

LET'S WAKE UP!

Links to the Early Years Foundation Stage Curriculum (DfE: 2012)

www.early-education.org.uk

'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments' (DfE: 2012)

LANGUAGE:

(track 1 on the Sound CD)

réveille-toi!	sauter!	je suis fatigué(e)	maman
un, deux, trois	marchez!	je fais dodo	papa
bonjour!	tournez	bonne nuit	en haut
secouez	frappez	dors bien!	en bas
la tête	par ici	(viens) faire un	
les mains	par là	calin	
les pieds		bisous	
(tout) le corps			

INTRODUCTION:

EYFS

A Unique Child: Associates a sequence of actions with daily routines. (*Mathematics: Shape, space and measure 2012*)

This topic is divided into two sections. The first section contains activities relating to **Waking up** and the second section relates to getting tired and **Going to sleep**. You can use these sections in whatever order suits you and your groups. You could consider starting the session with ideas from the 'Wake up section' section and following on with quieter 'wind-down' ideas from the 'Go to sleep' section.

Note: The rhymes: **Tic tac** track 10, **Petite étoile** track 67, and the songs on CDI: **Ainsi font les petites marionnettes** track 71, **Un, deux, trois Réveille-toi!** Track 11, **Secouez!** Track 12, **Je suis fatigué(e) Maman** track 68, **Dodo** track 69, **Fait Dodo Colin mon petit frère** track 70, and the story **Bonbon va au lit** on page 57: link all the different activities and games for this topic.

LINKS TO OTHER TOPICS:

There are songs about going to sleep included in the topics Let's Pretend – princesses and Let's Celebrate – picnic which you could recycle here.

LET'S WAKE UP!

WAKING UP:



Let's Imagine!

Introduce the 'story' of Bonbon the Bear who is the focus of this topic. He is very tired and needs help to wake up. Have Bonbon in a toy pram or cot or even just cradled in your arms in a blanket. Talk very quietly as you tell your group how sleepy he is and ask for ideas of how we can wake him up in a nice way.

Suggest to the group that you could wake him up by calling out "*Bonjour Bonbon!*" Take it in turns to try and wake him up. Perhaps Bonbon could snore loudly when these attempts to wake him up fail?!

Introduce the key vocabulary *Réveille-toi* and take it in turns to try to wake him up by saying this to him. Adults should be encouraged to join in as the toddlers may not be confident enough to speak within the group – or may simply be too young.

When Bonbon finally wakes up make a big deal of it and encourage the whole group to greet him by saying "*Bonjour Bonbon!*"

You will need: Bonbon, a toy pram/cot or a blanket to wrap him in.



Let's Play!

EYFS

A Unique Child: Enjoys finding own nose, eyes or tummy as part of naming games and learns that own voice and actions have effects on others. (*Personal, Social and Emotional Development: Self-confidence and self-awareness 2012*)

Games and actions:

- Shake your body. Invite the toddlers to wake up each part of their body. Introduce the word *Secouez* and show the group how we can shake different parts of our body to wake up. Try to introduce the words for the parts of the body in the following order as this replicates the order in the song *Secouez*, track 12. Start with *la tête*, then *les mains*, then *les pieds*, and finally *(tout) le corps*. Encourage adults with smaller babies and toddlers to move the children's arms, legs and so on, repeating the key vocabulary all the time.

LET'S WAKE UP!

- Talk with the group about other ways we could wake our bodies up. Discuss the different actions that we could do and introduce the French words for each one. You do the actions for each word as you say the French word. Get the toddlers to practise the action words *sautez*, *marchez*, *tournez*, *frappez*. Encourage the adults to say the words as well as doing the action but don't worry about the toddlers repeating the spoken word; encourage them to concentrate on the actions associated with each word.
- Stand up and wake up properly by practising different actions and moving around the room. Use *Sautez/marchez/tournez/frappez* and any other action words you have introduced to your group.
- Use music to turn this into a game of 'Musical Statues': play music (try to use music the toddlers are familiar with and to which they can do actions). Whilst the music is playing, the toddlers can move around the room, but when the music stops they must stop. You can then call out either a part of the body or an action which they should all do. Toddlers who are not yet walking can be carried by their adult.
- Play 'Follow my leader' by moving around the room with the group following you. Call out different action words and do the action, encouraging the group to copy you. Toddlers who are not yet walking can be carried by their parent. Adults might like to take their turn as leader, and the more confident toddlers would love to take their turn as leader and be 'in charge' of the group!



Let's Say!

- Once you have discussed Bonbon waking up, you could talk about what kind of day it is. Is it sunny? Rainy? Is it windy? Snowing? If there is time you could sing a song about the weather or use rhymes from the weather topic to support this, if you wish. See CDI track 13 for song: *Quel temps fait-il?* page 80.
- Recite or chant the following with actions:

Tic tac – CDI, track 10

Tic tac tic tac je suis réveillé(e).
Tic tac tic tac je veux me lever.

Tic tac I have woken up.
 Tic tac I want to get up.

