

French

Modern Language

French

Mason encouraged all students to study languages so that they could be better guests in other countries and better hosts at home. In Grades 1–6, lessons include songs and rhymes, picture study, and literature. In Grade 7, poetry replaces songs and rhymes, and grammar replaces picture study.

French: Grades 1-3

Study the target language for conversation and literacy. Lessons in the Teacher Guide are designed to facilitate interaction between the students and the teacher. Audio files and Quizlet sets are provided.

Assigned Grades & Scheduling

Students or Groups Enrolled by Form or Grade

Grade(s) 1 2 3

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F1	15	3	*	T	∞

Placement Tips

Course Notes

Course Text: *F is for French* by Elaine Arsenault

Picture Study (Day 1): Students learn to describe pictures aloud using engaging vocabulary and correct grammatical structures. All students learn vocabulary using the Total Physical Response (TPR) technique (used across all language courses) and practice conversation by discussing what they see using the Narration Series and Practice Questions. Supplementary Vocabulary is included for each picture and may be used either during regular lesson times or as an afternoon occupation if desired.

Elementary French Literature (Day 2): Students work to understand familiar fairy tales and folk tales retold in the language of study. In the story of Jacques et les haricots magiques (Jack and the Beanstalk), students begin by learning vocabulary using the Total Physical Response (TPR) technique. They then use the understanding of this vocabulary to interpret the text of the story and respond with a visual narration using StoryBoards. Finally, they work to retell the story either by reciting the lines, following the recording of the lines with their illustrations, or performing TPR gestures as they listen to the recordings of the lines.





Songs and Rhymes (Day 3): Pure enjoyment is the primary purpose of students' listening to these songs and rhymes; they will unwittingly learn as they listen. Encourage students to sing along with the audio recordings (only) and act out the songs with gestures and dances as they think of them. Use illustrations and any suggested videos to aid comprehension. (Note: Lyrics in videos will likely NOT match the lyrics in the recordings. Please use the videos only for introducing the songs. Do not try to sing along with them.) The Muriel's World CD, available on their website, provides an insert that includes the lyrics and translations of the songs. Because the other CDs do not come with printed lyrics or translations, we provide English translations for the Teacher. (See "French Songs and Rhymes Song Book.") Students in Grades 1–3 should listen without seeing the target language in print, but may enjoy seeing the pictures provided in the printable section of the songbook.

All Courses: Detailed instructions for teaching each section of the lessons are included in the Teacher Guides. Quizlet sets are provided to aid teachers with pronunciation or to serve as the audio component for lessons. These sets are not intended for student use but should be studied by the teacher prior to the lesson. SoundCloud audio tracks include complete recordings for each part of the story, and the links included in the lessons go to the course playlist, not the individual tracks. All exam questions should be answered in French as much as possible.

Extra Helpings Page: The Extra Helpings page is usually the last page you will see in each lesson plan set. You will want to have a look at these pages prior to beginning your year to give you ideas for field trips and projects, but for the most part this section is provided for students who are showing a high level of interest in the course. The page contains lesson extensions, links to videos, books for free reading, games you can play, and more.

Planning & Prep

Lesson Plan Key

	The "P" stands for "Prep." This means there is something you need to do prior to teaching this lesson. This may include reading something, cutting out word cards, gathering supplies, etc.
ALERT: Sensitive Content	This tells you that you need to preview the page(s) indicated. We flag things that are of concern to diverse people, such as sensual/suggestive material, racially insensitive language, violence, and age of the earth issues. We leave it to our members to decide how to handle such content.
	The arrow marks the "blocks," or steps, of a lesson.
RN&D	Stands for "Read, Narrate, & Discuss." You will see this in just about all the lessons. This section tells you the book title, chapter or page numbers, and the beginning and ending phrases of the day's passage.
	The black star indicates that there is a link you need to access from the Links page.
	The white star indicates that you need something outside of the ordinary for this lesson, such as a supply or a book from another course.

