

PARENT-CHILD ACTIVITY GUIDE

# Le Napperon

mini TFO



Project Direction: Julie Caron

Coordination: Marie-Sophie Chavey

Author: Chantal Montenegro

Revision: Joseph Badié

Artistic Director: Martin Simard

Graphics and Illustration: Andrea Rodriguez



This booklet is for parents and their preschool children (2 to 6 years old) to support the use of the placemat *L'épicerie de Madame Fruitée (Madame Fruitée's Grocery)*.

The booklet provides parents with suggestions for fun and educational activities to do with their children. This guide and the placemat were designed to be used in conjunction with the MiniTFO web site: [www.minitfo.org](http://www.minitfo.org)

This website features the characters from the MiniTFO world, for children 2 to 6 years old. The MiniTFO world is available on multiple platforms including: on the TFO TV channel as of 6 am every day, on the Internet, on Youtube and on Facebook. An adult using this guide can help the child benefit from this opportunity to learn while having fun.

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*L'épicerie de Madame Fruitée* on the front of the placemat presents a grocery store full of little games that will entertain your children. *Madame Fruitée*, a famous character in the MiniTFO world, provides game suggestions and we encourage you to think of more.

Note: Your child may know the answer to a question in English, encourage your child to share that answer. Then you can help guide her or him in learning the word in French by viewing specific video clips in the *Madame Fruitée* series.

# L'ÉPICERIE DE MADAME FRUITÉE (MADAME FRUITÉE'S GROCERY)

## HERE ARE A FEW EXAMPLES:

- There are animals hidden in the grocery store. Can you find them?
- Possible answers include: une araignée/ a spider, une souris / a mouse, une grenouille / a frog, etc.)
- Find fruits whose French names start with the letter "P". The answers include une pomme /an apple and une poire / a pear.
- Identify vegetables that are green in colour. Possible answers include: la laitue / lettuce, l'avocat / avocado, le brocoli / broccoli, le concombre / cucumber, le piment/ pepper, etc.
- How many yellow fruits can you identify? The answer is l'ananas / the pineapple.
- Can you name all the foods that are found in the refrigerator? Possible answers include: les fromages / cheeses, le lait / milk, les oeufs / eggs, les viandes / meats, etc.)  
What is your favourite food?

The glossary, located at the end of this booklet, provides further French food names that you may wish to review with your child to extend their vocabulary building as well as to help them share their personal preferences or ideas.



# LES ACTIVITÉS DE LOUIS

## LOUIS' ACTIVITIES

Louis' activities, on the back of the placemat, offer a sample of activities to do with your children. When your child completes an activity, give him or her a sticker (included with your placemat) and help her or him to classify it into one of *Madame Fruitée's* baskets according to the 4 food groups.

In this booklet you will find all the activities to be completed with your child.

The activities are classified according to three distinct levels:

1

2

3



You will find each activity sheet at the end of this booklet. You can then view them individually if you wish.





This placemat contains augmented reality!

# LA RÉALITÉ AUGMENTÉE AUGMENTED REALITY

By downloading the TFO+ app, you have the opportunity to scan the visual elements of the placemat to see small video clips appear, each featuring the MiniTFO characters.

# LES GROUPES ALIMENTAIRES THE FOOD GROUPS

For each successful activity or game, give your child the sticker of his or her choice. He or she will stick the sticker onto a basket on the placemat according to its food group.

There are 4 baskets, one for each food group:

**Dairy  
Products and  
Substitutes**



**Fruits and  
Vegetables**



**Cereal  
Products**



**Meats and  
Alternatives**



Explain to your child what the food groups are, the role of each basket and the distribution process for the stickers. When your child sticks a sticker in a basket, encourage him or her to name each food and its respective food group. You can say the words in French and encourage your child to repeat them. For example, if your child selects the apple sticker, encourage him or her to say: I'm putting the apple into the basket for fruits and vegetables. Then you can say: *Je place la pomme dans le panier pour les fruits et légumes.* Say the sentence slowly or break it down into chunks to help your child say the whole sentence. Celebrate all of your child's attempts to speak in French.

# ACTIVITÉ CHANSON

## SONG ACTIVITY

### How to access?

On the website [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Vidéos*

Cliquez sur la vignette de la section *Chansons et musique*

Ou allez directement à l'adresse suivante :

[tfoplus.org/chanson](http://tfoplus.org/chanson)

La visite de J.A.A.M. : L'arbre est dans ses feuilles

## LA VISITE DE J.A.A.M. : L'ARBRE EST DANS SES FEUILLES

(A VISIT FROM J.A.A.M., SINGING A SONG TITLED *L'ARBRE EST DANS SES FEUILLES*)

### 1

Explain to your child that you will watch a mini concert by Franco-Ontarian band, J.A.A.M. with Louis and Josée.

### 2

Together, watch the video *La visite du groupe J.A.A.M. : L'arbre est dans ses feuilles*.  
[tfoplus.org/larbre-est-dans-ses-feuille](http://tfoplus.org/larbre-est-dans-ses-feuille)

### 3

While humming the song, take a walk outside with your child to observe trees and collect leaves and other natural treasures.

## Activity 1

### 4

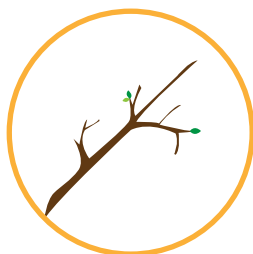
Back at home, craft a leafy tree with your child using: crayons, markers, paint, recycled materials, branches and stones. Form a trunk and branches using a piece of cardboard (construction paper) and paste on leaves.

### 5

Encourage your child to add detail to the tree so that it looks like the one described in the song. Add-on the following elements found on the tree: a knot, a hole, a nest and a bird. Each time, help your child sing the line from the song in French while pointing to the appropriate element being added to the tree.



l' amour



une branche



un noeud

## Activity 2

1

Watch the video, *L'arbre est dans ses feuilles*, by the group J.A.A.M. once again. Ask your child to pay attention to the sequence of steps in the song.

