Sarah's Spanish School

FREE SAMPLE · MUNDIAL FRENCH · MIDDLE ELEMENTARY

Ma famille est unique

My Family Is Unique

IB PYP theme: Who We Are | Level 2B · Grades 2–3 | Unit 1 of 6

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



Coco le Coq, a cheerful rooster, on his red bike

Students describe their families and make simple comparisons. The language focus is family vocabulary, *il / elle a*, *il / elle est* with matching adjectives, and *plus / moins ___ que*. Coco lives on the farm with his family, and the unit ends with *Ma famille*: students present two family members, describing and comparing them.

Inside this sample

1. Unit overview with IB PYP connections
2. Sample Lesson 1
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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 **Every family is unique.**

Essential question: *Comment est ta famille ?* (What is your family like?)

Lines of inquiry

- Who is in our families and how they live
- How families shape who we are
- How families are different and unique

Key concepts

Form What makes up a family and family structure

Connection How families influence identity and relationships

Perspective How families can look different around the world

Responsibility How we support, respect, and care for our family members

Learner profile attributes

Caring Show empathy and consideration for family members

Communicators Describe and share information about our families

Open-minded Appreciate and respect different types of families

Reflective Think about the role our family plays in our life

Principled Respect family diversity and cultural traditions

Approaches to learning (ATL skills)

Thinking Compare family structures; connect our experience to others; reflect on what makes a family unique

Communication Share descriptions of our families; listen to classmates; use oral, written, and visual language

Social Work together on family projects; respect differences in classmates' families

Self-management Organize materials for a family presentation; manage time; stay focused

Language & Learning

ACTFL-aligned can-dos · Level 2B · Grades 2–3

Can-do statements

1. I can understand short sentences about a family and who the members are.
2. I can understand simple descriptions of age, personality, and likes.
3. I can make basic comparisons between family members.
4. I can ask and answer questions about a family.
5. I can present a few connected sentences about my family.

Culture

La galette des rois is the January family tradition in France: the youngest child hides under the table and calls out who gets each slice, and whoever finds the hidden charm (*la fève*) wears the paper crown and is king or queen for the day. Students also meet *Mamie* and *Papi*, the names children use for their grandparents.

Where: France (also Belgium and Switzerland)

Key structures

FAMILY

maman · *papa* · *le frère* · *la sœur* · *papi* · *mamie* · *l'oncle* · *la tante* · *le cousin / la cousine*

LIVE / HAVE

J'habite avec… · *Il habite avec…* · *J'ai…* · *Il a…* · *Il y a…* · *Nous sommes…*

DESCRIBE

Il est / Elle est… · *grand / grande* · *petit / petite* · *drôle* · *gentil / gentille* · *sportif / sportive*

LIKES

Il aime… · *J'aime…* · *Il préfère…* · *Je préfère…* · *parce que* · *aussi* · *mais*

COMPARE / ASK

plus ___ que · *moins ___ que* · *Qui est-ce ?* · *Il a quel âge ?* · *Il est comment ?*

HEARD IN THE STORY

elle s'appelle · *plus petite que* · *plus grand que* · *la galette des rois* · *la fève*

The unit story: *La famille de Coco* · told a little each lesson in StoryTime

Day 1
Coco lives on the farm with his family.
Coco habite à la ferme avec sa famille. Sa famille est unique !

Day 2
Mom is Claire, and kind. Dad is Paul, and funny!
Voici Maman, Claire. Voici Papa, Paul. Il est drôle !

Day 3
Lili, Coco's sister, is two and smaller than Coco.
Voici Lili. Elle a deux ans. Elle est plus petite que Coco.

Day 4
Mamie and Papi live with Coco. Papi is taller than Mamie.
Voici Mamie et Papi. Papi est plus grand que Mamie.

Day 5
At the galette des rois, Papi finds the charm and is king!
Qui a la fève ? C'est Papi ! Papi est le roi !

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

Ma famille

Start
In Lesson 4, students choose at least two family members and begin writing about them.

Write
With the teacher's help, they write a few connected sentences: *Voici… · s'appelle… · est… · a… ans. · aime… · plus / moins ___ que…*

Present
In Lesson 5, each student presents two family members, describing and comparing them, then answers classmates' questions.

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 · IN THIS SAMPLE
Qui est-ce ?
I can understand short sentences about who is in a family.

LESSON 2
Il est comment ?
I can understand age, personality, and likes.

LESSON 3
Plus… que
I can make basic comparisons between family members.