Art Instruction

French: Grades 1-3

Estimated Total for Course: \$23.00

Books & Resources

RESOURCE INFORMATION

SCOPE

BUY/FREE

French: Grades 1-3 Packet by Charlotte Mason's Alveary
 ✓ SAVE ✓ PRINT
 → RATIONALE: Contains the lyrics and translations for French songs & rhymes along with the teacher guides for French Picture Study and Elementary French literature.

Term 1
 Term 2
 Term 3



F is for French by Elaine Arsenault
 ISBN/ASIN 978-1585364350
 → RATIONALE: This ABC book is set in Montreal. Students will learn about the French Canadian culture as they study French vocabulary.

Term 1: A, B, C
 Term 2: D, E
 Term 3: F, G, H

[\\$18.00](#)

French: Grades 1-3 Quizlet Folder by Charlotte Mason's Alveary
 ✓ SAVE
 → RATIONALE: To aid with pronunciation and auditory recognition.

Term 1
 Term 2
 Term 3

French: Grades 1-3 SoundCloud Playlist by Charlotte Mason's Alveary
 ✓ SAVE
 → RATIONALE: To aid with pronunciation and auditory recognition.

Term 1
 Term 2
 Term 3



Muriel's World French Songs for Children, Vol.1 CD Insert by Chanson Magique
 ✓ SAVE ✓ PRINT
 → RATIONALE: PDF includes all lyrics and English translations for the French songs. Choose the link for Volume 1.

Audio Recording: "Sur le pont d'Avignon" (from 20 chansons et comptines pour les petits Vol.1)
 ✓ SAVE
 → May sub CD or preferred streaming service.
 → RATIONALE: Traditional song from France.

Term 1

Audio Recording: "Un, deux, trois, cache-toi!" (from Muriel's World: French Songs for Children Vol.1)
 ✓ SAVE
 → May sub CD or preferred streaming service.
 → RATIONALE: Traditional comptine (nursery rhyme) from France.

Term 1

[\\$1.00](#)

<p>Audio Recording: "Les Gars de Lochminé" (from Children's Game Songs of French Canada)</p> <p>✓ SAVE</p> <p>→ May sub CD or preferred streaming service.</p> <p>→ RATIONALE: Traditional song from French Canada.</p>	Term 2	<u>\$1.00</u>
<p>Audio Recording: "Valse pour une pomme" (from Muriel's World: French Songs for Children Vol.1)</p> <p>✓ SAVE</p> <p>→ May sub CD or preferred streaming service.</p> <p>→ RATIONALE: Traditional comptine (nursery rhyme) from France.</p>	Term 2	<u>\$1.00</u>
<p>Audio Recording: "Sous le wax" (from Dance With Me in Kinshasa by Kossua Ghyamphy)</p> <p>✓ SAVE</p> <p>→ May sub CD or preferred streaming service.</p> <p>→ RATIONALE: Traditional song from the Republic of the Congo.</p>	Term 3	<u>\$1.00</u>
<p>Audio Recording: "Madame Tortue" (from Muriel's World: French Songs for Children Vol.1)</p> <p>✓ SAVE</p> <p>→ May sub CD or preferred streaming service.</p> <p>→ RATIONALE: Traditional comptine (nursery rhyme) from France.</p>	Term 3	<u>\$1.00</u>

