Sarah's Spanish School

FREE SAMPLE · MUNDIAL FRENCH · LOWER ELEMENTARY

La petite abeille

The Little Honeybee

IB PYP theme: How the World Works | Level 1A · Grades K–1 | Unit 4 of 6

5 lessons · about 40 min · once a week | 90%+ in French



Coco le Coq, a cheerful rooster, on his red bike, with une petite abeille

Students study the honeybee: they count bees, eggs, larvae, and flowers (*Combien d'abeilles ? – Il y a cinq abeilles.*), open and close their wings, fly and land, act out a bee's life, and discover how bees turn flower nectar into honey. Coco rides his bike through the lavender fields of Provence and meets thousands of bees.

Inside this sample

1. Unit overview with IB PYP connections
2. Sample Lesson 1
3. Sample Lesson 5 (Display of Learning)

Every Mundial unit has this same shape in Spanish, French, and Mandarin.

IB PYP Connections

Aligned with the six transdisciplinary themes, one unit per theme each year

Who We Are	Where We Are in Place and Time	How We Express Ourselves	**How the World Works**	How We Organize Ourselves	Sharing the Planet

CENTRAL IDEA — **We explore how living things grow and change over time through the life and work of a honeybee.**

Lines of inquiry

- How a bee is born and grows (Comment l'abeille naît et grandit)
- How living things change (Comment les êtres vivants changent)
- Why bees are special: from flower to honey (De la fleur au miel)

Key concepts

Change Living things change over time

Form What bees and larvae are like

Function How bees grow, live, and make honey

Learner profile attributes

Inquirers We observe and ask questions about bees

Knowledgeable We learn about the life cycle

Thinkers We make connections and observations

Caring We take care of living things and nature

Open-minded We observe the beauty of nature

Approaches to learning (ATL skills)

Thinking Observe changes, ask questions, count and sort what we see

Communication React to bees, act out the life cycle, share ideas through drawings and simple words

Social Work in groups, share materials, respect living things

Self-management Follow routines, take care of materials, build fine-motor skills

Language & Learning

ACTFL-aligned can-dos · Level 1A · Grades K–1

Can-do statements

1. I can count bees, eggs, larvae, and flowers.
2. I can open and close my wings, fly, and land when I hear those words.
3. I can point to and act out the stages of a bee's life.
4. I can react to bees I see.
5. I can make a bee with two matching wings and count its stripes.

Culture

Honeybees and honey in France. In summer, bees gather nectar in the purple lavender fields of Provence to make *le miel de lavande*, a specialty of the region. In Paris, beehives sit on the roof of the Opera house (the Palais Garnier), where bees make honey in the middle of the city. Plus a fact children love: honeybees do a little dance to show other bees where the flowers are.

Where: Provence and Paris, France

Key structures

CORE

Combien de…? · *Il y a ___* · *Il y a trois œufs.* · *Il y a cinq abeilles.* · *les nombres de 1 à 10* · *l'abeille / les abeilles* · *la ruche* · *le miel* · *les fleurs* · *la lavande*

MOVEMENT

Ouvre les ailes! · *Ferme les ailes!* · *Vole!* · *Vole vite!* · *Vole lentement!* · *Atterris!* · *Danse!*

DESCRIBE & REACT

les ailes · *les rayures* · *Les deux ailes sont pareilles.* · *Bzzz!* · *Qu'elle est belle!* · *Miam!*

LISTEN-AND-POINT ONLY

l'œuf · *la larve* · *la nymphe* · *l'abeille*

HEARD IN THE STORY

Il fait chaud. · *Ça sent bon!*

The unit story: *Coco et les abeilles* · told a little each lesson in StoryTime

Day 1
Coco rides his bike in Provence. It's hot, and the lavender smells wonderful.
Coco fait du vélo en Provence. Ça sent bon!

Day 2
He sees the lavender… and bees, lots and lots of bees! The class counts.
Il y a beaucoup d'abeilles! Bzzz!

Day 3
Coco has an idea: he wants to fly like the bees.
Coco a une idée. Il veut voler!

Day 4
Coco can't fly like the bees, and he is very sad.
Coco ne peut pas voler. Il est très triste.

Day 5
He can't fly, but he can dance, and the bees dance too! And there is lavender honey.
Coco est content. Miam!

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

Notre ruche + Mon abeille

Class mural
A big class beehive. Each student adds a bee with two matching wings: *Les deux ailes sont pareilles.*

Individual page
Students draw their own bee with matching wings, add stripes, count them, and complete *Mon abeille a ___ rayures.* Classmates react: *Qu'elle est belle!*

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 · IN THIS SAMPLE
La boîte magique
I can count bees and open and close my wings in French.

LESSON 2
La vie de l'abeille
I can point to and act out the stages of a bee's life and visit the lavender fields of Provence.

LESSON 3
On compte les abeilles
I can count bees, eggs, larvae, and flowers in French (*Il y a ___*).

LESSON 4
Qu'elles sont belles!
I can react to bees and say when two wings are the same in French.

