Sarah's Spanish School

FREE SAMPLE · MUNDIAL FRENCH · UPPER ELEMENTARY

C'est encore loin ?

Are We There Yet?

IB PYP theme: How We Organize Ourselves | **Level 3A · Grades 4–5**

Unit 5 of 6 | **5 lessons · about 40 min · once a week** | **90%+ in French**



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

Students use French to talk about destinations, transportation, and packing, following a summer road trip across France. They plan a class trip, compare trips, follow and give directions, and map a route, then write and present their own road trip. Coco and Papi set off for the sea in an old yellow 2CV: *« C'est encore loin ? »* *« Pas encore ! »* Grammar in context: *je vais / on va* + infinitive.

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 — **Planning and preparing help people travel efficiently and reach their destination.**

Essential question: *Quelles décisions prend-on quand on va d'un endroit à un autre ?* (What decisions do we make when we go from one place to another?)

Lines of inquiry

- How we plan to get from one place to another
- What tools or rules help us move safely and efficiently
- How planning affects travel and arrival

Key concepts

Function How navigation and planning systems work

Connection How routes, maps, and transportation are linked

Causation How good planning leads to efficient and safe travel

Responsibility How following rules and instructions keeps us safe

Learner profile attributes

Thinkers Plan and problem-solve travel challenges

Inquirers Ask questions about routes, maps, and navigation

Principled Follow rules for safe and fair movement

Open-minded Consider many ways to reach a destination

Reflective Evaluate plans and improve them

Approaches to learning (ATL skills)

Thinking Analyze routes and maps; predict and decide on the best way to travel

Communication Use descriptive language to explain directions and plans; listen to and interpret instructions

Social Plan together, respect others' suggestions, solve navigation challenges as a team

Self-management Organize materials for a trip; follow procedures during movement activities

Language & Learning

ACTFL-aligned can-dos · Level 3A · Grades 4–5

Can-do statements

1. I can answer travel questions and say where I am going.
2. I can compare and describe different trips.
3. I can follow and give directions and say where a place is.
4. I can talk about a road-trip route: places, distances, and what I see.
5. I can write and present my road trip.

Culture

Les grandes vacances. In July and August, many French families drive south to the sea, the mountains, or the countryside. Students meet the **Citroën 2CV**, the classic little French car built from 1948 to 1990 that people still drive and repair today, and follow a route past the châteaux of the Loire, the lavender fields of Provence, and the beaches of the Côte d'Azur. A short reading maps the route of the Tour de France.

Where: France

Key structures

PLANS

Je vais… / On va… · *Je veux visiter…* · *Il va…* · *Je vais avec…* · *Je vais voir…*

GETTING THERE

J'arrive en… · *la voiture* · *l'avion* · *le train* · *le bateau* · *le vélo* · *C'est encore loin ?* · *Pas encore !*

WHERE

la ville · *la région* · *le pays* · *le continent* · *le nord · le sud · l'est · l'ouest*

PACKING

J'emporte… / On emporte… · *Il faut emporter…* · *la valise* · *le sac à dos* · *les vêtements* · *le maillot de bain* · *les lunettes de soleil* · *le chapeau* · *la veste* · *Je mets…*

GRAMMAR IN CONTEXT

je vais / on va + infinitive (near future)

The unit story: *C'est encore loin ?* · told a little each lesson in StoryTime

Day 1
It's summer and Coco wants to go to the sea. Papi has an old yellow 2CV. Let's go!
« C'est encore loin ? »
« Pas encore ! »

Day 2
They head south and see a castle.
Ils vont vers le sud. Ils voient un château.

Day 3
Oh no, the 2CV breaks down! A mechanic helps, and Coco helps too.
« Je vous aide ! »

Day 4
South, then east: fields of lavender. It smells so good!
Ils voient des champs de lavande.

Day 5
They arrive on the Côte d'Azur. There's the sea! Coco puts on his swimsuit.
Voilà la mer ! Cocorico !

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

Mon voyage en voiture (My Road Trip)

Plan
On a workbook page, students plan a road trip: where they're going, who they go with, which direction, what they see, and what they pack.

Write
Sentence starters: *Je vais à ___. Je vais en voiture avec ___. Je vais vers le nord / le sud / l'est / l'ouest. Je vois ___. J'emporte ___.*

Present
Students present their trip and answer a partner's questions. Scored with a simple rubric. The last lesson is a full work-on-your-project day.