Term 1

<p>☐ 01 Picture Study: A comme arts</p> <hr/> <p>🔊 LISTEN & PRACTICE: ★ Quizlet: FR Picture Study Lesson 1</p> <p>➔ VIEW & DISCUSS: F is for French p.A</p> <p>➔ FOLLOW TEACHER GUIDE Vocab, Narration Series, Question Script</p> <p>FR Picture Study Guide Lesson 1</p>	<p>☐ 02 Literature: Jacques et les haricots magiques</p> <hr/> <p>🔊 LISTEN & PRACTICE: ★ Quizlet: FR Elementary Literature Lesson 1</p> <p>➔ FOLLOW TEACHER GUIDE Vocabulary, Story Lines, Storyboard</p> <p>Elementary French Literature Guide Lesson 1</p>	<p>☐ 03 Songs and Rhymes: Sur le pont d'Avignon</p> <hr/> <p>🔊 LISTEN & PRACTICE: ★ Quizlet: Sur le pont d'Avignon</p> <p>➔ INTRO: In this song people are dancing. Will you dance with them?</p> <p>☆ Audio: 20 chansons et comptines... Vol.1 "Sur le pont d'Avignon" Track 5</p> <p>➔ Watch video for an introduction to song.</p> <p>★ Video: Sur le pont d'Avignon</p>
<p>☐ 04 Picture Study: A comme arts</p> <hr/> <p>🔊 LISTEN & PRACTICE: ★ Quizlet: FR Picture Study Lesson 2</p> <p>➔ VIEW & DISCUSS: F is for French p.A</p> <p>➔ FOLLOW TEACHER GUIDE Vocab, Narration Series, Question Script</p> <p>FR Picture Study Guide Lesson 2</p>	<p>☐ 05 Literature: Jacques et les haricots magiques</p> <hr/> <p>🔊 LISTEN & PRACTICE: ★ Quizlet: FR Elementary Literature Lesson 2</p> <p>➔ FOLLOW TEACHER GUIDE Recap, Vocabulary, Story Lines, Storyboard</p> <p>★ Audio: FR El. Literature Term 1</p> <p>Elementary French Literature Guide Lesson 2</p>	<p>☐ 06 Songs and Rhymes: Sur le pont d'Avignon</p> <hr/> <p>➔ Listen to recording and sing along as able.</p> <p>☆ Audio: 20 chansons et comptines... "Sur le pont d'Avignon" Track 5</p>

Art Instruction

French: Grades 1-3

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

01	TERM 1	Week 1.1	Q: FR Pic. Study Lesson 1	
02	TERM 1	Week 1.2	Q: FR El. Literature Lesson 1	
03	TERM 1	Week 1.3	Q: Sur le pont d'Avignon	Sur le pont d'Avignon
04	TERM 1	Week 2.1	Q: FR Pic. Study Lesson 2	

Art Instruction

French: Grades 1-3

Term 1

GRADE 1

- Give the French words for the colors of the feathers in the clown's hat.
- Sketch or perform the gesture(s) for the following French words: une vache, les haricots, pleurer OR Give the French for the following words: gold coins, happy, castle
- In French, count to ten.

GRADE 2-3

- Give the French words for the colors of the feathers in the clown's hat.
- Sketch or perform the gesture(s) for the following French words: une vache, les haricots, pleurer OR Give the French for the following words: gold coins, happy, castle
- In French, count to ten.

Art Instruction

French: Grades 1-3

Projects & Activities

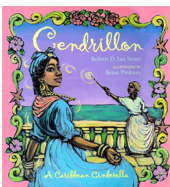
For students with a high level of interest.

Term 1

- ☐ Using the illustration "B comme bixi" as a reference, sketch what the streets look like where you live. Describe them in French using vocabulary from the Narration Series.
- ☐ Film a "silent movie" of Jacques et les haricots magiques. Play the recording and act out the story using grand gestures to convey what is happening.
- ☐ Play hide-and-seek. Count in French.

Books, Games, and More

RESOURCE



INFORMATION

Cendrillon: A Caribbean Cinderella by Robert D. San Souci
ISBN/ASIN 978-2914692281
→ Adapted from a traditional Creole story, this fresh retelling captures all the age-old romance and magic of Cinderella, melding it with the vivid beauty of the Caribbean and the musical language of the islands. French students will hear the language they study as it is spoken across the ocean in the French Caribbean, expanding their global sense of the language.

