinforce family relationships with expression **" le/la .... de ...."**
• To create a fully labeled personal family tree in French

Vocabulary:	**Resources:**
la mère, le père, la soeur, le frère, le grand- père, la grand-mère, moi, le bébé, le chien, le chat, voici , qui – est-ce?	Ma famille - Alain le Lait. Mp4
	L'arbre généologique/ Family Tree template (full and blank)

ACTVITIES
Students will
1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. review naming family members with mon and ma (*student choice)
3. watch and sing Ma famille - Alain le Lait. Mp4 (projected onto Smartboard)
4. review introducing family members using the expression **"Voici" and le or la**
5. introduce at least a member of another person's family portrait (projected onto smart board) with appropriate family vocabulary and expression **Voici la/le .... de...........**
*student decides who to introduce from projected family tree

Assessment: (interpretative)
Students will make their own family tree, titled "La famille de ......" using a blank template. They will label (cut and paste) each position of the immediate family members (3 generations, grandparents, parents and themselves and siblings. Then they will put names under each position. (Students may take the template home to add grandparent's names and ages if desired.)

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 5	
Subject: World Language **-** French	
Title: Voici ma famille! – Here's my family!	**Duration:** 35 minutes/ session
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Session 1	
OBJECTIVES	
• To reinforce expressing family relationships with expression **" le/la ... de ..."**	
Vocabulary:	**Resources:**

ma mère, mon père, ma soeur, mon frère, mon grand- père, ma grand-mère, moi, mon bébé, mon chien , mon chat	Ma famille - Alain le Lait. Mp4 L'arbre geneologique/ Family Tree (sample and personal)

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. watch and sing Ma famille - Alain le Lait. Mp4 (projected onto Smartboard)
3. play a timed 2-team game of "first to answer **Qui est** (a name from the family tree)**?** , answering family relationship questions
4. use Seesaw App. to record themselves introducing their family members using voicl mon and ma.
5. learn as teacher models expressing family relationship with the expression **"……..C'est**

Assessment: (presentational)

Students make digital artifact recording of learning with Seesaw App. by presenting their family with their self-created family tree using appropriate vocabulary and expressions.

Session 2

OBJECTIVES
- Review all methods of introducing self and family
- To learn a family song

Vocabulary:	**Resources:**
mère, père, soeur, frère, grand- père, grand-mère, moi, bébé, chien , chat	L'arbre généologique/ Family Tree with images (fully labeled with relationships and names) **Papa, maman, David, Anne.mp3**

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. review introducing family members using the expression **"Voici" and le or la**
3. answer **Qui est** (a name from the family tree)**?**, answering family relationship questions
4. introduce at least a member of another person's family portrait with appropriate family vocabulary and expression **Voici la/le ……… de………..**
   *student decides who to introduce from projected family tree
5. learn and sing **Papa, Maman, David, Anne.mp3**

Assessment: (presentational)

Student will be asked to introduce any family member from any family tree.
Students will sing Papa, Maman, David, Anne.

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 6	
Subject: World Language - French	
Title: Je m'appelle Mudi, j'ai sept ans. – My name is Mudi, I'm seven years old.	**Duration:** 35 minutes/ session

Session 1

OBJECTIVES

- To learn and introduce others giving their names using the expression il/ elle s'appelle ....

Vocabulary:	**Resources:**
Je m'appelle, Il s'appelle, elle s'appelle Comment t'appelles –tu? Comment s'appelle –t-il /-elle?	L'arbre généologique/ Family Tree (sample and personal) Comment tu t'appelles? – Basho and Friends. Mp3

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. asked how to say "my name is" in French (**je m'appelle…)**
3. then learn his/ her name is in French as teacher models using classmates E.g. **Il s'appelle** John. **Elle s'appelle** Luisa. (Ask them to note the similarity in their pronunciations. Explain the word "**appelle(s)"** = "**name is** " or "**is called**" and **il = he** and **elle = she**
4. asked how to say "What's your name? (**Comment t'appelles tu?)**
5. listen as teacher models the expression "**Comment s'appelle -t –il/ -elle?"**
6. asked what they think it means (**What is his/her name? , What is he/she called?)**
7. answer the question "**Comment s'appelle -t– il/- elle?" a**s teacher points to classmates
8. listen to and sing **Comment tu t'appelles? – Basho and Friends. Mp3**