LESSON 4
On parle de la famille
I can ask and answer questions about a family.

LESSON 5 · IN THIS SAMPLE
Ma famille
I can present a few sentences about my family.

LESSON **1** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 2B · UNIT 1: MA FAMILLE EST UNIQUE

Qui est-ce?

Who Is It? · Family members · who I live with



Rituel 5 min	Question du jour 5 min	L'histoire de Coco 6 min	On bouge! 4 min	Qui est-ce? 8 min	J'habite avec 5 min	On vérifie! 3 min	À toi! 3 min	Au revoir! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: Who We Are

Today's goal

I can understand short sentences about a family and who the members are.

Target structures

Qui est-ce? – C'est mon / ma / sa ___.
Who is it? – It's my / his / her ___.

J'habite avec… · Il habite avec…
I live with… · He lives with…

Il y a combien de personnes dans ta famille?
How many people are in your family?

Il y a ___ personnes.
There are ___ people.

maman · papa · le frère · la sœur
mom · dad · brother · sister

papi · mamie · l'oncle · la tante · le cousin / la cousine
grandpa · grandma · uncle · aunt · cousin

habite à la ferme
lives on the farm

Materials

- Opening Ritual slides
- Family picture cards: maman, papa, frère, sœur, papi, mamie, oncle, tante, cousin, cousine
- Coco story slides, Day 1
- A simple farm picture for Coco's house
- Student workbook page: Qui est-ce?; crayons

1 Rituel d'ouverture — Opening Ritual — 5 min

- *Bonjour, la classe!* → *Bonjour, Madame / Monsieur!* Then the date, the weather, and *Comment ça va?*
- Introduce the Essential Question in one line: *Comment est ta famille?*

2 Question du jour — Question of the Day — 5 min

ASK *Il y a combien de personnes dans ta famille?*

ANSWER *Il y a ___ personnes.*

- Hold up fingers as you model: *Dans ma famille, il y a… un, deux, trois, quatre. Il y a quatre personnes.* Students tell a partner, then partners ask and answer. Call on several students.

EXTEND & ADAPT
Students who aren't ready to speak can hold up fingers for the number.

3 L'histoire de Coco — Coco le Coq · Day 1 — 5–10 min

- Review who Coco is: *Il y a un coq. Il s'appelle Coco. Coco aime beaucoup faire du vélo.* (hands on handlebars)
- Today's twist, with the farm picture: *Coco habite à la ferme avec sa famille. Sa famille est unique!*
- Circle with questions: *Coco habite où? À la ferme ou en ville? Coco habite tout seul? Non! Il habite avec sa famille.* End with a hook: *Qui habite avec Coco? Mmm… demain!*

4 On bouge! — La famille — 3–5 min

- Show a family card and do a big, clear gesture every time you say the word: *maman* (hands on heart) · *papa* · *le frère / la sœur* · *papi / mamie* (stand a little taller or a little smaller).
- Call them in a new order and speed up. Then hold up a card: students say the word and do the gesture.

5 On explore! — Qui est-ce? — 8 min

- Show a family picture, covering the label: *Qui est-ce? C'est maman ou papa?* Students answer *C'est maman.* Reveal the label to confirm.
- Continue with *le frère, la sœur, papi, mamie, l'oncle, la tante, le cousin, la cousine.*
- Finish with a quick listen-and-point: describe one person (*Il habite avec Coco. C'est papa.*) and students point to the matching card.

PRO TIP
Use names often: "*Léa dit…*" · "*La classe, vous êtes d'accord ?*" It builds community and keeps everyone listening.

EXTEND & ADAPT
Model *C'est ma maman* and *C'est son papa*, then partners practice pointing to a card and naming the person.

6 On explore! J'habite avec… — 5 min

- On the board, sketch Coco's farm. *Coco habite avec sa famille.* Invite a few volunteers: *Tu habites avec qui ? J'habite avec…* Students may name the people they live with — every family is unique.

7 On vérifie! — 2–3 min

- Hold up two cards and ask either/or questions: *Qui est-ce ? C'est papi ou la sœur ?* · *Coco habite à la ferme ou en ville ?* Students answer and gesture.