2

Invite your child to observe the images above and below and orally identify the order in which the images are presented in the song: What comes in first, second, third position, etc.? Help them share their thinking in French by asking: *Qu'est-ce qui vient en premier, deuxième, troisième position, etc?* And answering with: *C'est la branche en premier et c'est le noeud en deuxième...*



un oiseau



un trou



un nid

## Activity 3

1

Consult the task card, Texte à trous, on page 30 and complete the proposed activity with your child to help develop his or her listening and reading skills.

2

Have fun reading and singing the song, L'arbre est dans ses feuilles, together. You can use the cloze text to help your child learn the lyrics of the song. Encourage your child to point to the images as they sing the words.



## ACTIVITÉS CARMEN À LA CAMPAGNE

### CARMEN IN THE COUNTRYSIDE ACTIVITIES

#### How to access?

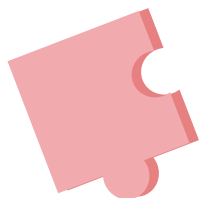
On the website [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Jeux*

Click on the thumbnail of the section *Divers*

Click on the thumbnail *Carmen à la campagne*

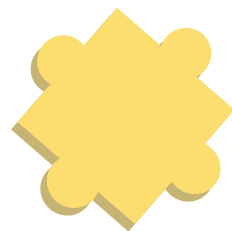
Or go directly to this address: [tfoplus.org/carmen](http://tfoplus.org/carmen)

**Note:** To adapt activities to the needs of your child, you can consult the pedagogical task card available in the “Parents and Educators” section of the site du site *Carmen à la campagne*.



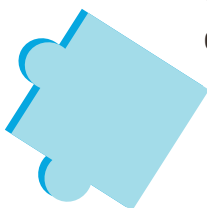
## CASSE-TÊTE AVEC POMME-POMME

(PUZZLES WITH *POMME-POMME*)



### Activity 1

- 1 Invite your child to go to the Centre Soleil and click on the toybox to play with *Pomme-Pomme*. Ask him or her to click on the title *Casse-tête* (Puzzles) and to choose one. Invite your child to listen to the instructions given by *Pomme-Pomme* and help him or her to play. Whenever possible encourage your child to repeat French words as he or she hears them.
- 2 Invite your child to go on a “Sound” hunt. In the house or outside, go together in search of objects whose name begins with the same sound heard in the puzzle game. For example, if your child completed the “m” puzzle, you will search to find objects whose French name begins with the sound “mmm” such as *manteau*, *miroir*, *masque*, *marteau*, *melon*, *mangue*, etc. Help your child to repeat the French names for each object found.





## Activity 2

- 1 Prepare, in advance, a bag filled with familiar objects (for example, a fork, a napkin, a remote control, a brush, etc.).
- 2 Invite your child to remove an object from the bag and to name it. For example, removing the fork, your child might say, «it's a fork.» Help your child remember the French word for the object. Help your child say, "*c'est une fourchette*".
- 3 Ask him or her to find the first sound heard in the word. For example, your child should identify "fff" as the first sound in the word "*fourchette*".
- 4 Do the same with the other items in the bag.



## Activity 3

- 1 Choose with your child, a sound heard in the puzzle game: "b", "m", "p", "f", "s", "v". Invite her or him to start looking for objects, but specify that this time, the sound may be found anywhere in the word – at the beginning, in the middle, or at the end of the word (for example, the sound "mmm" in *man/teau*, *a/man/de*, or *li/me*).
- 2 Place the objects found in a bag. Remove one item at a time and invite your child to identify the name of the object and the position of the sound at the beginning, in the middle, or at the end of the word. Help your child with the French pronunciation of each word.



# HABILLE POMME-POMME

## (HELP DRESS *POMME-POMME*)

### Activity 1

- 1 Invite your child to go to *Centre Soleil* and click on the toy box to play with *Pomme-Pomme*. Ask them to click on the title *Habille Pomme-Pomme*. Invite your child to listen to instructions given by *Pomme-Pomme* and explore the various jobs and trades.
- 2 Create a mime game with your child: each in turn, mime one of the jobs or trades presented in the game (*pompier*/fireman, *fermier*/farmer, *médecin*/doctor, *coiffeur*/hairdresser and *charpentier*/carpenter), while the other tries to guess the name in English and/or in French.

### Activity 2

- 1 Consult the task card, *Les métiers* on page 34.
- 2 Together, complete the proposed activities in order to familiarize your child with the jobs and trades presented in the game. Encourage your child to use a sentence such as, *je suis un médecin* or *je suis un coiffeur*, as you complete the activities.





# ACTIVITÉS CHÂTEAU MAGIQUE

## MAGIC CASTLE ACTIVITIES

### How to access?

On the website [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Jeux*.

Click on the thumbnail of the section *Divers*

Click on the thumbnail *Château magique*

Or go directly to this address: [tfoplus.org/chateau-magique](http://tfoplus.org/chateau-magique)

## CHIFFONNETTE FAIT LE MÉNAGE (CHIFFONNETTE HOUSECLEANS)

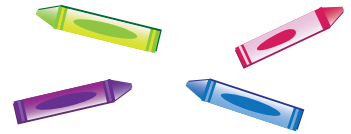
### Activity 1

**1** Invite your child to click on the toybox (Activités).

**2** Select the *Chiffonnette fait le ménage*.

**3** Follow *Chiffonnette*'s instructions to perform various classification tasks. These activities involve sorting and classifying according to size, texture, etc.

**4** Pull out a bin of toys or collect a variety of toys from around the house. Invite your child to classify them according to various attributes such as colour, shape, size, etc..



**Note:** Each time your child is successful, she or he will hear positive reinforcements said in French. There is an opportunity for you to repeat these statements and use them whenever you wish to provide positive feedback to your child. Examples include: *Bravo!*, *Félicitations*, *tu as réussi!*, *Très bien!* Your child may begin to use them as well.



## Activity 2



- 1 Prepare pasta by consulting and following the task card, *Brico pâtes colorées*, on page 36 and 37.
- 2 Place the different coloured pasta in a large bowl. Ask your child to sort the pasta by colour. In other words, your child must sort the pasta to bring together those who have the same colour into a pile or separate dishes. Encourage your child to say the colour in French as they sort each piece of pasta.