Tic tac tic tac je mange, je bois, je pense.
Tic tac tic tac je saute, je cours, je danse.

Tic tac I eat, I drink, I think.
 Tic tac I jump, I run, I dance.

Tic tac tic tac je suis fatigué(e).
Tic tac tic tac je veux me coucher.

Tic tac tic tac I am tired.
 Tic tac tic tac I want to go to bed.

- You may like to discuss the clothes Bonbon should wear. He normally wears just a t-shirt, but the toddlers will also love to show him what they are wearing.

LET'S WAKE UP!



Let's Make!

EYFS

A Unique Child: Experiments with blocks, colours and marks. (*Expressive arts and design: Exploring and using media and materials 2012*)

- Give the toddlers a picture of Bonbon, and ask them to draw the weather as it was when Bonbon woke up if you discussed this earlier in the session. If you didn't discuss the weather they could simply colour in Bonbon.

You will need: an image of Bonbon available on the Resources CD.

- Consider making a weather chart to take along to the sessions. You would simply need a sheet of blue card, and some cut out shapes depicting different weather conditions. The toddlers could then pick out the relevant picture and stick it onto the blue card as you introduce the corresponding French.
- Make a collage picture using breakfast cereal. This could be a picture of the sun, or maybe a picture of Bonbon, using the cereal to make his fur!



Let's Explore!

EYFS

A Unique Child: Frequently imitates words and sounds and experiments with using sounds and words to communicate for a range of purposes. (*Communication and Language: Speaking 2012*)

- Remind the group of the way in which you were speaking at the start of the session. Bonbon was asleep so you were speaking very quietly. Ask them how we talked once Bonbon was awake and as you do so raise your voice in contrast. Play some counting games where you alter the volume of your voice as you count. Get the toddlers to listen and copy, using the correct volume as well as the correct word. Quieter toddlers especially love this game as it positively encourages them to speak quietly. Conversely, other toddlers love having the opportunity to use their 'big voices'!

EYFS

A Unique Child: Pays attention to dominant stimulus and has a strong exploratory impulse. (*Communication and Language: Listening and attention 2012*)

- Bring an alarm clock to the session and let the toddlers listen to the 'tic toc' and the noise of the alarm itself. It would be fun to hide the clock and let the toddlers see if they can find it by listening!

LET'S WAKE UP!

GOING TO SLEEP



Let's Imagine!

EYFS

A Unique Child: Can express their own feelings and responds to the feelings and wishes of others. (*Personal, Social and Emotional Development: Managing feelings and behaviour 2012*)

This 'story' can be used at the start of a session or in combination with the Waking up section above. Bonbon has been so busy! (You can go into detail here depending on what has preceded this section. Perhaps he is tired after all the activities and games he has just joined in with? Perhaps before coming into the session he has been to the park/shopping with *Maman*. You can make up your own reasons to suit your group and your session).

He is very tired and needs a nap but he needs help to fall asleep. Ask the toddlers for ideas of what they like to do before they go to sleep. Read a book? Have a bath? Have a cuddle? Listen to a lullaby?

As you are talking to the group, start to lower your voice (this is a very effective tool to quieten a group. The quieter you speak, the quieter they have to be to hear you!).

Introduce the key vocabulary *Fais un calin* and take it in turns to give Bonbon a cuddle. If Bonbon is still not sleeping, introduce *fais dodo*, *fais dodo* in a quiet singsong voice and rock Bonbon in your arms. Again pass him around and encourage each toddler and adult to rock Bonbon and sing *Dodo*, CDI, track 69.

Tell the group that they are wonderful and that Bonbon has fallen asleep now. Place him carefully in a toy cot or pram or simply wrap him in a blanket and put him in a quiet corner to sleep.

You will need: Bonbon, a toy pram/cot or a blanket to wrap him in.



Let's Say!

- Prepare the group for the role-play by telling them they are going to be like Bonbon and practise saying "non non non" all together. All the adults can say "*fais dodo*" and "*fais un calin*" as they cuddle the toddlers.

LET'S WAKE UP!

- *Tu es fatigué Bonbon, va au lit.*
- *Non non non.*
- *Tu es fatigué Bonbon, va au lit*
- *Non non non*
- *Viens faire un calin.*
- *Fais dodo Bonbon, fais dodo.*

- Talk to the group about how we feel when we are tired. Do we yawn? Do we rub our eyes? Do we cry sometimes? Show the images of Bonbon and ask the toddlers to mimic his actions (yawning/rubbing eyes/crying – encourage them to cry “Wahh! Wahh!” Incorporate these actions into the role-play above as an extension if you wish. Finish off this role-play on a positive note by saying “*fais un calin*” or “*Fais dodo*” and all the toddlers cuddling their bears or all adults cuddling their toddlers.

You will need: the 3 illustrations of Bonbon – yawning, rubbing eyes, and crying available on the Resources CD.



Let's Play!