SCOPE

Term 1
Term 2
Term 3

BUY/FREE

[\\$8.00](#)

French

2022-2023 Grades 1-3 French Packet

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Songs and Rhymes

Teacher Copies with English Translations*

Sur le pont d'Avignon (France), Un, deux, trois, cache-toi!	103
Les Gars de Lochminé (Québec), Valse pour une pomme	104
Sous le wax (Republic of the Congo), Madame Tortue	105

Printable Copies for Student Use. Songs and Illustrations are on separate pages. Print individually or on front and back:

Sur le pont d'Avignon (France)	106
Les Gars de Lochminé (Québec)	108
Sous le wax (Republic of the Congo)	110

*Lyrics for songs by Muriel Vergnaud available here: [Muriel's World: French Songs for Children Vol.1 CD Insert](#)

Picture Study: Lesson Flow Quick Reference

Grades 1–6, Class Day 1

Recap: Teacher asks students to recall the Narration Series sentences of the lesson, either by reciting aloud or performing the associated gestures while listening.

Learn Vocabulary using Total Physical Response (TPR)

- ❑ Prepare: Teacher selects vocabulary to teach. Teacher chooses gestures (student developed or ASL signs), props, or illustrations to express meaning.
- ❑ Teacher Modeling: Teacher says the new vocabulary word and clarify meaning, using English when necessary. Students perform original gestures or ASL signs.
- ❑ Student Modeling: Students mimic the same gestures and facial expressions silently as the teacher says the French word.
- ❑ Repetition and Practice: Continue with new words, reviewing and practicing multiple times to ensure learning.
- ❑ Recitation and Pronunciation*: Teacher says vocabulary slowly, while gesturing, and students repeat vocabulary aloud, also performing the gestures.

Learn Verbs and Narration Series

- ❑ Teacher and Student Modeling: Students learn verbs using TPR (see above).
- ❑ Teacher and Student Modeling: Students listen to Narration Series sentences, one at a time, and respond by performing gestures learned in Fluency Vocabulary.
- ❑ Repetition and Practice: Students listen to sentences out of order and perform gestures.
- ❑ Recitation and Pronunciation*: Students recite Narration Series sentences as they perform gestures.

Discuss Picture using Question Script

- ❑ Prepare: Teacher scans Question Script to become familiar with question structure and vocabulary.
- ❑ Recap: Teacher asks students to recall the Narration Series sentences of the lesson, either by reciting aloud or performing the associated gestures while listening.
- ❑ Teacher Questioning: Teacher asks questions, one at a time, using gestures as appropriate to aid in comprehension.
- ❑ Student Response: Students answer questions using vocabulary learned, either by reciting aloud or performing the associated gestures. Students may progress from a simple, “yes,” or “no,” answer to complete sentences as they develop speaking skills.

Optional: Supplemental Fluency Vocabulary (Quizlet Sets are in the French Grades 1–3 Folder.)

- ❑ Teacher Modeling: Teacher says the new vocabulary word and clarifies meaning, using English when necessary. Students point to the appropriate area of the picture. Continue with new words, reviewing and practicing multiple times.
- ❑ Recitation and Pronunciation*: Teacher says vocabulary slowly, while pointing to the picture, and students repeat vocabulary aloud, also performing the gestures.

**Recitation and Pronunciation should only be done when students have shown complete comprehension through listening and are comfortable with speaking in the language. It is not necessary to complete Recitation and Pronunciation to continue to the next lesson.*

Elementary Literature: Lesson Flow Quick Reference

Grades 1–6, Class Day 1

Recap: Choose 3–10 sentences from the previous lessons. According to ability, students may either reference storyboard sketches or gesture as they listen to or recite the chosen lines of the story or vocabulary.

Learn Contextual Vocabulary using Total Physical Response (TPR)

- ❑ Prepare: Teacher selects vocabulary to teach. Teacher chooses gestures (student developed or ASL signs), props, or illustrations to express meaning.
- ❑ Teacher Modeling: Teacher says the new vocabulary word and clarify meaning, using English when necessary. Students perform original gestures or ASL signs.
- ❑ Student Modeling: Students mimic the same gestures and facial expressions silently as the teacher says the French word.
- ❑ Repetition and Practice: Continue with new words, reviewing and practicing multiple times to ensure learning.
- ❑ Recitation and Pronunciation*: Teacher says vocabulary slowly, while gesturing, and students repeat vocabulary aloud, also performing the gestures.