## Activity 3



- 1 Use the colourful pasta to complete the proposed craft on the task card, *Bricolage arc-en-ciel* page 38 and 39.
- 2 Have your child count out the quantities of pasta used for each colour of the rainbow. Your child can repeat this activity in French with your help.



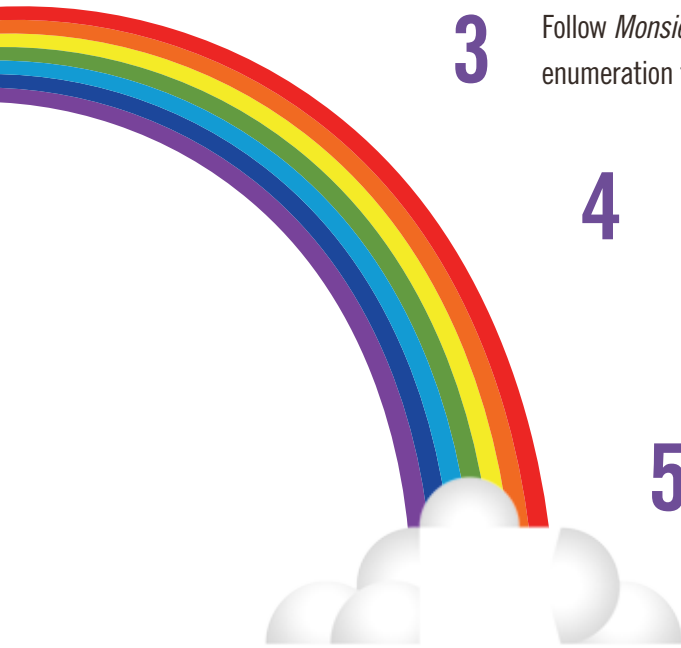
**Note:** Each time your child is successful, she or he will hear positive reinforcements said in French. There is an opportunity for you to repeat these statements and use them whenever you wish to provide positive feedback to your child. Examples include: *Bravo!*, *C'est vrai!*, *Merci!*, *Excellent!*, *Merveilleux!*, *Magnifique!*, *Tu comptes bien!* Your child may begin to use these expressions as well

# JE COMPTE AVEC MONSIEUR CLOWN

(I CAN COUNT WITH *MONSIEUR CLOWN*)

## Activity 1

- 1 Invite your child to click on the toy (Activités).
- 2 Select the game, *Je compte avec Monsieur Clown*.
- 3 Follow *Monsieur Clown's* instructions to perform various enumeration tasks.
- 4 Pull out the fruits and vegetables bin from the refrigerator. Ask your child to count how many there are in total, and how many there are of each type (how many apples, blueberries, tomatoes, carrots, etc.) Then you can repeat this activity in French with your child.
- 5 Encourage your child to help you to make a grocery list by asking the following questions: How many fruits (much fruit) should we buy? How many of each kind? (apples, oranges, bananas, papaya, kiwi, etc.)? How many vegetables should we buy? How many of each kind (cucumbers, carrots, peppers, etc)? Review your shopping plans by counting out the numbers of each item in French together.



## Activity 2

- 1 Open the utensils drawer and ask your child to estimate or guess the number of forks and spoons.
- 2 Remove the utensils from the drawer and help your child to count them. Compare his or her estimate, that is to say the number he or she guessed from the actual number. Repeat the activity in French and with other objects to help your child improve his or her estimation skills.

## Activity 3

- 1 Consult the task card "I can write numbers " / J'écris des chiffres page 42
- 2 Invite your child to write the numbers from 1 to 10 using the guide.
- 3 If this exercise is new to your child:
  - On the MiniTFO website, **MiniTFO tfo.org/mini**, click on the tab *Vidéos*.
  - Click on the thumbnail *Numératie*.
  - Watch the videoclips of the series, *L'écriture des nombres*. [tfo.org/nombre](http://tfo.org/nombre) with your child. Encourage him or her to follow Josée and Louis as they complete the task card, I can write numbers on page 42.

# ACTIVITÉ NUTRITION

## NUTRITION ACTIVITY

### How to access?

On the website [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Vidéos*

Click on the thumbnail of the section *Nutrition*

Or go directly to this address: [tfoplus.org/nutrition](http://tfoplus.org/nutrition)

## MADAME FRUITÉE DANSE (MADAME FRUITÉE DANCES)



### Activity 1

# 1

With your child, watch some of the videoclips of the *Madame Fruitée danse*, notamment celle de la pomme, des bleuets, de la papaye, du kiwi, etc. series, such as the one on the apple, on blueberries, on the papaya, on the kiwi, etc. Encourage your child to say the French word with *Madame Fruitée*

# 2

With your child, make a fruit salad, you will find a recipe on pages 40 and 41. As you cut the fruits, encourage your child to name each fruit and to count the pieces as he or she puts each one into the bowl; or to measure the correct quantities of orange juice and honey to be added to the salad. You can also encourage him or her to name the fruit and to count in French. As a review, there are three videos that correspond with fruits included in the recipe: *la mangue, la fraise et les bleuets*. As you complete the actions, also say the French action words such as: *couper, ajouter, mélanger*, etc.

# 3

Ask your child to mix the salad with a big spoon. .

# 4

Enjoy this fruity salad together!





## Activité 2

1

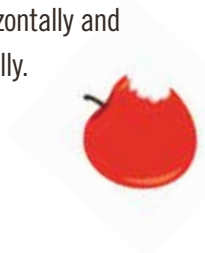
With your child, watch the videoclip, *Madame Fruitée danse : la pomme*.

2

Help your child cut two apples, one horizontally and the other vertically.

3

Pour some paint into a container and place a white sheet of paper next to it.



4

Invite your child to soak each apple half (the part that was cut) in the paint and then stamp it onto the white paper.

5

Ask your child to observe these apple stamps and take notice of the difference between the two halves. For example, when an apple is cut in the horizontal direction, we see a star or a flower in the center. And when cut vertically, instead we see a heart or a butterfly. You can share the French names for each of these words with your child. For example, *Qu'est-ce que tu vois?* What do you see? And help your child with answers such as: *Je vois une étoile* / I see a star, *une fleur* / a flower, *un coeur* / a heart, or *un papillon* / a butterfly.



## Activity 3

1

Consult the task card, *Du vocabulaire fruité* page 43.