EYFS

A Unique Child: Explores new toys and environments and is gradually able to engage in pretend play with toys. (Personal, Social and Emotional Development: Self-confidence and self-awareness, 2012)

Pretend:

- Talk about how we got Bonbon to sleep; quiet voices, a cuddle, rocking him, and singing to him. Show the picture of Maman cuddling Bonbon and remind the toddlers how happy and sleepy Bonbon felt. Give each toddler a toy (or they could use their own Bonbon Bear. The adults could even cradle their toddlers – this is entirely up to the licensee). Get the group to *fais un calin* with their toys, and encourage them to speak softly. They can ‘shhhh’ their toy and say “*fais dodo*”. You may like to provide toys/dolls. You may also like to use the picture of Maman cuddling Bonbon as a visual prompt.
You will need: the image of Maman cuddling Bonbon available on the Resources CD.
- The toddlers will love to pretend that they are asleep (on blankets/rugs/carpet/adults’ knees!). Keep repeating the target vocabulary “*tu es fatigué(e)*” and “*fais dodo*”. When everyone is quiet, tell them you are going to count and when you get to 3, you want them to wake up and jump up! Count 1,2,3 *réveille-toi*! You may like to provide blankets/sheets/rugs for this activity.
- Talk to the group about how we stretch when we are tired. Reach your hands up high then let them flop down low. Have the group copy your arm movements. Ask the toddlers how high they can stretch. Introduce the vocabulary *en haut* as your hands are high up in the air and *en bas* as they fall down low. All give a stretch *en haut et en bas* and pretend to yawn saying “*je suis fatigué(e)*”.

LET'S WAKE UP!

Games and actions:

EYFS

A Unique Child: Interacts with others and explores new situations when supported by a familiar person. (*Personal, Social and Emotional Development: Making relationships 2012*)

- Play 'follow my leader' where the group follows you as you move around the room. When you call out "*en haut*" put your hands up high (still moving around the room) and when you call out "*en bas*" put your hands down low. Get another adult or toddler to be leader and take it turns to follow the leader!
- Tell the group that you are going to count up to five. The higher you count, the more tired the group gets. When you get to five, call out "*Tu es fatigué(e), fais dodo!*" and the group all pretend to be asleep. You can go around saying "*Bonne nuit*" to all of them individually.
- Talk to the toddlers about the idea of counting sheep to help fall asleep. Have a picture of some sheep, or even some soft toy sheep and practise counting them in French. Ask the group "*Vous êtes fatigué(e)s?*" They can answer either "*oui*" or "*non*".
You will need: a picture of some sheep available on the Resources CD, or some soft toy sheep.
- Play a variation of musical statues. Play some music and have the group move around the room. When it stops call out either "*Réveille-toi!*" or "*Je suis fatigué(e)*". If you call out "*Réveille – toi*", the toddlers give a wave to start the day. If you call out "*Je suis fatigué(e)*" then they yawn and rub eyes and pretend to sleep.
- Play with your parachute or a large sheet... place stars, cut out of coloured felt, or laminated pictures of stars on the parachute and sing the following song with the toddlers (to the tune of *Frère Jacques*).

Petite étoile – CD1, track 67

Petite étoile.

Petite étoile.

Etincelle

Dans le ciel.

On voit de la terre.

On voit de la terre.

Ta lumière.

Ta lumière.

Little star.

Little star.

Twinkle

In the sky.

We see from earth.

We see from earth.

Your light.

Your light.

- The toddlers might like to wear/bring their pyjamas to class, for a sleep-over with Bonbon! You could draw the curtains, have a few blankets to snuggle under and even have a hot chocolate (if this is OK with the parents).

LET'S WAKE UP!

- You could even play 'Cache-cache' with a torch. The toddlers may have fun with the following rhyme:

Il fait noir, noir, noir.
Je veux voir, voir, voir.
Allume la lumière!
Ah! Il fait plus clair.

It is dark dark dark.
I want to see see see.
Turn the light on!
Ah! It is brighter.



Let's Make!

EYFS

A Unique Child: Shows control in holding and using mark making tools.
(Physical Development: Moving and handling 2012)

- Colour in/decorate a picture of Bonbon asleep.
You will need: an image of Bonbon asleep available on the Resources CD.
- Decorate/design a blanket to cover Bonbon or toddler's own bear.
You will need: an image of a blanket available on the Resources CD.
- Colour in or decorate Bonbon's bed.
You will need: the image of Bonbon's bed available on the Resources CD.
- Toddlers could draw a starry picture on white paper with a white crayon or candle. Use diluted dark blue paint all over the paper and the stars will appear, as if by magic.
- Bring some playdough to the session, yellow if possible and perhaps with glitter in it, to cut out star shapes. You could say the rhyme **Petite étoile** (from parachute game above). See page 438 in the Let's Celebrate topic for a playdough recipe.
- Make a daytime/night-time picture to hang up in the toddler's bedroom at home. It could have the sun on one side and a moon and starry sky on the other. Use stiff card to make this and hang a ribbon or string at the top so that the toddler can turn it around every morning/evening. You could add the words *Bonjour* and *Bonne Nuit* if you wish. Encourage the adults to use these expressions as part of their routine with their toddler.
You will need: an image of the moon and the sun available on the Resources CD.