Learn Story Lines

- ❑ Teacher and Student Modeling: Students listen to sentences, one at a time, and respond by performing gestures learned in Contextual Vocabulary.
- ❑ Repetition and Practice: Students listen to sentences out of order and perform gestures.
- ❑ Recitation and Pronunciation*: Students recite sentences as they perform gestures.

Illustrate Storyboards

Suggestion: The teacher should demonstrate "simple and quick drawings," perhaps sketching the first few lessons as the student directs. As this is a note-taking technique, students should sketch for personal meaning. The sketches will not be used for presentation to others.

- ❑ Sketching and Listening: While listening to the recording of the story, using simple and quick drawings, students sketch the scene in the storyboard box for the lesson.
- ❑ Comprehension Check: Students point to their Storyboards as they either recite the story or listen to the recording.

****Recitation and Pronunciation** should only be done when students have shown complete comprehension through listening and are comfortable with speaking in the language. It is not necessary to complete Recitation and Pronunciation to continue to the next lesson.*

Songs and Rhymes: Lesson Flow Quick Reference

Grades 1–6

- ❑ Prepare: Teacher listens to the song to become familiar with the melody and language patterns.
- ❑ Introduction (First lesson only): Teacher introduces the song using the information or question from the lesson plans. Students watch a video or view an image to introduce them to the meaning of the words.
- ❑ Listen: Students listen to the song or rhyme, singing along as able.

Member Tutorial

2022-23

CMI: Who We Are

The [Charlotte Mason Institute](#) (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of [Charlotte Mason's Alveary](#) curriculum and training materials to support schools and homeschools. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement, and the university appointed four scholars from our organization to serve as [Visiting Research Fellows](#). By purchasing the Alveary curriculum, you are helping to support all of this vital work.

What We Do

Our Vision

- A relational education for all students and teachers in every setting

Our Mission

- To promote the principles and practices of Charlotte Mason's design for education

Our Values

- Charity, Fidelity, Humility

Find Out More

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.

Part 1: Charlotte Mason's Alveary

Basic Structures

Forms & Grade Levels

Charlotte Mason used the British system of forms, which would have been familiar to her members. We use the American system of grades for ease of understanding, but still find value in using the word “forms” for developmental groupings of students in certain contexts. Here is the breakdown of forms and grade levels:

Primary School			Upper Elementary School			Middle School		High School			
Form 1			Form 2			Form 3		Form 4	Form 5		Form 6
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

Many times, students in the same form share courses. But that does not mean that they repeat information, because of the way we cycle through history (see below).

History Cycles

The content in Charlotte Mason's Alveary is organized around four cycles of both modern and ancient history. All students study the same history cycle at the same time. This makes combining and placing students simple.

The 2022-23 school year will focus on Cycle 3. (Only one cycle is available per year; all members should work in that cycle.) Most other subjects correlate with the time period being studied, so that each year's course of study is truly cohesive. The following year, we will all be in Cycle 4, which means that a different set of books will be used (though some carry over).

Cycle	Modern History (Grades 2+)	Ancient History (Grades 5+)
1	800-1650 A.D.	c. 3500-650 B.C.
2	1650-1800 A.D.	550-100 B.C.
3	1800-1900 A.D.	100 B.C. - 350 A.D.
4	1900 A.D. - present	350-800-A.D.

Terms

Each school year is divided into three terms of 12 weeks each, for a total of 180 school days. 11 weeks of each term are for lessons, and the last week is for exams. Information on how to submit exams is included on the exam document. Submission of exams is optional. (Exams that are submitted are not assessed by the Alveary team; rather, they are used to help us evaluate the books assigned in order to aid us in decision-making. Occasionally, they may be used for research purposes. By submitting exams, you are agreeing to this. No identifying information will ever be used.)