3

Invite your child to circle her or his favourite fruit and to put an x on the fruit they most dislike while saying, for example, *J'aime la banane le plus. Je n'aime pas la mangue*.

2

Invite your child to draw over the dotted lines to write the names of the fruits, while saying the name of the fruit and its colour in French. For example, *La cerise est rouge. La pomme est verte*.

4

Then, encourage them to do the exercise by saying and writing the names of the fruits on their own.

# ACTIVITÉ NATURE

## NUTRITION ACTIVITY

### How to access?

On the web site [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Vidéos*

Click on the thumbnail of the section *Nature*

Or go directly to this address: [tfoplus.org/nature](http://tfoplus.org/nature)

## LES SAISONS (THE SEASONS)

### Activity 1



- 1 Find the Les saisons series (for example: *C'est l'automne : le foulard / It's autumn : the scarf*) Explain to your child that in each videoclip of this series, Louis and Josée share changes and activities associated with each season.

- 2 With your child, watch a videoclip of the *C'est l'hiver* series, then one of the *C'est le printemps* series, *C'est l'été* series and finally one of the *C'est l'automne* series. Encourage your child to repeat the name of the season in French as they watch the videoclips.

- 3 Ask your child to choose his or her favourite season. Invite him or her to mime or draw the activity or natural phenomenon that he or she loves most about this season.

## Activity 2

1 Consult the task card, *Le calendrier* on page 44.



2 Help your child fill in the blanks of the calendar: write in the name of the current month, note the days of the week, number each of the boxes to represent the dates from the 1st to the 31st of the month, etc. Also encourage your child to say the names and to count in French. **Note:** You can also use your own monthly calendar for this activity.

3 Invite your child to draw images to represent special events during the month (birthdays, favourite shows, outings, etc.) onto the calendar.



## Activity 3



1 Consult the Task Card, *Mon pictogramme* on page 45.



3 At the end of the month, ask your child to count the number of sunny days (that is to say, the number of suns), of cloudy days (the clouds) and rainy days (the raindrops). Repeat this activity with your child by counting the number in French.

2 Invite your child to draw an image onto the pictogram to represent the weather for each day (e.g., draw a cloud for a cloudy day in the designated column, a sun for a sunny day in the designated column, or raindrops for a rainy day in the designated column). Help your child to express the weather conditions in French. For example, on a cloudy day, say: *C'est nuageux*; on a sunny day, say: *Il fait soleil*; and on a rainy day, say: *Il pleut*. Encourage your child to repeat the expression after you while pointing to the appropriate drawing.

4 Invite your child to talk about the pictograms made over several months by comparing the number of sunny days, cloudy days or rainy days. For example, there are more sunny days in September (10) than in November (6). And to extend the learning, repeating the conclusions in French by saying: *Il y a plus de jours ensoleillés au mois de septembre qu'au mois de novembre*.



# ACTIVITÉ BOUGER

## MOVE ACTIVITY

### Comment y accéder?

On the website [MiniTFO tfo.org/mini](http://MiniTFO.tfo.org/mini), click on the tab *Vidéos*

Click on the thumbnail of the section *Bouger*

Or go directly to this address: [tfoplus.org/bouger](http://tfoplus.org/bouger)

## LA DANSE DES ANIMAUX : LES SERPENTS (THE ANIMALS DANCE: SNAKES)

### 1

Locate the video, *La danse des animaux: les serpents*  
[tfoplus.org/serpents](http://tfoplus.org/serpents)

### 2

Explain to your child that Josée and Louis will imitate the dance of an animal.

### 3

Mute the sound on the computer and watch the videoclip with your child. .

## Activité 1



### 6

Invite your child to get up and imitate the snake dance. Encourage him or her to make the “s” sound like Josée and Louis.

### 5

Return the sound and watch the video again to confirm or reject your child’s prediction. Encourage your child to say in French that it is snake: *C’est un serpent.*

### 4

Ask your child to guess which animal is being imitated by Josée and by Louis.

## Activity 2

**1** Make play dough with your child by following the instructions on the task card, *Pâte à modeler*, on page 46 and 47. Say the names of the ingredients in French as you make the play dough. Encourage your child to repeat the names and point to the correct item. As you complete the actions, also say the French action words such as: *mélanger*, *ajouter*, *travailler*, etc.

**2** Cut a portion of the dough and help your child to roll it until it looks like a big snake.

**3** Cut another portion of dough and invite him or her to roll it out by himself or by herself.

**4** Encourage your child to move the play dough snake imitating the movements as seen in the video.



## Activity 3

**1** With your child, choose a piece of rhythmic music, play and listen to it.

**2** Invite your child to follow the rhythm of the music while imitating the dance of an animal, such as the gorilla.

**3** Explain to your child that he or she must change movements whenever you name a different animal (e.g., a wolf, a pink flamingo, a squirrel, an owl, and a sheep).

**4** Watch the other videos of animals dancing, in the Bouger section, to compare your child's interpretations of the movements to those of Josée and Louis..

# LOUIS DIT : PIEDS, VENTRE ET ÉPAULES (LOUIS SAYS: FEET, TUMMY AND SHOULDERS)

## Activity 1

- 1 With your child, watch the video, *Louis dit : Pieds, ventre et épaules*. Invite your child to get up and try to find the body part that has been named.
- 2 Play *Louis dit* (similar to a Simon Says game): ask your child to choose three different body parts. Invite him to do as Louis, by asking you to find and identify each part that is named on your body. Encourage your child to say: *Touche ton/ta/tes* (insert body part).
- 3 Watch the other videos of the Louis dit series, in the Bouger section, to learn more body parts along with Josée and Louis.