Assessment: (interpersonal)

Students will answer the question "**Comment s'appelle – t –il/-elle?".**

Session 2

OBJECTIVES

- Review introducing someone by giving name
- To learn ask for age using expression **"Quel âge as-tu?"**
- To learn to saying age using expression **"J'ai …ans"**

Vocabulary:	Resources:
Je m'appelle, Il s'appelle, elle s'appelle Comment t'appelles – tu?, Comment s'appelle-t- il/-elle,? Quel âge as-tu? J' ai....ans	**Quel âge as-tu?. Mp4** An image of a cake with a question mark

ACTVITIES

Students will

1. review and exchange greetings and names (Mexican wave peer to peer questioning)
2. choose a classmate to ask **Comment s'appelle-t-il/-elle,?,** while pointing to another**.**
3. Learn and elicit meaning and use of the question **Quel âge as-tu?,** as teacher asks while pointing to the question mark on the cake.
4. watch and sing along with **Quel âge as-tu?. Mp4** (2 to 3 times)
5. listen as teacher says age **J'ai quarante-cinq ans,** while pointing to self and drawing a 45- candle on a birthday cake?
6. repeat the expression **J'ai (blank) ans.** as teacher models pronunciation
7. count **un à dix** to review numbers for their age
8. answer teacher when asked **Quel âge as-tu?.**
9. ask classmate **Quel âge as-tu?.** (Mexican wave peer to peer questioning)
10. sing along again with **Quel âge as-tu?. Mp4**inputting their age in the song.
11. Learn the meaning of "**et demie"** and use it if applicable when singing the song again
12. Write *J'ai … ans* and complete it with the number for their age and illustrate with a birthday cake drawing with appropriate bougies=candles in their cakes

Assessment: (interpersonal and presentational)
Student will ask and answer to the question Quel âge as-tu?.

Teacher: Mme Mudi Danmole-Logun	
Grade: 1st Grade	
Date: Week 7	
Subject: World Language **-** French	
Title: Je vous presente ma famille. I present my family to you all.	**Duration:** 35 minutes/ session
Sessions 1 & 2	
OBJECTIVES	
• To practice interviewing family members for their name and age	
Vocabulary:	**Resources:**
Je m'appelle, Il s'appelle, elle s'appelle	Mon, ma family member cards

Comment t'appelles –tu? Comment s'appelle –t-il /-elle?, Quel âge as-tu? J' ai…. ans.	Optional: Props (hat, handbag, dolls, aprons etc) Camera for recording performance

ACTVITIES

Students will

1. Review introducing family members using all expressions previously learned
2. Take turns choosing classmates as their family members role-play by handing them the family member card of whom they want them to represent and props (hat, handbag, dolls, aprons etc).
3. line up their family, introduce themselves using **Je m'appelle …. And J'ai …ans**. and proceed to interview them by presenting who they are and their relationship in the family. E.g. **Voici ma mère.**
4. then interview the presented family member for their name and age using the expression **Comment t'appelles –tu? and Quel âge as-tu?.** Each family member will reply with **Je m'appelle …. and J'ai …ans**. respectively.

Note: Teacher may record for student's to reflect on their performances to help them improve on their activity to be carried out at home with their real families.

Summative Assessment: (Presentational and interpersonal)

Before this assignment is assigned an introductory letter should be sent home to explain the activity, process and requirements to student's parents and guardians. See sample letter at the appendix of this document.

Family Interview (Summative Presentational & Interpersonal Assessment)
Standards being assessed 1.1.a, 1.1.b, 1.3.c, 4.1.a

Task:
 Students will create a video of them presenting themselves and interviewing

 their immediate family members.

Process:
- Students will start with greeting, then do a self-introduction first giving personal

 information (name and age),

- Then they will present each family member by saying who they are in the family

e.g. voici ma mère / here is my mom.

- Then they will ask for personal information using the expressions Comment t'appelles tu? / What's your name?, Quel âge as-tu? / how old are you? to interview of immediate family members asking for simple personal information name and age. The interviewee has to provide the answers to the questions in French.

