

2. TPR (Total Physical Response) (Day 1)
 - a. Place the family visuals on the chalkboard, wall, etc.
 Demonstrate the meaning of the *le fils* phrase. **Touchez!** (pl) (*Too-sayh*)
le fils **Touche!** (*too-seuh*) Touch. For example, say
Touchez la grand-mère! (*Too-shay lah grahng mehr*) and touch the visual
le fils **Touchez!** *le fils* **Touchez!** *le fils* **Touchez!** *le fils* **Touchez!**
 family members.
 - b. (Day 2) Review by repeating Day 1 procedures. Next, ask a pair of students
 to come to the front of the room and point to the family member according to
 the command given by the teacher. **Touchez le fils!** (*too-shay leuh*
fees) (Touch the son.) Continue practicing the family members until all
 children have had a turn to identify the family members. (Note: A class set of
 the family visuals could be made so all the students at their desks could
 practice the vocabulary simultaneously with the pair of students at the front of
 the room.)

3. Charades (Day 3) After a brief review, the teacher does the following steps:
 - a. The teacher says one of the family phrases and does an appropriate action to
 represent the phrase. For example, mow the lawn for dad, jump rope for the
 daughter, etc. The teacher models the phrase and action until all family
 members have been practiced.
 - b. The students do the actions and phrases with the teacher.
 - c. The teacher says the family phrase in French while the students do the action.

4. Stage 2: Oral Speech Production Yes-No Questions (Day 4)
 The teacher calls six students to the front of the room and gives each student one
 of family members. The teacher points to one of the visuals a child is holding and
 asks the question: **Est-ce le fils ou la grand-mère?** (*S-ceuh!*)
Oui ou non? (*gn m'n fn cfs! o!tshf'itoh bhf !! Oui*
ou non !) *ff!pp!ob oh!! g'u f!tub'fn fou!t's f!u f!tu efou!sft poe! u!*
 If the student answers "oui" (yes), the teacher says: **Oui, c'est le fils.**
 If the student answers "non" (no), the teacher says: **Non, ce n'est pas le fils.**
 Continue until all students have had a turn.

5. Either-Or Questions (Day 5)
 The teacher holds up one of the family visuals and asks an either-or question
 regarding what the visual represents. The students answer with the appropriate
 family member phrase. For example, the teacher holds up the visual of the
 son and asks: **Est-ce le fils ou la grand-mère?** (Is it the son or the
 grand-mother?)
Est-ce le fils ou la grand-mère? (*hsboen pu fs! boe! btl t! Est-ce le fils ou la grand-*
hsboen pu fs !! i f!tu efou!ti p m'bot fs! u!! -mère)

6. Single Word Answers (Day 6)
 - a. The teacher calls six students to the front of the room and gives each student one
 of the family members.
 - c. The teacher asks the question: **Qui est-ce?** (*gn m'n fn cfs! o!tshf'itoh bhf !*
(key ah ___?)) The students answer with the name of the student who is holding
 the visual. *0 1 15t4e4ey ah*

7. Stage 3 Speech Emerges (Day 7)
 - a. The teacher holds up the family visuals and the students identify each in French.
 - b. The students construct a family tree identifying their father, mother, and grandparents. The students tell a partner in French who each of the family members are.
8. Games *rh !hbn ft!t di !bt!* **Memoire** (Memory)(*may-mawhr*) to practice the French family vocabulary.

Notes about the Power Point

Strasbourg,: Strasbourg, France is located in the northern part of France in a region called Alsace-Lorraine. Strasbourg is the old capital of this region. The Romans established a military outpost in this area. The city celebrated its 2,000th birthday in 1988. Strasbourg is the seat of several European institutions such as Council of Europe, European Court of Human Rights, and the European Parliament.

On the sdi ppiti p tf! o!u f! p fs! p ou!u flc ra oh!sfbet! Fdprfl
 eft! mfit! !! upof!un fl!u t! bt!b!h sm!tdi ppitc upu!bo !n psf !c pu !c p t!boe!
 girls attend.

French bread: The French have bread with every meal and the typical bread that is eaten is **une baguette** which is a long thin bread, crusty on the outside and soft and chewy inside.

Un arbre de Noël (a Christmas tree) Legend has it that the Christians started using the symbol of a Christmas tree in the region of Alsace. The first mention of it was in 1521 when this region was a part of Germany. After the war of 1870, the people of Alsace-Lorraine who emigrated to France brought the tradition of the tree. (This region has been disputed over throughout history but it now a part of France.) At the end of the 19th century all of France had adopted the Christmas tree.

Quiche Lorraine: Quiche is a dish from this region.