LET'S WAKE UP!



Let's Explore!

- Talk about how we can tell how someone is feeling just by using our sight. Illustrate this by (silently) giving the group an animated wave and an exaggerated smile. How am I feeling? Would you say "Bonjour!" or "Fais dodo?" Now (silently) do a gigantic yawn and a big stretch of your arms. Now how am I feeling? Would you say "Bonjour!" or "Fais dodo!"?
- Show the toddlers Bonbon's blanket and talk about how it feels. Soft? Rough? Say "c'est doux" as the toddlers touch the blanket.



Let's Sing!

EYFS

A Unique Child: Listens to and enjoys rhythmic patterns in rhymes and songs, and demonstrates listening by trying to join in with actions or vocalisations. (*Communication and language: Listening and attention 2012*)

- Sing a traditional French song: ***Ainsi font les petites marionnettes***, CDI track 71 helping the toddlers to make their hands dance like puppets and then disappear. At the end of the song tell them that their hands must stay hidden until they hear your magic number. You then count up to this number (vary your pace and your volume to make it more interesting and amusing). When the toddlers hear the magic number their puppet hands can magically reappear!

Ainsi font, font, font les petites marionnettes. (make your hands dance in front of you)

Ainsi font, font, font

Trois p'tits tours et puis s'en vont.

(turn your hands around then make them disappear behind your back)

If you are unfamiliar with this song you can find animated versions of it on YouTube or refer to the Mama Lisa website: <http://www.mamalisa.com>

- Tell the toddlers that we are going to wake our hands up by chanting the following rhyme:

Claquez claquez petites mains.

Tournez tournez le petit moulin.

(clap your/your toddler's hands together)

(turn your/your toddler's hands around each other like a mill)

LET'S WAKE UP!

- Prepare for this song by practising all your actions. Get everyone standing up and call out the French instructions for the group to do the action. Ensure the toddlers and adults understand *par ici* and *par là* by showing them how to clap/turn hands/walk facing first in one direction and then in another. Have fun getting the toddlers to yawn and lie down/ be cuddled by their adult when they hear *Je suis fatigué*. The toddlers will enjoy the change of pace in this song!

Un, deux, trois, réveille-toi! – CDI, track 11

Un, deux, trois, réveille-toi!

Je saute par ici, je saute par là,

Je saute comme ça!

Je suis fatigué(e),

Fatigué(e).

Je suis fatigué(e),

Fatigué(e).

Sssshhhhh

Un, deux, trois, réveille-toi!

Je marche par ici, je marche par là.

Je marche comme ça!

Je suis fatigué(e)...

Un, deux, trois, réveille-toi!

Je tourne par ici, je tourne par là.

Je tourne comme ça!

Je suis fatigué(e)...

Un, deux, trois, réveille-toi!

Je frappe par ici, je frappe par là.

Je frappe comme ça!

Secouez! – CDI, track 12

Secouez la tête, tête, tête.

Secouez les mains, mains, mains.

Par ici et par là.

Secouez les pieds.

Secouez, secouez, secouez, secouez.

La tête, les mains, les pieds, le corps.

Secouez, secouez, secouez, secouez.

(Repeated)

I 2 3 Wake Up!

I jump this way, I jump that way,

I jump like that!

I am tired,

Tired.

I am tired,

Tired.

Sshhhhhh

I 2 3 Wake Up!

I walk this way, I walk that way.

I walk like that!

I am tired...

I 2 3 Wake Up!

I turn this way, I turn that way.

I turn like that!

I am tired...

I 2 3 Wake Up!

I clap this way, I clap that way.

I clap like that!

Shake your head, head, head.

Shake your hands, hands, hands.

This way and that way.

Shake your feet, feet, feet.

Shake, shake, shake, shake.

Your head, your hands, your feet, your body.

Shake, shake, shake, shake.

LET'S WAKE UP!

- Sing the following to the tune of *Frère Jacques*:

Ferme les yeux, ferme les yeux.

Close your eyes x 2
(all close eyes)

Tu es fatigué(e), fatigué(e).

You're tired x 2
(stretch arms and yawn)

Dors bien petit bébé, dors bien petit bébé.

Sleep well little baby
(cradle toddler/bear in arms and rock)

Bonne nuit, bonne nuit.

Good night, good night.
(kiss fingers and put kiss on toddler/bear's forehead)

- Sing the following to the tune of *Au clair de la lune*:

Au clair de la lune

By the light of the moon
(point to the sky or to the image of the moon)

Les enfants s'endorment.

Children fall asleep.
(Put hands under head and pretend to sleep)

R'garde les visages calmes.

Look at the calm faces.
(stroke toddler's face gently)

Ils sont fatigués.

They are tired.
(put hand over mouth and pretend to yawn)

M'man fait des bisous.

Un, deux, trois, quatre, cinq.