- Teacher will make one final class video from each student video using tools like Quick Time, Screen-Castify or Voice-Thread to present to the class.

Apendix

<u>Letter to Parents and Guardians</u>

Ma Famille

Salut Maman et Papa

We are working on our C'est moi (it's Me) Unit in French class and we need you to join in in the fun in the Ma famille (my family) section for some home connection.

1. Your child will be interviewing you to get your name and age. Don't get worried it's very simple, you will get all the vocabulary you need and they will teach you all you need to know. (see below)

2. We will need you to provide a simple family photo of Mum, Dad and siblings, (grand parents if possible) by Oct 5th 2017. This may be a simple snapshot taken with you phone sent via email or a colored photocopy of a photo.

3. At the end of the unit, (in October), your child will make a home video (using a phone or small camera) introducing and interviewing his or her immediate family members in French. This video need not be more than 2-3 minutes long.

We hope you will have as much fun as you child does in class. Feel free to email me at **mlogun@aislagos.org.**

Merci , Mme Mudi Logun

Vocabulary for parents and sibling

Je m'appelle….. = My name is …….. / (Comment t'appelles –tu? = What is your name?)

J'ai …….. ans. = I am ……… years old / (Quel âge as-tu? = How old are you?)

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

20= vingt, 30=trente, 40=quarante , 50 = cinquante, 60=soixante

Age Ex: 31 = trente-et-un   59= cinquante-neuf   42- quarante-deux

Apendix

Family tree template

Apendix

VOCABULAIRE **la famille**

Je m'appelle Romain
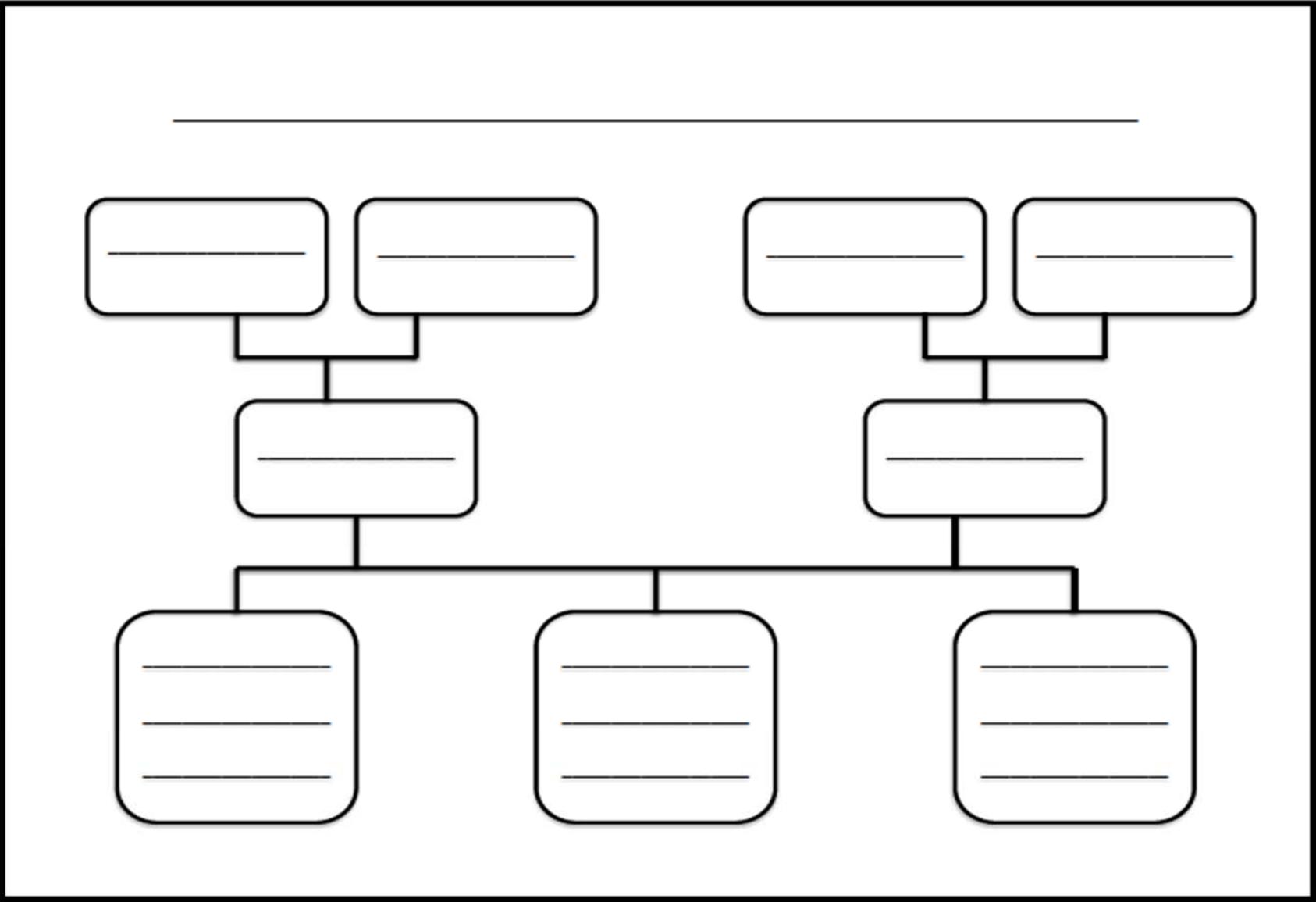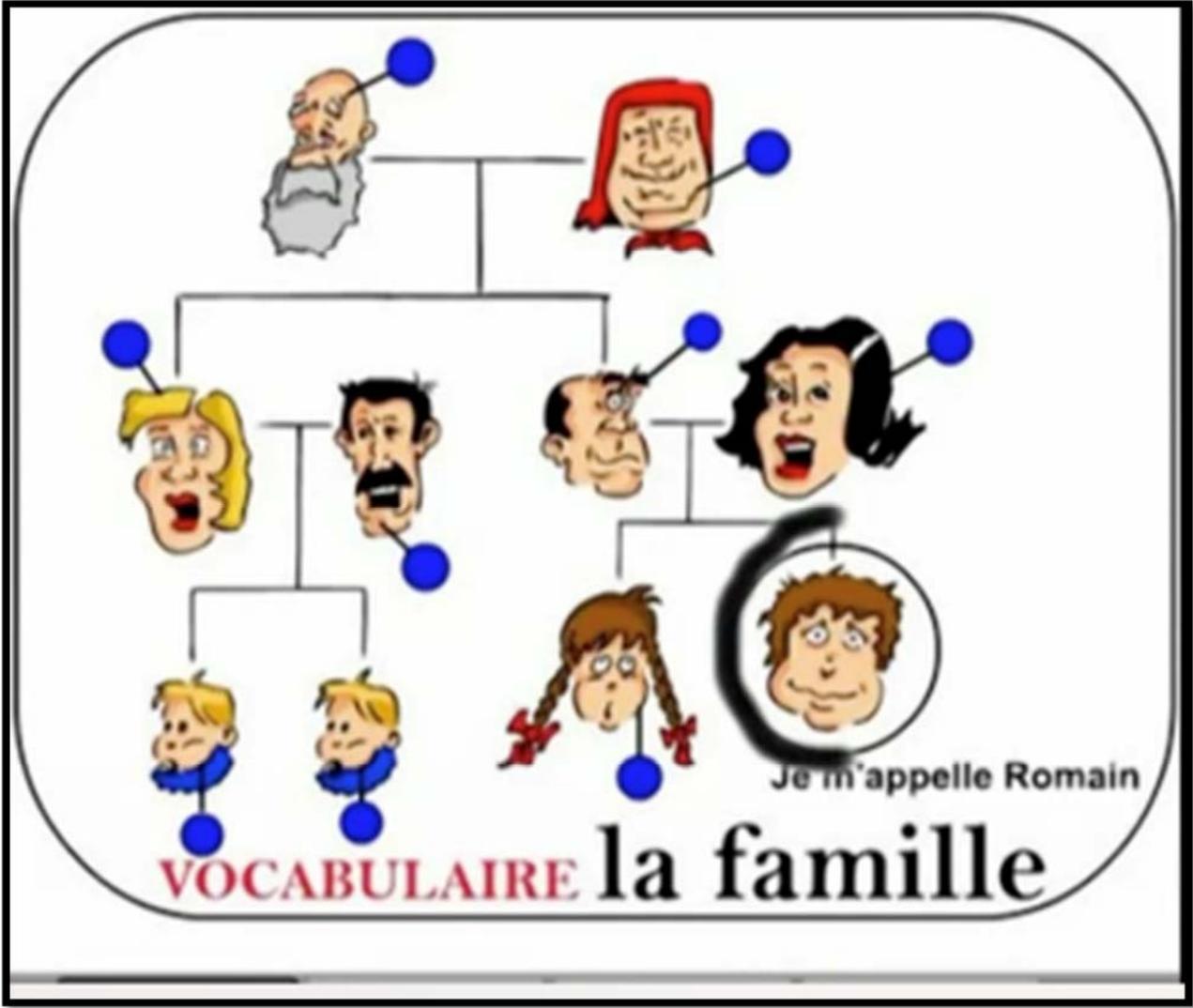
Apendix