LESSON 5 · IN THIS SAMPLE
Notre ruche
I can make my own bee with matching wings and count its stripes in French.

LESSON **1** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 1A · UNIT 4: LA PETITE ABEILLE

La boîte magique

The Magic Box · Meet the bee · counting · wings



Rituel 5 min	La boîte magique 3 min	Question du jour 5 min	L'histoire de Coco 7 min	On bouge ! 4 min	On s'amuse ! 10 min	On vérifie ! 3 min	À toi ! 2 min	Au revoir ! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How the World Works

Today's goal

I can count bees and open and close my wings in French.

Target structures

Combien d'abeilles ?
How many bees?

Il y a ___ abeilles.
There are ___ bees.

les nombres de 1 à 10
numbers 1–10

Ouvre les ailes ! / Ferme les ailes !
Open your wings! / Close your wings!

Vole ! · Atterris !
Fly! · Land!

Qu'elle est belle !
How beautiful she is!

J'aime / Je n'aime pas
I like / I don't like

s'il te plaît · merci
please · thank you

Materials

- Opening Ritual slides
- A small box + several printed bee pictures (to count as they come out)
- Map of France
- Coco story slides, Day 1
- Student workbook: C'est une abeille ? · Ouvre les ailes !; crayons

1 Rituel d'ouverture — Opening Ritual — 5 min

- *Bonjour, la classe !* → *Bonjour, Madame / Monsieur !* Then *Comment ça va ?*, the day, and the weather (*Quel temps fait-il ?*).
- Phrase of the day: *Qu'elle est belle !*

2 La boîte magique — Hook — 3 min

- Show a closed box. Something special is inside. Describe it slowly with gestures: *Il y a quelque chose ici… C'est un insecte. Il est petit. Il est jaune et noir. Il vole. Il fait « style='white-space:nowrap'>bzzz » !*
- Students copy your movements and guess. Open the box: *C'est une abeille ! Qu'elle est belle !*
- Take the bees out one at a time and count together: *Une… deux… trois… Combien d'abeilles ? Il y a trois abeilles !*

PRO TIP
Pause often while you describe, so students have time to process the language.

3 La question du jour — Question of the Day — 5 min

ASK *Tu aimes les abeilles ?*

ANSWER *Oui, j'aime les abeilles. / Non, je n'aime pas les abeilles.*

- Model your own answer (*Oui, j'aime les abeilles. Elles font du miel !*). Students repeat, tell a partner, then partners ask and answer. Call on several students.

EXTEND & ADAPT
Students who aren't ready to speak answer with a thumbs up or thumbs down.

4 L'histoire de Coco — Coco et les abeilles · Day 1 — 5–10 min

- Open as always: *Cocorico ! Bonjour, la classe !* → *Bonjour, Coco !*
- *Coco fait du vélo.* (pedal with your hands) *Il va vite… il va lentement… Coco est en Provence. Il fait chaud ! Il fait chaud ou il fait froid ? Il fait chaud !*
- *Il y a des fleurs. Il y a de la lavande. La lavande est violette. Mmm… ça sent bon !* Everyone sniffs the air.
- **Map moment:** *Où est la Provence ? Ici ! Dans le sud de la France.*

5 On bouge ! — Les ailes — 3–5 min

- One move for each command, every time you say it: *Ouvre les ailes !* (arms wide) · *Ferme les ailes !* (hug yourself) · *Vole !* (flap and buzz) · *Vole vite ! / Vole lentement !* · *Atterris !* (crouch down softly).
- Repeat in a new order, changing your speed and volume.

6 On s'amuse! Jacques a dit

8–10 min

- The French Simon Says: students move only when they hear *Jacques a dit*: *Jacques a dit*: *ouvre les ailes !*… *Jacques a dit*: *vole lentement !*… *Atterris !* Everyone stays in the game.
- Add a Coco command for fun: *Jacques a dit*: *fais du vélo !* and a counting one: *Jacques a dit*: *vole*… *un, deux, trois*… *atterris !*

PRO TIP
Play several short rounds and repeat the commands often.

EXTEND & ADAPT
Go faster or change the order to sharpen listening.

7 On vérifie! Check for Comprehension

2–3 min

- Hold up a bee, then Coco: *C'est une abeille ?* Students answer *Oui* or *Non*.
- Show one to five bees: *Combien d'abeilles ?* Students show the number with their fingers.

8 À toi! Workbook, if time

if time

- **C'est une abeille ?** Circle the bees and count them. **Ouvre les ailes !** Listen and circle the bee with open or closed wings.

9 Au revoir!

1 min

- *Au revoir, la classe !* → *Au revoir, Madame / Monsieur !* · *Au revoir, Coco !*

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 1A · UNIT 4: LA PETITE ABEILLE

Notre ruche

DISPLAY OF LEARNING

Our Beehive · Display of Learning



Rituel 5 min	Question du jour 4 min	L'histoire de Coco 6 min	On bouge ! 4 min	Mural 13 min	On vérifie ! 2 min	Mon abeille 5 min	Au revoir ! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How the World Works

Today's goal

I can make my own bee with matching wings and count its stripes in French.