Mummy gives kisses
1 2 3 4 5
(kiss toddler/bear on face/hands/arms after each number)

Au clair de la lune.

By the light of the moon
(point to the sky or to the image of the moon)

Les enfants s'endorment.

Children fall asleep.
(All toddlers lie down and pretend to sleep)

Suggestion: you may like to use the image of the moon as a visual prompt in this song.

Je suis fatigué(e) Maman – CDI, track 68

Je suis fatigué(e) Maman.

I'm tired Mummy.

Je suis fatigué(e) Papa.

I'm tired Daddy.

Je vais au lit et je fais dodo.

I go to bed and go to sleep.

Je suis fatigué(e) Maman

I'm tired Mummy.

Je suis fatigué(e) Papa.

I'm tired Daddy.

Je vais au lit et je dis "bonne nuit".

I go to bed and I say "good night".

Je vais au lit et je dis "bonne nuit".

LET'S WAKE UP!

Dodo – CDI, track 69

Fais dodo, dodo.

Tu es très fatigué(e).

Tu as trop marché.

Fais dodo, dodo.

Go to sleep, sleep.

You are very tired.

You have walked too much.

Go to sleep.

Fais dodo, dodo.

Tu es très fatigué(e).

Tu as trop sauté.

Fais dodo, dodo.

Go to sleep, sleep.

You are very tired.

You have jumped too much.

Go to sleep.

Fais dodo, dodo.

Tu es très fatigué(e).

Tu as trop tourné.

Fais dodo, dodo.

Go to sleep, sleep.

You are very tired.

You have turned around too much.

Go to sleep.

Fais dodo, dodo.

Tu es très fatigué(e).

Tu as trop frappé.

Fais dodo, dodo.

Go to sleep, sleep.

You are very tired.

You have clapped too much.

Go to sleep.

(You could sing this song using other verbs such as: *trop dansé, chanté, parlé* etc...)

Fait Dodo, Colin mon petit frère – CDI, track 70

Fait dodo, Colin mon p'tit frère.

Fait dodo t'auras du lolo.

Maman est en haut qui fait du gâteau.

Papa est en bas qui fait du chocolat.

Fait dodo, Colin mon p'tit frère.

Fait dodo t'auras du lolo.

Go to sleep, Colin my little brother.

Go to sleep you'll have some milk.

Mummy is upstairs making a cake.

Daddy is downstairs making chocolate.

Go to sleep Colin, my little brother.

Go to sleep you'll have some milk.

LET'S WAKE UP!



Let's Tell a Story!

Note: Try and use a settling down activity to lead into the storytelling activity. The role-play activity for example would be an effective way of settling grownups and toddlers down to listen to a story. Coloured images for this story are available on the Resources CD. Black and white images with the transcript of the story are placed at the end of this topic.

EYFS

A Unique Child: Enjoys pictures and stories about themselves, their families and other people. (*Understanding the world: People and communities 2012*)

Bonbon va au lit.

1. Bonbon the bear has had a very busy day.
(Optional discussion about Bonbon's day and use of illustrations from other topics to support this, based on things the toddlers are already familiar with)
Look how tired he is!
"Tu es fatigué Bonbon?" asks Maman.
"Oui, oui, oui" yawns Bonbon.
2. It's time for him to have a bath.
"Viens prendre un bain, Bonbon".
Bonbon gets undressed and jumps in quickly. He has lots of fun in the bath with his favourite toys.
(Recycle vocabulary about clothes as he undresses, toys, body parts, washing).
3. Now he needs to put on his pyjamas.
Let's count the buttons. *Un, deux, trois, quatre, cinq.*
4. Don't forget to brush your teeth Bonbon!
What colour is Bonbon's toothbrush? Ah... *rouge*.
(Optional to sing **Brosse les dents**, CD 2, track 67 from Let's Celebrate here).
5. Maman offers to read him a story. He has lots of books... books about *dinosaures*, books about *princesses*... I wonder which book he will choose?
(Optional: allow toddlers to suggest a book, or mention one from a recent topic).
6. Now Bonbon is ready to go to sleep.
"Bonne nuit, Bonbon" says Maman.
"Non, non, non!" Bonbon replies... Maman has forgotten to sing his favourite song!
Of course! Maman gives Bonbon *un calin* and starts to sing him a lovely song.
(Optional: say... "Let's all sing... insert chosen song title... too" and adults could cradle and rock their toddler, or toddlers could rock their toy, or you could just sing "La la la" for a few bars, if preferred).
7. *Shh! Regarde! Bonbon fait dodo!*
He's fast asleep. Let's all whisper so that we don't wake him up!
Bonne nuit Bonbon!



LET'S WAKE UP!

HOME LINKS:

For Waking up section: Encourage adults to use the French vocabulary at home wherever possible. This could be when the toddlers are waking up at home, or when they are playing with their toys who might be waking up.

Can they spot any sleeping animals/puppets/toys? How could we wake them up in French? How would we greet them when they do wake up?