Nom: _____ Date: _____ Classe: _____

Label the family members in French.

Apendix

Le frère	Le frère	Le frère	Le frère	Le frère	Le frère
La mère	La mère	La mère	La mère	La mère	La mère
Le grand-père	Le grand-père	Le grand-père	Le grand-père	Le grand-père	Le grand-père
Le père	Le père	Le père	Le père	Le père	Le père
Le chien	Le chien	Le chien	Le chien	Le chien	Le chien
La soeur	La soeur	La soeur	La soeur	La soeur	La soeur
La grand-mère	La grand-mère	La grand-mère	La grand-mère	La grand-mère	La grand-mère
Le chat	Le chat	Le chat	Le chat	Le chat	Le chat

Le frère	Le frère	Le frère	Le frère	Le frère	Le frère
La mère	La mère	La mère	La mère	La mère	La mère
Le grand-père	Le grand-père	Le grand-père	Le grand-père	Le grand-père	Le grand-père
Le père	Le père	Le père	Le père	Le père	Le père
Le chien	Le chien	Le chien	Le chien	Le chien	Le chien
La soeur	La soeur	La soeur	La soeur	La soeur	La soeur
La grand-mère	La grand-mère	La grand-mère	La grand-mère	La grand-mère	La grand-mère
Le chat	Le chat	Le chat	Le chat	Le chat	Le chat

Papa, Maman, David, Anne

Papa, Maman, David, Anne et le chien Coccinelle
Papa, Maman, David, Anne et le chien Coccinelle
Papa est le père, Maman est la mère
David est le frère
Anne est la soeur
Papa, Maman, David, Anne
et le chien Coccinelle
Papa, Maman, David, Anne
et le chien Coccinelle

le père

la mère

le frère

la soeur

Papa   Maman   David   Anne   Coccinelle

Track 67 Karaoke version

50.

Apendix

la famille

Choisis la bonne couleur ✎ Écris ✎

jaune

rose

violet

bleu

orange
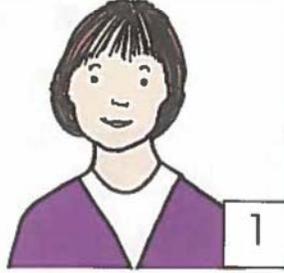
1 la mère
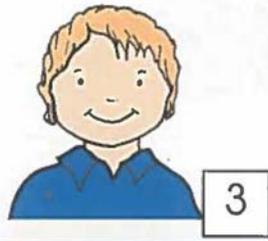
2 le père

3 le frère

4 la soeur

5 la famille

Écris le bon numéro.
Write the correct number.

	la famille
	le frère
	la mère
	la soeur
	le père

Apendix

Ma Soeur	Mon Frère
Ma Mère	Mon Père
Mon Grand-père	Ma Grand-mère
Mon Bébé	Moi

Apendix

WS Mon ….. ou Ma……

Nom: _____ Date: _____ Classe: _____

Write the correct my (*ma* or ***mon***) for each family member, in front of it		
1.	mère	
2.	grand-père	
3.	soeur	
4.	frère	
5.	grand -mère	
6.	père	
7.	chien	
8.	chat	