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 · IN THIS SAMPLE
On va où ?
I can answer travel questions and say where I am going.

LESSON 2
Des voyages différents
I can compare and describe different trips.

LESSON 3
Nord, sud, est, ouest
I can follow and give directions and say where a place is.

LESSON 4
Notre itinéraire
I can talk about a road-trip route: places, distances, and what I see. (Plus the 2CV and the Tour de France.)

LESSON 5 · IN THIS SAMPLE
Mon voyage en voiture
I can write and present my road trip.

LESSON **1** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 3A · UNIT 5: C'EST ENCORE LOIN ?

On va où ?

Where Are We Going? · Planning a class trip



Rituel 5 min	Question du jour 5 min	L'histoire de Coco 7 min	On bouge ! 3 min	On explore ! 14 min	On vérifie ! 3 min	À toi ! 2 min	Au revoir ! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

Today's goal

I can answer travel questions and say where I am going.

Target structures

On va où ?
Where are we going?

On va à… / Je vais à…
We're going to… / I'm going to…

Je veux visiter ___ parce que ___.
I want to visit ___ because ___.

On y va comment ?
How do we get there?

en voiture · en avion · en train · en bateau · à vélo
by car · plane · train · boat · bike

C'est encore loin ? – Pas encore !
Are we there yet? – Not yet!

Il faut emporter… ?
Do we need to bring…?

Materials

- Opening Ritual slides
- Trip-planning slides (destinations, weather, packing items)
- Map of France and a world map
- Coco story slides, Day 1
- Student workbook page (if time); pencils

1 Rituel d'ouverture — Opening Ritual — 5 min

- Day, weather, what to wear today, and feelings. Upper-grade students answer in full sentences.
- Introduce the Essential Question in one line: *Quelles décisions prend-on quand on va d'un endroit à un autre ?*

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

ASK *Tu veux visiter quel endroit ?*

ANSWER *Je veux visiter ___ parce que ___.*

- Model with the map (*Je veux visiter Québec parce que j'aime la neige.*). Students repeat, tell a partner, then partners ask and answer.
- Pop-up grammar (five seconds, when it comes up): *à* Paris, *en* France, *au* Canada.

3 L'histoire de Coco — C'est encore loin ? · Day 1 — 5–10 min

- *Cocorico ! Bonjour, la classe !* → *Bonjour, Coco !*
- *C'est l'été. Coco veut aller à la mer ! Il veut aller à la mer ou à la montagne ? À la mer !*
- *Papi a une vieille 2CV jaune. La voiture est vieille ou nouvelle ? Elle est vieille ! Elle est jaune ou rouge ? Jaune ! On y va !*
- Everyone together: *« C'est encore loin ? » « Pas encore ! »*

4 On bouge ! — On y va comment ? — 3 min

- One move per way to travel: *en voiture* (steering wheel) · *en avion* (arms out, glide) · *en train* (arms pump, "tchou-tchou") · *en bateau* (rock side to side) · *à vélo* (pedal). Call *On va en ___ !* faster and faster.

5 On explore ! — On va où ? Plan a class trip — 12–15 min

- The class plans one imaginary summer trip in France. Students vote by moving to the left or right side of the room: *On va à la mer ou à la montagne ? Il fait chaud ou il fait froid ? On part en été ou en hiver ? C'est loin ou ce n'est pas loin ?*
- Sum up the class choices and offer destinations that fit: *On va à la mer. Il fait chaud. On va à Nice, à Marseille ou à Biarritz ?* Show the map and photos, then vote.
- If time: *Qu'est-ce qu'on emporte ?* Show packing items (*Il faut emporter le maillot de bain ? Oui ! La veste d'hiver ? Non !*) and choose how to travel. A student scribe records every decision.

PRO TIP
Circle key language with follow-up questions: *On va à la mer. Il fait chaud. On va en voiture ou en train ?*

EXTEND & ADAPT
Add criteria such as *Il y a des animaux ?* or *C'est une grande ville ?* After class, turn the class decisions into a short reading for Lesson 2.

6 **On vérifie !** Vrai ou faux ? — 2–3 min

- *Coco veut aller à la montagne.* (✗ à la mer) · *La 2CV de Papi est jaune.* ✓ · *Notre voyage est en hiver.* (answer from today's vote)

7 **À toi !** Workbook, if time — if time

- Students complete: *Je veux visiter ___ parce que ___. J'y vais en ___.*

8 **Au revoir !** — 1 min

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

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL FRENCH · LEVEL 3A · UNIT 5: C'EST ENCORE LOIN ?