For Going to sleep section: Adults can use the vocabulary for being tired and going to sleep every day at home. Keep reminding the group of the importance of repetition. The toddlers may not yet be saying any words in French however this does not mean that they are not absorbing it. The more they hear the key language and see/do the associated action the more secure they will become in their French.

If you sing '*Fais dodo Colin mon p'tit frère*' during your session, encourage adults to sing it to the toddlers at bedtime at home along with their normal lullabies.

Young French toddlers count down to events by counting sleeps... *dans trois dodos/dans six dodos*. The toddlers could practise their numbers at home by counting down the number of sleeps before their next French class!

FURTHER RESOURCES:

Petit Ours Brun se couche – Danièle Bour

Bayard Jeunesse; Édition: 2e édition (13 mai 2005)

ISBN-10: 2747016927

ISBN-13: 978-2747016926

- Go to www.google.fr and type in '*chansons à dormir*' for more suggestions of songs and rhymes to use with your group.
- There are animated versions of many French traditional songs on You Tube. Within this section you might find the following songs useful to look up, learn, and show to your group:

Meunier, tu dors – CD 1, track 72

Au clair de la lune – CD 1, track 73

Fais dodo, Colin mon p'tit frère – CD 1, track 70

'Ainsi font' les petites marionnettes – CD 1, track 71

Bonbon va au lit.



Bonbon va au lit.

I. Bonbon the bear has had a very busy day.

(Optional discussion about Bonbon's day and use of illustrations from other topics to support this, based on things the toddlers are already familiar with)

Look how tired he is!

"Tu es fatigué Bonbon?" asks Maman.

"Oui, oui, oui" yawns Bonbon.

Bonbon va au lit.



Bonbon va au lit.

2. It's time for him to have a bath.

"Viens prendre un bain, Bonbon".

Bonbon gets undressed and jumps in quickly. He has lots of fun in the bath with his favourite toys.

(Recycle vocabulary about clothes as he undresses, toys, body parts, washing).

Bonbon va au lit.



Bonbon va au lit.

3. Now he needs to put on his pyjamas.

Let's count the buttons.

Un, deux, trois, quatre, cinq.

Bonbon va au lit.



Bonbon va au lit.

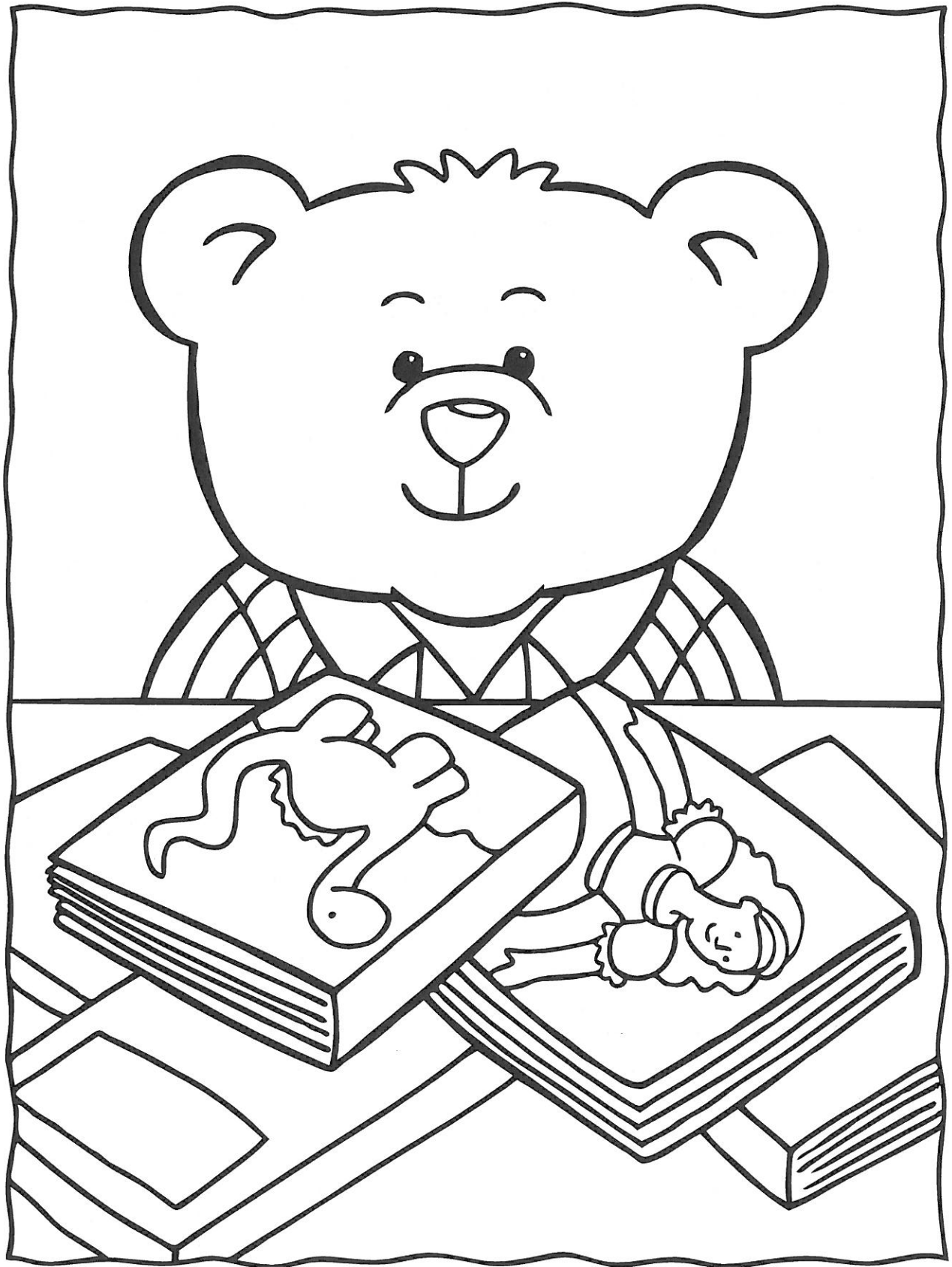
4. Don't forget to brush your teeth Bonbon!

What colour is Bonbon's toothbrush?

Ah... rouge.

(Optional to sing **Brosse les dents**, CD 2, track 67 from Let's Celebrate here).

Bonbon va au lit.



Bonbon va au lit.

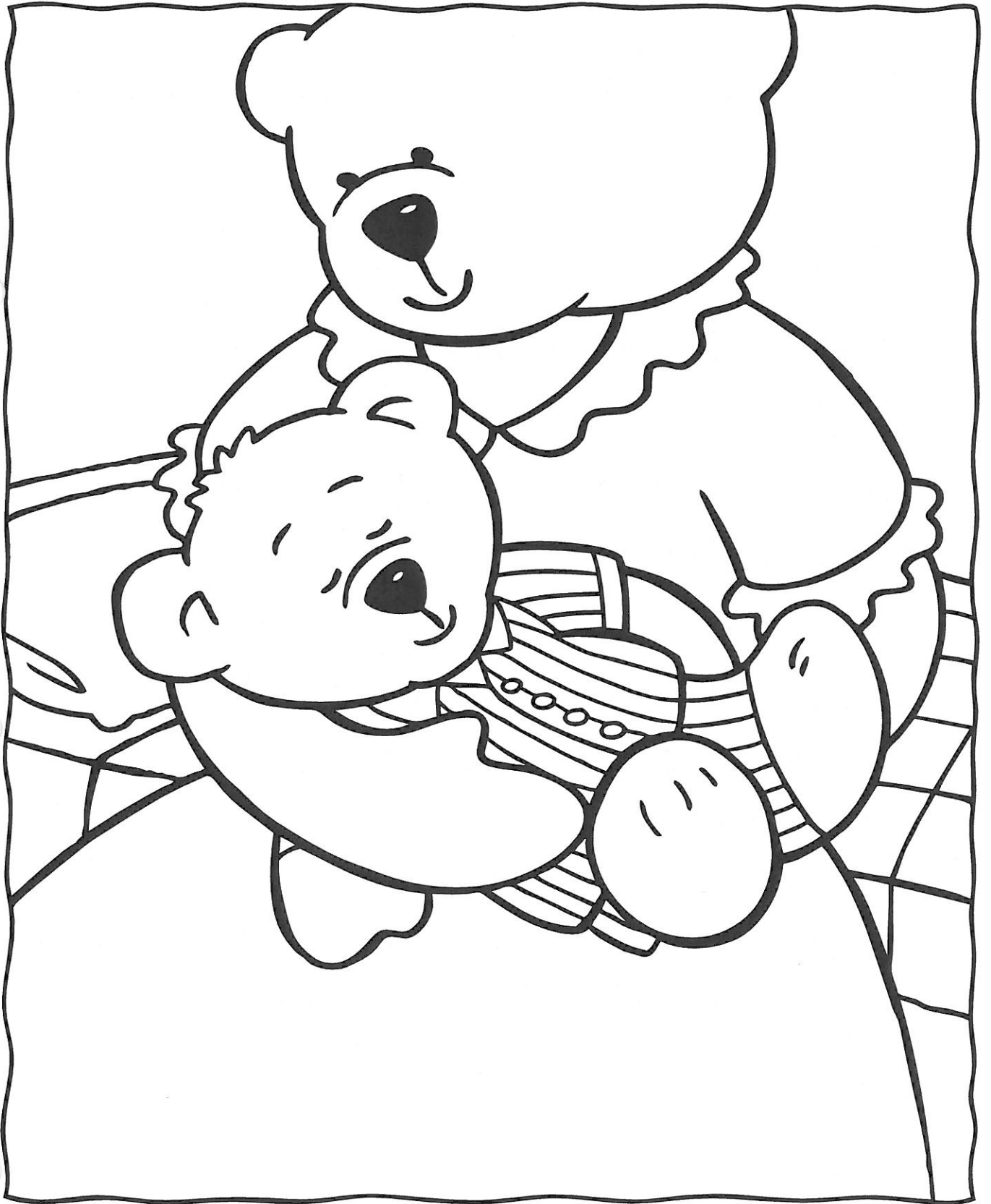
5. *Maman* offers to read him a story.