8 À toi! Workbook, if time — 3 min

- **Qui est-ce?** Students label family members on the page, then draw the people they live with and write *J'habite avec…* / *Il y a ___ personnes.*

9 Au revoir! — 1 min

- *Au revoir, la classe !* Students leave saying one family word of their choice: *maman ! papi !*

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 2B · UNIT 1: MA FAMILLE EST UNIQUE

Ma famille

DISPLAY OF LEARNING

My Family · Display of Learning



Rituel 4 min	Question du jour 4 min	L'histoire de Coco 5 min	On bouge ! 3 min	La famille de Coco 6 min	On écrit 7 min	On présente 9 min	On vérifie ! 2 min	Au revoir ! 1 min

Lesson at a glance · about 41 minutes · IB PYP theme: Who We Are

Today's goal

I can present a few connected sentences about my family, describing and comparing two family members.

Target structures

Voici ___. Il / Elle s'appelle ___.
Here is ___. His/Her name is ___.

Il / Elle est ___. · Il / Elle a ___ ans.
He/She is ___. · He/She is ___ years old.

Il / Elle aime ___.
He/She likes ___.

plus ___ que · moins ___ que
more ___ than · less ___ than

Qui est-ce ? · Il est comment ? · Il aime quoi ?
Who is it? · What is he like? · What does he like?

Sa / Ma famille est unique !
His / My family is unique!

Materials

- Opening Ritual slides
- Coco story slides, Day 5
- Family picture cards from the unit
- Students' family photos or drawings (begun in Lesson 4)
- A paper crown and a picture of la galette des rois
- Student workbook Display of Learning page: Ma famille; pencils

1 Rituel d'ouverture — Opening Ritual — 4 min

- Run the Opening Ritual as usual. Preview today: *Aujourd'hui, on présente notre famille !*

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

ASK *Comment est ta famille ?*

ANSWER *Ma famille est ___. / Il y a ___ personnes.*

- A quick round: every student says one sentence about their family. Keep it fast and celebrate each answer.

3 L'histoire de Coco — La famille de Coco · Day 5 — 5 min

- Students help retell Days 1–4 with gestures: *Habite à la ferme… Maman, Claire, elle est gentille… Papa, Paul, il est drôle… Lili a deux ans, elle est plus petite que Coco… Mamie et Papi, Papi est plus grand que Mamie.*
- Then the ending, with the galette picture: *C'est la galette des rois ! Lili va sous la table. Qui a la fève ? C'est Papi ! Papi est le roi !* (A volunteer may wear the paper crown.)

4 On bouge ! — Jacques a dit — 3 min

- Whole-unit review with picture cards: *Jacques a dit: montre maman… Jacques a dit: papi… la sœur…* Students point or gesture only when they hear *Jacques a dit*.

5 La famille de Coco — Describe and compare — 6 min

- Hold up Claire and Paul, then Lili and Coco. Model two or three connected sentences and one comparison: *Voici Maman. Elle s'appelle Claire. Elle est gentille. Voici Lili. Elle a deux ans. Elle est plus petite que Coco.*
- Invite a few volunteers to describe one person, with the class helping.

PRO TIP
Model a description plus a comparison with *plus / moins ___ que*. That is exactly what students will do next.

6 Ma famille — Display of Learning · write — 7 min

- Read every frame on the workbook page aloud and point to its picture: *Voici… · Il / Elle s'appelle… · Il / Elle est… · Il / Elle a… ans. · Il / Elle aime… · plus / moins ___ que…*
- Students complete the frames about two family members (or a drawing / photo they prepared in Lesson 4). Help each student write at least two connected sentences, plus one comparison.

EXTEND & ADAPT
Ready writers add *aussi* or *mais*, or a reason: *Elle est gentille parce que…*

7 Ma famille — Display of Learning · present — 9 min

- Students take turns (or work in small groups) showing their page and reading their sentences about two family members.
- Classmates ask one question: *Il est comment ? · Il a quel âge ? · Il aime quoi ?* The presenter answers in French.

8 On vérifie ! — Essential Question — 2 min

- Return to the Essential Question: *Comment est ta famille ?* The class answers together, holding up their pages: *Ma famille est unique !*

9 Au revoir ! — 1 min

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

SAMPLE PRESENTATION · A MODEL TO SHOW STUDENTS

Voici maman. Elle s'appelle Claire. Elle est gentille. Voici Lili. Elle a deux ans. Elle est plus petite que moi. Ma famille est unique !

What to look for (Display of Learning)

- Presents at least two family members with a few connected sentences
- Uses the frames: *Voici… · Il / Elle s'appelle… · Il / Elle est… · Il / Elle aime…*
- Makes a simple comparison (*plus / moins ___ que*)
- Answers a classmate's question about the family

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**

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