## Activity 2

- 1 On a sheet of paper, draw your feet and hands. Help your child draw his own feet and hands on the same sheet of paper.
- 2 Ask him or her to count the number of toes on one foot. Make this task more difficult by asking her or him to count the number of toes on both feet, three feet and four feet. Repeat with the fingers on each hand. Repeat the activity by counting together in French.
- 3 Ask your child to identify and colour the smallest foot, and then the largest hand. Then while pointing, say together: *C'est le plus petit pied; c'est la plus grande main.*

## Activity 3

- 1 Review with your child the name of each of the five senses and name the associated body part. Then repeat the activity by introducing the French words: *le toucher = la main / touch = a hand; l'ouïe = l'oreille / hearing = an ear; l'odorat = le nez / smell = a nose; la vue = l'œil / sight = an eye; le goûter = la bouche / taste = a mouth.*
- 2 Consult the task cards, *Les cinq sens* page 48 and 49.
- 3 Read the riddles for your child and ask him or her to find the corresponding body part.
- 4 Have your child cut out the image of each body part and paste it onto the appropriate box. Encourage your child to name the body part in French

## STATUES

### Activity 1

- 1 With your child, watch some videoclips of the series, Statues. Select a videoclip according to his or her preferred music, such as “house”, “cha-cha-cha”, “western”, “Latin”, etc.
- 2 Encourage your child to get up, move and dance to the rhythm of the music with Josée and Louis. Explain to your child that he or she will have to “freeze” as soon as they hear the word statue. Jouez à nouveau en choisissant un autre genre musical.
- 3 Play again with a different musical genre.
- 4 Invite your child to go in search of objects in the house that can be used as percussion instruments such as pots, pans and wooden spoons.
- 5 Have fun using these instruments to create different sounds, rhythms and tempos.

## Activity 2

- 1 Consult the task card, *Un instrument de musique*, on page 50 and 51 and help your child build a musical instrument. Say the names of the building materials in French as you build the instrument. Encourage your child to repeat the words in French. As you complete the actions, also say the French action words such as: *laver, sécher, placer, fixer*, etc.
- 2 Watch another videoclip from the *Statues* series and invite your child to use the new instrument to keep the rhythm of the song.

## Activity 3

- 1 Review with your child that musical instruments can be classified into three different categories: stringed instruments, wind instruments and percussion instruments.
  - Instruments à vent = wind instruments
  - Instruments à cordes = string instruments
  - Instruments à percussion = percussion instruments
- 2 Explain the actions used to play each kind of the instrument. Then, introduce the French name of each instrument on page 52 and 53- *la guitare, la trombone, les maracas, la flute, le violon et le tambour*. Then use the action words in French such as: *pincer ou froter les cordes, frapper ou secouer l'instrument*, etc. Encourage your child to repeat the French names while pointing to the correct instrument correspondantes.
- 3 Consult the task card, *Les familles d'instruments*, on page 52 and 53.
- 4 Help your child connect the instruments to the corresponding families.
- 5 Have your child circle his or her favourite musical instrument and say: *J'aime le /la ... le plus* or *Mon instrument préféré, c'est le/la ...*

# TEXTE À TROUS

## (CLOZE TEXT)

### Refrain :

L'arbre est dans ses feuilles

Marilon Marilé

L'arbre est dans ses feuilles

Marilon Don Dé

Dans un arbre

Il y a \_\_\_\_\_

Dans un arbre

Il y a une **branche**

La branche est dans l'arbre, hé!

### Refrain

Dans la branche

Il y a \_\_\_\_\_

Dans la branche

Il y a un **nœud**

Le nœud est dans la branche, la branche est dans l'arbre, hé!

### Refrain

## L'ARBRE EST DANS SES FEUILLES (THE TREE IS IN ITS LEAVES)

Below the lyrics of the song, *L'arbre est dans ses feuilles*, as performed by the musical group J.A.A.M., are printed.

Look at the empty squares. What do you think they are they for?

Did you notice that some of the words of the song have been removed?

On page 54 are six pictures that represent the missing words in the song. Cut out the pictures and paste them into the appropriate boxes below.



Dans le nœud

Il y a

Dans le nœud

Il y a un **trou**

Le trou est dans le nœud, le nœud est dans la branche,  
la branche est dans l'arbre, hé!

### Refrain

Dans le trou

Il y a

Dans le trou

Il y a un **nid**

Le nid est dans le trou, le trou est dans le nœud, le nœud est dans la  
branche, la branche est dans l'arbre, hé!

### Refrain

Dans le nid

Il y a

Dans le nid

Il y a un **oiseau**

L'oiseau est dans le nid, le nid est dans le trou, le trou est dans le nœud,  
le nœud est dans la branche, la branche est dans l'arbre, hé!

### Refrain

Dans l'oiseau

Il y a

Dans l'oiseau

Il y a de l'**amour**

L'amour est dans l'oiseau, l'oiseau est dans le nid,  
le nid est dans le trou, le trou est dans le nœud,  
le nœud est dans la branche, la branche est dans  
l'arbre, hé!

### Refrain



**Building French Language Skills** – Have your child point to one of the six images. Say the word in English and then say the word in French. Have your child repeat the word in French only. Together, practice saying the expression used in the lyrics of the song and adding on the word from the image. For example: *Il y a un trou / Il y a une branche / Il y a de l'amour*. By singing the song often, encourage your child to use the newly learned French words.

## TRANSLATION OF THE SONG “L'ARBRE EST DANS SES FEUILLES”

### Refrain :

The tree is in its leaves

Marilon Marile

The tree is in its leaves

Marilon Don De



In a tree

There is a

In a tree

There is a **branch**

The branch is in the tree, hey!

### Refrain

In a branch

There is a

In a branch

There is a **knot**

The knot is in the branch, the branch is in the tree, hey!

### Refrain





In a knot

There is a

In a knot

There is a **hole**

The hole is in the knot, the knot is in the branch, the branch is in the tree, hey!

### Refrain

In a hole

There is a

In a hole

There is a **nest**

The nest is in the hole, the hole is in the knot, the knot is in the branch, the branch is in the tree, hey!

### Refrain

In a nest

There is a

In a nest

There is a **bird**

The bird is in the nest, the nest is in the hole, the hole is in the knot, the knot is in the branch, the branch is in the tree, hey!

### Refrain

In a bird

There is

In a bird

There is **love**

Love is in the bird, the bird is in the nest, the nest is in the hole, the hole is in the knot, the knot is in the branch, the branch is in the tree, hey!

### Refrain



# LES MÉTIER

## OCCUPATIONS

Have fun doing the following activities to learn more about the job or trade shown in the game, *Habille Pomme-Pomme*.