Part 3: Subjects & Methods

This section is intended to assist you in becoming acquainted with Charlotte Mason's methods in general, and with the Alveary's translation (when needed) of them in particular, in order to help you become the very best Charlotte Mason teacher you can be. The information presented in these pages is a synthesis of Mason's original volumes, PNEU programs, *Parents' Review* articles, and, where it adds insight to Mason's ideas, current research. Each section will walk you step-by-step through the subjects and how they are taught.

Lesson plans for Grades 1-8 (Forms 1-3) are written to the teacher and are very detailed; plans for high school are written directly to the student. By high school, students should be able to look ahead, gather their own materials, and work through the lessons independently for many of the subjects. They should also have internalized the lesson arcs as habits. If your high schoolers are new to Mason, you may want to have them read and reference the arcs for a while. High school is a continuation of the lower years with more independence, growing relationships with expanding ideas and topics, and an increasing ability to communicate in both written and oral forms. The various state and college documentation requirements do not necessitate a shift in methodology. You will notice in each of the subject areas that the high school content is intended to broaden and deepen your students' already established relationships with these subjects. Continue as you have begun and watch as your students grow and develop into the unique image bearers that God has created them to be.

The General Lesson Arc

Like a great story, every great lesson has a well-thought-out beginning, middle, and end; Each one of our lesson plans follows some variation of the following general pattern:

- **Preparation:** This section tells the teacher what materials will be needed, what needs to be done beforehand, and to what ideas (if any) a teacher may want to be alerted.
- **Introduction:** Each lesson begins by connecting back to the previous lesson. Next comes a suggestion for something to pique interest and help the student recall ideas or events. Difficult words may be introduced, though this is not always necessary. Feel free to simply ask, "What was happening when we left off last time?"
- **New Content:** Once the student's mind is fully engaged, the lesson continues with the presentation of the new content. The substance of a lesson is always narrated in some way. Narrating is the mind's chief means of processing and assimilating new information into the long-term memory. Since, as Mason asserted, a student only knows what he can tell, every student should narrate every lesson in some way, and those narrations should generally not be interfered with or interrupted by the teacher.
- **Closure:** After narration, some time is given to discussion, which some call the "grand conversation." This is the point at which students may interject their thoughts, opinions, and connections. Teachers may also share during this time, but much restraint must be practiced in order to avoid taking over the conversation, influencing the student too much by telling him/her what to think about the passage, or pointing out morals. The grand conversation serves to close the lesson and transition into the next one. For students who are working independently, this may happen in their own minds as they are writing their narrations, or they might be asked to initiate a discussion at some other point in the day.

The teacher generally guides students in Grades 1-8 (Forms 1-3) through this arc, although as the habit is established, students can begin to work through it on their own.

Languages

Modern Languages

Mason based her language program on two things: 1) Her own methods for the English language (oral work, narration, recitation, copywork, dictation, grammar, and original composition), and 2) The research of François Gouin, who introduced the “series.” Gouin’s research has been built upon in recent years by Stephen Krashen’s work on a natural approach to second-language acquisition. Comprehensible Input (CI) teaching methods, including Teaching Proficiency through Reading and Storytelling (TPRS), are derived from Krashen’s Input Hypothesis. The Alveary’s approach to languages is presented in a way that supports teachers who are not fluent in the target language.

During Alveary language lessons, even young students will explore and refine their understanding of the rhythm and sound of the language using songs, rhymes, and poetry. As they progress, students will encounter the language through reading, working through classic fables, folk tales, beginning readers, and eventually, more advanced works of literature. As student vocabulary grows through picture study, words will give way to parts of speech, and a comprehensive grammar course will give the students the ability to truly use the language for themselves. Students will speak in and listen to the language throughout this program while engaging with pictures, hearing traditional music, acting out vocabulary, and responding to literature creatively. Throughout all of these activities, students are also interacting with the culture of the language and developing an understanding of our neighbors near and far.

Content Progression: