













<p>yeux de</p> 	<p>un sac à dos</p>  <p>rouge</p>	<p>un ballon</p>  <p>bleu</p>	<p>Père Noël, apporte- moi!</p> 
<p>un portable</p>  <p>orange</p>			<p>un nounours</p>  <p>vert</p>
<p>un stylo</p>  <p>rose</p>			<p>un lecteur mp3</p>  <p>jaune</p>
<p>Je voudrais</p> 	<p>un t-shirt</p>  <p>blanc</p>	<p>un chapeau</p>  <p>noir</p>	<p>Pour moi, s'il vous plaît</p> 

## NOTES FOR THE TEACHER:

This fortune teller enables children to build up simple sentences requesting Christmas presents. To keep the adjectival agreement simple, all the presents named are masculine.

Cut out the square and fold the fortune teller in the usual way, keeping the print on the outside. The children will almost certainly know how to do the folding, but just in case, you can consult this website:

<http://pbskids.org/arthur/print/cootiecatcher/directions.html>

There are various different ways in which the fortune teller could be used to build up basic sentences about presents. Here is one suggestion:

1. Children work in pairs.
2. Child 1 operates the fortune teller. Child 2 chooses one of the sentence starters, and child 1 manipulates the fortune teller while counting that number.
3. Child 2 chooses one of the present words that they can now see inside. Child 1 manipulates the fortune teller while counting the number next to the present word.
4. Child 2 chooses one of the numbers that they can now see inside. Child 1 turns over the flap and reads out the colour that is printed underneath.
5. The children review the sentence that they have built up.

This writing frame shows the language used on the fortune teller:

Je voudrais	un sac à dos	rouge.
Pour moi, s'il vous plait	un portable	bleu.
Père Noël, apporte-moi	un stylo	vert.
	un t-shirt	jaune.
	un chapeau	noir.
	un lecteur mp3	blanc.
Je veux	un nounours	rose.
	un ballon	orange.