### POMPIER / FIREFIGHTER

Simulate with your child, an evacuation drill. Imagine you are both firefighters and there is a fire in the kitchen that you must try to extinguish with your imaginary firehoses. Afterwards, talk about your family evacuation plan in the case of a real fire and role play how to leave the house as quickly and safely as possible, and how to call for help.

### MÉDECIN / DOCTOR

Cut, vertically, empty rolls of toilet paper to use as splints. Cut strips of fabric, rags or paper towel to use as bandages.

Ask your child to play the role of doctor by placing the rolls of toilet paper onto your arm and/or your leg then wrapping around them with the bandages to make casts.

### FERMIER / FARMER

Enjoy milking an imaginary cow with your child! Using a needle, poke a small hole in the finger of a latex glove. Fill the glove with milk and attach the end of the glove with a rubber band. Place the glove over a basin before having your child pull the finger with the hole replicating “milking the cow.”

## COIFFEUR / HAIRDRESSER

Get out a basin of water, some soap and a few dolls. Invite your child to wash the dolls' hair. Afterward, have fun brushing, combing and styling their hair.

## CHARPENTIER / CARPENTER

Using blocks or recycled boxes, help your child make a variety of structures. Help your child compare the size, both height and width, and the number of blocks (or boxes) used for the construction of the structures.

**Building French Language Skills** – Have your child point to one of the five images. Say the name of the trade in English and then say the word in French. Have your child repeat the word in French only. Together, practice saying the expression *Il est ... Elle est ...* and adding on the word from the image. For example: *Il est un pompier. / Elle est un médecin.* While playing the game *Habille Pomme-Pomme*, encourage your child to use the newly learned French words.

# LES PÂTES COLORÉES

## INGRÉDIENTS

- 1 boîte de pâtes alimentaires sèches (p. ex. : une boîte de macaronis)
- 6 sacs en plastique (style Ziplock)
- 6 bouteilles de colorant alimentaire : rouge, orange, jaune, vert, bleu et violet
- 6 cuillères à soupe d'alcool à friction



## PRÉPARATION

- 1 Remplissez le quart de chaque sac en plastique avec des pâtes alimentaires sèches.
- 2 Ajoutez, à chaque sac, 3 ou 4 gouttes de colorant alimentaire et 1 cuillère à soupe d'alcool à friction.
- 3 Fermez les sacs et agitez-les vigoureusement pour permettre au mélange de couvrir et de teindre chaque morceau de pâte.
- 4 Versez les pâtes colorées sur de papier absorbant pour qu'elles puissent sécher. Afin d'éviter de tacher les doigts ou les vêtements, assurez-vous que les pâtes sont complètement sèches avant de les manipuler. Vous pouvez les placer au soleil pour accélérer le temps de séchage.



## INGREDIENTS

- 1 box of dried pasta (e.g., a box of macaroni)
- 6 plastic bags (Ziploc style)
- 6 bottles of food colouring: red, orange, yellow, green, blue and purple
- 6 tablespoons of rubbing alcohol

## PREPARATION

**1** Fill a quarter of each plastic bag with dry pasta.



**3** Close the bag and shake it vigorously to allow the mixture to cover and dye each piece of pasta.



**2** Add to each bag, 3 or 4 drops of food coloring and 1 tablespoon of rubbing alcohol.

**4** Pour the coloured pasta on absorbent paper so that each piece can dry. To avoid staining your fingers or clothing, make sure that the pasta is completely dry before handling. You can place the pasta in a sunny location to speed up the drying time.

**Building French Language Skills** – Once the pasta is dry, have your child point to a piece. Say the colour name in English and then say the colour in French. Have your child repeat the colour in French only. Together, practice saying the expression

*C'est ...* and adding on the correct colour. For example: *C'est rouge.* / *C'est orange.* While playing the games *Chiffonnette* fait le ménage, encourage your child to use the newly learned French colour words as they sort the different items.



# COLOURED PASTA

## BRICOLAGE ARC-EN-CIEL

### MATÉRIEL

- pâtes alimentaires colorées et complètement séchées
- 6 petits contenants ou bols
- colle blanche
- crayon à mine
- feuille de carton rigide

### MARCHE À SUIVRE

**1**

Triez et classez les pâtes selon leur couleur. Placez toutes les pâtes rouges dans un bol, les oranges dans un autre, et ainsi de suite.

**2**

Sur la feuille de carton rigide, aidez votre enfant à tracer 6 lignes courbées pour faire un arc-en-ciel.

**3**

Mettez la colle blanche sur la plus grande ligne courbée. Collez les pâtes de la même couleur sur cette première bande. Faites de même pour les 5 prochaines bandes.

# RAINBOW CRAFT

## MATERIALS

- coloured pasta, completely dried
- 6 small containers or bowls
- white glue
- pencil
- 1 piece of stiff cardboard

## PROCEDURE

**1** Sort and classify the pasta according to colour. Place all the red pasta in a bowl, the orange in another, and so on.

**2** On the piece of stiff cardboard, help your child to draw 6 curved lines to make the arcs of a rainbow.



**3** Put white glue on the larger curved line. Paste pasta of the same colour on the first arc. Do the same for the next 5 arcs. In French, have your child name each colour of his or her rainbow craft.

**4** Then count together the number of each colour of pasta used for each arc of the rainbow.

**Building French Language Skills** — Once the rainbow craft is completed, have your child count the number of pieces of pasta of the same colour that were used. Count together in English and then repeat the activity together in French. Then practice saying the sentence, *Il y a [correct number] pâtes [correct colour] sur mon arc-en-ciel*. For example: *Il y a neuf (9) pâtes rouges sur mon arc-en-ciel*. While playing the games *Chiffonnette fait le ménage*, encourage your child to use the newly learned French number words as they sort the different items.

## UNE SALADE FRUITÉE

### INGRÉDIENTS

- 1 mangue, coupée en dés
- 1 kiwi, coupé en dés
- 1 tasse de fraises, coupées en tranches
- 1 banane, coupée en tranches
- 1 orange, coupée en quartiers
- 1 tasse de boules de cantaloup
- 1 tasse de bleuets
- ¼ tasse de jus d'orange
- 1 c. à soupe de miel (si désiré)

### PRÉPARATION

- 1 Mélangez tous les fruits dans un grand bol. Ajoutez le jus d'orange et le miel, si désiré. Mélangez le tout et dégustez!
- 2 N'hésitez pas à modifier cette recette selon vos goûts : ajoutez-y ou enlevez certains fruits; remplacez le jus d'orange par du jus de citron ou du jus de pamplemousse; remplacez le miel par du sirop d'érable ou du nectar d'agave; ajoutez-y de la menthe ou de la cannelle, etc.