He has lots of books... books about *dinosaures*, books about *princesses*...

I wonder which book he will choose?

(Optional: allow toddlers to suggest a book, or mention one from a recent topic).

Bonbon va au lit.



Bonbon va au lit.

6. Now Bonbon is ready to go to sleep.

"Bonne nuit, Bonbon" says Maman.

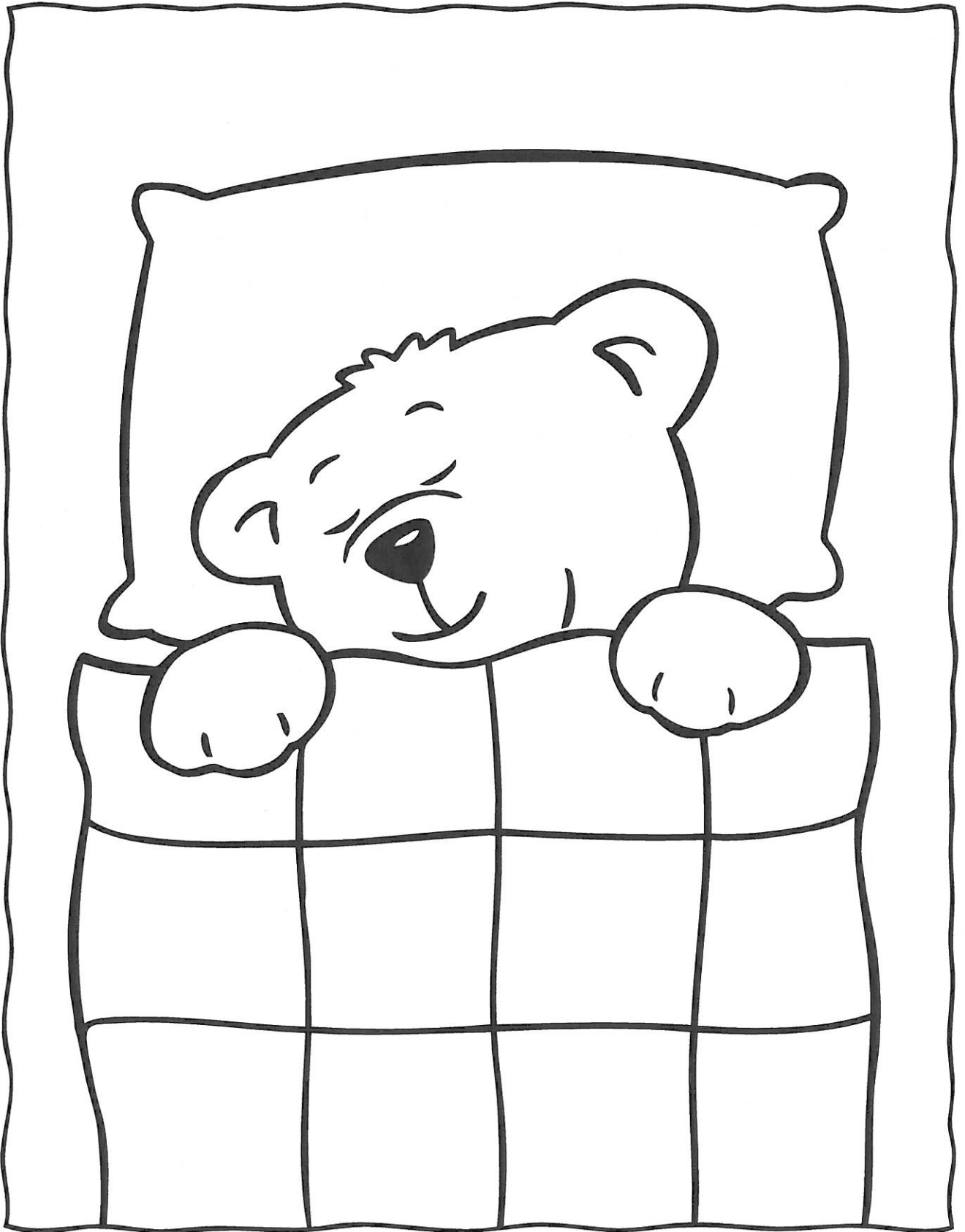
"Non, non, non!" Bonbon replies...

Maman has forgotten to sing his favourite song!

Of course! *Maman* gives Bonbon *un calin* and starts to sing him a lovely song.

(Optional: say... "Let's all sing... insert chosen song title... too" and adults could cradle and rock their toddler, or toddlers could rock their toy, or you could just sing "La la la" for a few bars, if preferred).

Bonbon va au lit.



Bonbon va au lit.

7. *Shh! Regarde! Bonbon fait dodo!*

He's fast asleep. Let's all whisper so that we don't wake him up!

Bonne nuit Bonbon!