Mon voyage en voiture

DISPLAY OF LEARNING

My Road Trip · Display of Learning · project day



Rituel 4 min	Question du jour 4 min	L'histoire de Coco 5 min	On bouge ! 3 min	Plan + write 14 min	Present 6 min	On vérifie ! 3 min	Au revoir ! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

Today's goal

I can write and present my road trip.

Target structures

Je vais à ___.
I'm going to ___.

Je vais en voiture avec ___.
I'm going by car with ___.

Je vais vers le nord / le sud / l'est / l'ouest.
I'm heading north / south / east / west.

Je vois ___.
I see ___.

J'emporte ___.
I'm bringing ___.

Je mets mon maillot de bain.
I put on my swimsuit.

C'est encore loin ? – Pas encore ! / On est arrivés !
Are we there yet? – Not yet! / We're here!

Materials

- Opening Ritual slides
- Coco story slides, Day 5
- Direction signs posted on four walls (nord, sud, est, ouest)
- Student workbook Display of Learning pages: Mon voyage en voiture + rubric
- Maps of France; colored pencils

1 Rituel d'ouverture — Opening Ritual — 4 min

- Quick Opening Ritual. Preview today: *Aujourd'hui, c'est le jour du projet !*

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

ASK *Où est-ce que tu vas aller ?* **ANSWER** *Je vais aller à ___.*

- A quick round so every student says their destination before writing. Recast with the near future: *Ah, tu vas aller à Nice ! Tu vas voir la mer ?*

3 L'histoire de Coco — C'est encore loin ? · Day 5 — 5 min

- Retell the story with the class, then the ending: *Ils vont vers le sud, puis vers l'est… « C'est encore loin ? » « Pas encore ! » … Ils arrivent sur la Côte d'Azur. Voilà la mer ! Coco met son maillot de bain. Cocorico !*

4 On bouge ! — Nord, sud, est, ouest — 3 min

- Call a direction; students turn and take two steps toward that sign: *On va vers le nord !* Mix in packing moves: *Je mets mon chapeau · Je mets ma veste · Je mets mes lunettes de soleil.*

5 Mon voyage en voiture — Display of Learning · plan + write — 14 min

- **Plan.** On the workbook map of France, students choose a destination, draw the route with at least two stops, and note who goes, what they see, and what they pack.
- **Write.** Students write with the sentence starters: *Je vais à ___. Je vais en voiture avec ___. Je vais vers le nord / le sud / l'est / l'ouest. Je vois ___. J'emporte ___.*
- **Stretch it.** Ready writers add detail: *parce que… · Il fait chaud / Il fait froid. · C'est loin de ___. · Je veux visiter ___.*

PRO TIP
Read every direction aloud and show a finished model first. Keep the model on the board while students write.

6 Present — Partner presentations — 6 min

- Partners take turns presenting. The listener asks at least two questions: *Tu vas où ? Tu vas avec qui ? Qu'est-ce que tu vois ? Qu'est-ce que tu emportes ? C'est encore loin ?*
- Invite two or three volunteers to present to the class with their map.

7 On vérifie ! — Self-check — 2–3 min

- Students show 1, 2, or 3 fingers: "How well can I tell about my road trip in French?" Then return to the Essential Question.

8 Au revoir!

1 min

- *Bonnes vacances ! Au revoir, la classe !*

SAMPLE STUDENT WRITING · A MODEL TO SHOW STUDENTS

Je vais à Biarritz. Je vais en voiture avec ma famille. Je vais vers le sud, puis vers l'ouest. Je vois des châteaux et des champs. Il fait chaud. J'emporte mon maillot de bain et mes lunettes de soleil parce que je vais à la plage. C'est encore loin ? Pas encore… Voilà la mer !

Quick rubric (sample)

Criteria	Not yet	With help	Yes!
Content Tells where, who, which direction, what I see, and what I bring	◯	◯	◯
Language Uses the sentence starters correctly; adds detail (*parce que*, weather, places)	◯	◯	◯
Presentation Presents clearly and answers a partner's questions in French	◯	◯	◯

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

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

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Mundial comes in Spanish, French, and Mandarin, with full K–5 units, slides, stories, workbooks, training, and ongoing support.

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