## INGREDIENTS

- 1 mango, diced
- 1 kiwi, diced
- 1 cup strawberries, sliced
- 1 banana, sliced
- 1 orange, cut into wedges
- 1 cup cantaloupe balls
- 1 cup blueberries
- 1/4 cup orange juice
- 1 tablespoon honey (if desired)



## A FRUITY SALAD

## PREPARATION

**1** Mix all the fruit in a large bowl. Add orange juice and honey, if desired. Mix together and enjoy!



**2** Feel free to modify this recipe according to your tastes: add or remove some fruit, replace the orange juice with lemon juice or grapefruit juice, replace the honey with maple syrup or agave nectar, add mint or cinnamon, etc.



**Building French Language Skills** – Before making the fruit salad, view several videoclips of the *Madame Fruitée* danse video series. With your child, choose a fruit from one of the videos to add to this recipe. Then practice saying the sentence, *J'ajoute un/une/des ... à ma salade fruitée*. For example: *J'ajoute une poire à ma salade fruitée. J'aime les poires!* While making the salad, encourage your child to use the newly learned French fruit words.

# I CAN WRITE NUMBERS

Say each number in French as you trace the dotted lines to write in figures the numbers from 1 to 10. Then, try to rewrite on your own.



un



deux



trois



quatre



cinq



six



sept



huit



neuf



dix

# FRUITY VOCABULARY

Say the name of each fruit and its colour in French as you trace the dotted lines to write its name. Circle your favourite fruit and put an x on the fruit you most dislike. Then, try to rewrite the names on your own.



La pomme

---



La cerise

---



La mangue

---



La papaye

---



La banane

---



La poire

---

# LE CALENDRIER

With your parents' help, fill out the boxes in the calendar below.

Write the name of the current month, note the days of the week and number each of the boxes to represent the date.

You can also have fun making small drawings of the special events during the month (birthdays, shows, outings, etc.).

-----


# MON PICTOGRANME

Create a pictogram representing the monthly temperatures. First, write the name of the current month on the dotted title line. Draw suns ☀️ in the designated column to represent the number of sunny days; draw clouds ☁️ in the designated column to represent the number of cloudy days, and finally draw raindrops 💧 in the designated column to represent the number of rainy days.

LA TEMPÉRATURE DU MOIS DE/D'

-----



Il fait soleil.



C'est nuageux.



Il pleut.

## LA PÂTE À MODELER

### INGRÉDIENTS

- 2 ½ tasses de farine
- ½ tasse de sel
- 2 cuillères à soupe de crème de tartre

### PRÉPARATION

- 1** Mélangez le tout et ajoutez-y :  
3 cuillères à soupe d'huile  
2 tasses d'eau bouillante  
Incorporez le tout.
- 2** Invitez votre enfant à vous aider à travailler la pâte sur une surface saupoudrée de farine
- 3** Conserver dans un contenant hermétique pour éviter que la pâte ne se dessèche.

## INGREDIENTS

- 2 ½ cups flour
- ½ cup salt
- 2 tablespoons cream of tartar

# HOMEMADE PLAYDOUGH

## PREPARATION

- 1** Mix together and add:
  - 3 tablespoons oil
  - 2 cups boiling water
- 2** Stir everything. Invite your child to help you work the dough on a floured surface.
- 3** Store in an airtight container to avoid it drying out.

**Building French Language Skills** – Encourage your child to make the shape of an “s” with the play dough to form a snake and to imitate Josée and Louis by making the “s” sound. To help your child develop better listening skills, you can use and repeat some of the French expressions heard in the videos such as: *Écoutes bien la musique!*, *Comment danse un /une* [insert animal name]?, *Tu dances bien!* Encourage your child to use the newly learned French words.

# LES CINQ SENS

Découpe les 5 images de la page 55. Trouve la partie du corps correspondant à chacune des devinettes. Colle l'image dans la case appropriée.

Je te permets de sentir des odeurs. Qui suis-je?



Je te permets de goûter des aliments. Qui suis-je?



Je te permets de voir des objets. Qui suis-je?



Je te permets d'entendre les sons qui t'entourent. Qui suis-je?



Je te permets de flatter des objets. Qui suis-je?





## THE FIVE SENSES

Cut the label of each body part found on page 55. Paste each in the appropriate box according to the riddles on the next page.

I allow you to smell odors.  
Who am I? The sense of  
smell. It smells good!



I allow you to taste food. Who  
am I? The sense of taste. Mmm!  
This is good!



I allow you to see objects. Who  
am I? The sense of sight. Look!



I allow you to hear the sounds  
around you. Who am I? The sense  
of hearing. Listen carefully!



I allow you to feel objects.  
Who am I? The sense of  
touch. This is sweet!



## UN INSTRUMENT DE MUSIQUE

### DES PETITES MARACAS POUR DE PETITES MAINS

#### MATÉRIEL

- 2 contenants (p. ex. : petits pots de yogourt)
- cailloux (ou autres petits objets : riz, haricots secs, petites pâtes alimentaires, petites perles)
- ruban adhésif

#### MARCHE À SUIVRE

- 1** Lavez et séchez les contenants.
- 2** Placez quelques cailloux à l'intérieur du premier contenant.
- 3** Placez le deuxième contenant par-dessus le premier pour bien le couvrir.
- 4** Fixez le contenant à l'aide de ruban adhésif.
- 5** Amusez-vous à faire de la musique avec votre nouvelle maraca.

## SMALL MARACAS FOR SMALL HANDS

### MATERIEL

- 2 containers (e.g., small yogurt pots)
- stones, pebbles (or other small items: rice, beans, small dry pasta, beads)
- tape

## A MUSICAL INSTRUMENT

### PROCEDURE

- 1 Wash and dry containers.
- 2 Place a few pebbles inside the first container.
- 3 Place the second container over the first to cover it well.
- 4 Secure the containers together with tape.
- 5 Have fun making music with your new maraca.

**Building French Language Skills** – Cut out these four images representing the steps in building the maraca. Mix the images then ask your child to help you put them back into the correct order or sequence. While looking at these images, encourage your child to say what they see is happening in the image. Then say the ordinal expressions in French such as, *c'est le premier*, *c'est le deuxième*, *c'est le troisième* et *c'est le dernier*. Encourage your child to use the newly learned French ordinal words.

## LES FAMILLES D'INSTRUMENTS

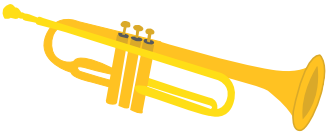
Il y a 3 familles d'instruments : à cordes, à vent et à percussion.

Pour jouer des **instruments à cordes**, il faut pincer ou frotter celles-ci.

Pour jouer des **instruments à vent**, il faut utiliser le souffle.

Pour jouer des **instruments à percussion**, il faut les frapper ou les secouer.

Les instruments ci-dessous ne retrouvent pas leur famille. Aide-les en liant chaque instrument à la bonne famille.



le tambour



le violon

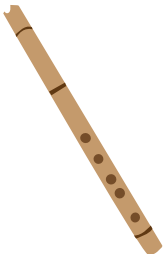


les maracas

Instruments  
à vent

Instruments  
à cordes

Instruments  
à percussion



la flûte



la trombone



la guitare

## INSTRUMENT FAMILIES

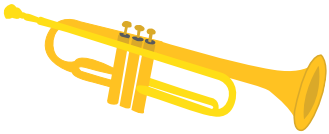
There are three families of instruments: strings, wind and percussion.

To play **stringed instruments**, you must pinch or rub the strings.

To play **wind instruments**, you use your breath.

To play **percussion instruments**, you must hit or shake them.

The following instruments need to be reunited with their families. Help them by linking each instrument to the right family. Circle your favourite musical instrument.



le tambour



le violon

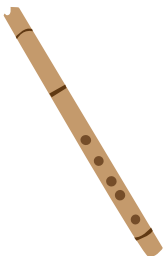


les maracas

Wind  
instruments

Stringed  
instruments

Percussion  
intruments



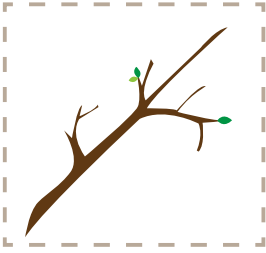
la flûte



la trombone



la guitare



une branche



un nid



l'amour



un trou



un noeud



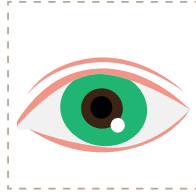
un oiseau







**l'oreille**



**l'oeil**



**le nez**



**la main**



**la bouche**





## GLOSSARY

Le napperon	The placemat
Le livret	The booklet
La fiche	The task card
Le coffre à jouets	The toy box
Les jeux	Games
Le casse-tête	The Puzzle
L'épicerie	The Grocery
Les paniers	The baskets
Un aliment	A food item
Un auto-collant	A sticker
Les groupes alimentaires	The food groups
Les produits laitiers	Dairy products
Les fruits et légumes	Fruits and Vegetables
Les produits céréaliers	Cereal products
Les viandes et substituts	Meats and alternatives
Les saisons	The seasons
Le printemps	Spring
L'été	Summer
L'automne	Autumn
L'hiver	Winter
L'arc-en-ciel	The rainbow
Les couleurs	The colours
Rouge	Red
Orange	Orange

Jaune

Yellow

Vert

Green

Bleu

Blue

Violet

Violet

Une salade fruitée

A fruit salad

La pomme

An apple

Les bleuets

Blueberries

La papaye

A papaya

Le kiwi

A kiwi

La poire

A pear

L'orange

An orange

La banane

A banana

Les fraises

Strawberries

Le cantaloup

A cantaloupe

Les cerises

Cherries

La mangue

A mango

Les parties du corps

The body parts

Les pieds

The feet

Le ventre

The stomach / tummy

Les épaules

The shoulders

Le nez

The nose

L'oreille

The ear

L'oeil / les yeux

The eye / The eyes

La bouche

The mouth

La main	The hand
Les doigts	The fingers
Les cinq sens	The five senses
Le toucher	Touch
L'ouïe	Hearing
L'odorat	Smell
La vue	Sight
Le goûter	Taste

Les chiffres	Numbers
Un	One
Deux	Two
Trois	Three
Quatre	Four
Cinq	Five
Six	Six
Sept	Seven
Huit	Eight
Neuf	Nine
Dix	Ten

Les animaux	The animals
Le serpent	A snake
Le gorille	A gorilla

Le loup	A wolf
Le flamant rose	A pink flamingo
L'écureuil	A squirrel
Le hibou	An owl
Le mouton	A sheep
Le calendrier	The calendar
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
Le soleil	The sun
Le nuage	The cloud
La goutte de pluie	The raindrop
Les métiers	Jobs, trades, occupations
Le pompier	The firefighter
Le fermier	The farmer
Le médecin	The doctor
Le coiffeur	The hairdresser
Le charpentier	The carpenter

La grandeur

The size

Gros / grosse

Big

Moyen / moyenne

Medium

Petit / petite

Small

Les instruments de musique

The musical instruments

La guitare

A guitar

La trombone

A trombone

Les maracas

Maracas

La flute

A flute

Le violon

A violin

Le tambour

A drum

Les instruments à vent

Wind instruments

Les instruments à cordes

String instruments

Les instruments à percussion

Percussion instruments

Une étoile

A star

Une fleur

A flower

Un coeur

A heart

Un papillon

A butterfly

L'arbre

The tree

Les feuilles

The leaves

La branche

The branch

Le noeud

The knot

Le trou

The hole

Le nid

The nest

L'oiseau

The bird

L'amour

Love

Danser

Dance

Chanter

Sing

Bouger

Move

Jouer

Play

Couper

Cut

Mélanger

Mix

Laver

Wash

Sécher

Dry

Frotter

Rub

Pincer

Pinch

Souffler

Blow

Frapper

Hit

Secouer

Shake