Target structures

les ailes · les rayures
the wings · the stripes

Les deux ailes sont pareilles.
The two wings are the same.

Combien de rayures ?
How many stripes?

Mon abeille a ___ rayures.
My bee has ___ stripes.

Tu aimes ton abeille ?
Do you like your bee?

Qu'elle est belle !
How beautiful she is!

s'il te plaît · merci · de rien
please · thank you · you're welcome

Materials

- Opening Ritual slides
- Coco story slides, Day 5
- One BIG beehive with purple lavender around it, drawn on the whiteboard or large paper before class
- Markers or crayons (yellow, black, and more)
- Student workbook Display of Learning page: Mon abeille; crayons

1 Rituel d'ouverture — Opening Ritual — 5 min

- Run the Opening Ritual as usual.
- **Before class:** draw one BIG beehive (*la ruche*) with lavender around it, and leave plenty of open space for bees.

2 La question du jour — Question of the Day — 4 min

ASK *Tu aimes ton abeille ?* **ANSWER** *Oui, j'aime mon abeille.*

- Hold up your own finished sample bee and model: *Regarde mon abeille ! Oui, j'aime mon abeille.* Run the usual routine. Students answer about their own bee at the end of class.

3 L'histoire de Coco — Coco et les abeilles · Day 5 — 5–10 min

- Retell Days 1–4 with gestures, then the ending: *Coco ne peut pas voler… mais il peut danser !* (everyone dances)
- *Les abeilles dansent aussi ! Coco est triste ? Non ! Coco est content !*
- *Et il y a du miel de lavande. Miam !* Everyone rubs their tummy: *Miam, miam !*

4 On bouge ! — Vrai ou faux ? — 4 min

- Whole-unit review: students **stand** if it's true and **sit** if it's false.
- *L'abeille vole.* ✓ · *La larve vole.* ✗ · *Les abeilles font du miel.* ✓ · *En Provence, il y a de la lavande.* ✓ · *Coco est une abeille.* ✗ · *Les abeilles dansent.* ✓ · *Coco danse.* ✓

PRO TIP
Have students answer with their eyes closed so they don't copy.

5 Notre ruche — Class mural · Display of Learning — 12–15 min

- Invite students up one or two at a time. Each one asks for a color politely (*Quelle couleur ? … Le jaune, s'il te plaît. … Merci !*) and draws a bee near the hive with stripes and **one** wing.
- You add the matching wing and narrate: *Une aile ici… et une aile ici. Elles sont pareilles ? Oui ! Les deux ailes sont pareilles.*
- Classmates react after every turn: *Bzzz ! Qu'elle est belle !* Finish by counting the bees together (*Combien d'abeilles ? Il y a vingt abeilles !*), add Coco on his bike, and take a class photo.

PRO TIP
Point to both wings every time you say *pareilles*.

EXTEND & ADAPT
After each turn, students show with their arms whether the wings are *pareilles*.

6 On vérifie ! — Check for Comprehension — 2 min

- Point to one bee: *Combien d'ailes ?* (*Il y a deux ailes.*) · *Elles sont pareilles ?* (thumbs up) · count its stripes together.

7 À toi! Display of Learning page: Mon abeille — 5 min

- Students draw their own bee with two matching wings, add stripes, and count them.
- Read the frame together and help each student finish it: *Mon abeille a ___ rayures.*
- Partners share: *Regarde mon abeille !* → *Qu'elle est belle !* Then return to today's question: *Tu aimes ton abeille ? – Oui, j'aime mon abeille !*

8 Au revoir! — 1 min

- *Au revoir, les abeilles ! Au revoir, Coco ! Au revoir, la classe !*

What to look for (Display of Learning)

- Both wings match (les deux ailes sont pareilles)
- Counts the stripes in French
- Completes *Mon abeille a ___ rayures.* (with support as needed)
- Reacts to a classmate's bee: *Qu'elle est belle !*

Every Mundial lesson, same rhythm · a predictable routine keeps class in the target language

Rituel d'ouverture	La question du jour	L'histoire de Coco	On bouge!	On explore! · On s'amuse! · On chante!	On vérifie!	À toi!	Au revoir!
Opening Ritual **5 min**	Question of the Day **5 min**	StoryTime with Coco **5–10 min**	Kinetic Comprehension **3–5 min**	One or two, never all three **10–15 min**	Quick check **2–3 min**	Workbook page **if time**	Closing **1 min**

Like what you see? Let's talk about your PYP program.
Mundial comes in Spanish, French, and Mandarin, with full K–5 units, slides, stories, workbooks, training, and ongoing support.
sarahsspanishschool.com/ib

This is a sample from a Mundial unit, shared for review by IB schools and districts. Lesson materials referenced here (slides, story slides, workbook pages) are included in the full curriculum. Mundial is developed by Sarah's Spanish School and aligned with the IB Primary Years Programme framework; it is not produced or endorsed by the International Baccalaureate Organization. © 2026 Sarah's Spanish School.